

**City of Saskatoon  
Community Development & Leisure Services  
Aboriginal Program Plan**

**Prepared for:**

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Community Development & Leisure Services  
Aboriginal Plan – May 2004**

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## Executive Summary

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### Background

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 how 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 Branches 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.

The project was wide in scope, comprising the following phases: demographic profiling of Saskatoon's Aboriginal population; one-on-one interviews with key stakeholders, primary research with target markets; profiling of market segments; reviewing comparable programs in other jurisdictions; developing a program inventory and market framework; developing a program plan, as well as a detailed Aboriginal Sport, Culture and Recreation Program plan.

For this project, Fast Consulting sub-contracted Derek Rope of the White Buffalo Youth Lodge to identify key stakeholders, to conduct primary research with target markets and to provide insight into key issues.

### Key Demographic Findings

- According to the 2001 Census, there are over 20,000 Aboriginal people in Saskatoon. People of First Nations ancestry account for approximately 56 percent of this figure, while Métis comprise roughly 41 percent. The remaining three percent are Inuit, of mixed Aboriginal ancestry or identify themselves as Aboriginal, but not belonging to any of the three major groups in the Census.
- Saskatoon's Aboriginal residents are, on average, very young compared to its non-Aboriginal citizens. The majority (58 percent) are under the age of 25, while 38 percent are 14 or younger.
- Approximately 80 percent of the Aboriginal population speaks only English, while 16 percent have knowledge of Aboriginal languages.
- Saskatoon's Aboriginal population is highly mobile. Over one-third has moved in the past year, while two-thirds has moved in the past five years.

- The Aboriginal population's level of income and its participation in the labour force are lower than the non-Aboriginal population. Aboriginal people are also much less likely than the general population to own a private vehicle.
- The Aboriginal population in Saskatoon is largely concentrated in three of the city's seven community areas (1, 2, and 3), which are all on the west side of the city. In Area 2, for example, approximately 46% of people age 19 and under are Aboriginal.
- The neighbourhoods that have the highest number of Aboriginal people include: Pleasant Hill (1,724), Meadowgreen (932), Confederation Park (866) and Riversdale (840).

## Key Stakeholder Findings

Based on recommendations from Derek Rope and the Project Steering Committee, Fast Consulting interviewed 24 community leaders and individuals involved in sport, culture and recreation. Several key findings emerged from these interviews, including the following:

- There are a number of major barriers preventing Aboriginal people from participating in sports, culture and recreation activities. Some of the barriers are common to many market segments; others are unique to specific groups of people. The general consensus is that a lack of money and a lack of transportation are the two foremost barriers to participation.
- The major barriers to participation include: lack of money; lack of transportation; lack of child care; inconvenient program/activity times and locations; lack of program awareness; transient nature of the Aboriginal population; insecurity, intimidation or lack of self-esteem; safety, and negative influences such as alcohol, crime and gang activity.
- Aboriginal people are motivated to participate in physical activities for the same reasons that non-Aboriginal people are. They participate because they enjoy a particular sport or activity, they like competition, it provides an opportunity to socialize and meet new people and because it can improve their health or body image.
- In general, Aboriginal people place a great deal of importance on family, friends and community. This is often reflected in their favourite types of recreation activities, which tend to include group-based sports or activities where entire families can be involved.
- With regards to programming recreation activities, any differences between First Nations and Métis cultures are insignificant, as their needs and barriers are very similar. Moreover, differences between the two cultures are not readily apparent to most children and youth.
- There is a wide range of opinions as to whether a cultural component should be offered as part of programming. Some key stakeholders feel it should not be included at all, while others feel that all programs should be designed with a holistic approach, similar to that of the medicine wheel concept. In general, though, there is a desire and a need for cultural programs to be available in Saskatoon for individuals who are interested in learning more about Aboriginal culture.
- Aboriginal people want more input into the design and content of the programs that are offered to them. On-going and open communication between program designers and

members of the Aboriginal community would allow programmers to understand the changing needs and wants of this community.

- There is a real need for Aboriginal role models in sports and recreation. Unfortunately, there are a limited number of Aboriginal coaches and instructors in Saskatoon.
- Several people highlight the need for the City of Saskatoon to be a more active player in the Aboriginal community. Open and active dialogue with Aboriginal organizations will help to ensure that the City understands and addresses the needs and the wants of the community.

## **Primary Research**

In order to acquire the demographic and psychographic information necessary to build an accurate profile of the market segment; several primary research methods are employed. One-on-one individual interviews were held with children and Elders. Focus group discussions were conducted with youth and adults. The youth cohort was divided into four different groups: girls (ages 11 to 14), boys (ages 11 to 14), girls (ages 15 to 18) and boys (ages 15 to 18).

## **Target Market Segments**

Based on the information collected in the previous phases, the following priority segments have been selected. More detail on these segments is provided in Section 5.0 of the report.

- **Children (Ages 7 to 9)**
- **Tweens (Ages 10-14) Females & Males**
- **Teens (15-18) Females & Males**
- **Adults/Families**

## **Review of Comparable Programs**

In order to identify new and innovative programs and strategies related to Aboriginal programming, a review of comparable programs in other jurisdictions was conducted. Programs reviewed include the Winnipeg Aboriginal Sport Achievement Centre (WASAC), the Ehrlo Community Services Sport Venture, the City of Vancouver and the Urban Native Youth Association in Vancouver.

## **Aboriginal Program Inventory**

In order to determine any potential program duplications and/or gaps, all the programs supported by Community Development & Leisure Services, as well as those outside the scope of the department that specifically target Aboriginal people are examined. In

addition to the City's department, other organizations included in the inventory are White Buffalo Youth Lodge, Saskatchewan Indian & Métis Friendship Centre, EGADZ, Saskatoon Tribal Council, Saskatoon Sports Council, Care & Share Inc., Kinsmen Hockey League and the YMCA.

## **Program Plan**

Although the sports and recreation program selection offered by the City of Saskatoon to the Aboriginal community is fairly adequate and suitable, program attendance and registration numbers are low considering the size of Saskatoon's Aboriginal population. The issue facing the City is not necessarily the types of programs offered or the program specifics; it is the overall delivery of the programs and the connection to the social and economic challenges facing this market.

Section 8 of this report outlines a series of recommendations that speak to the changes required in the delivery of sports and recreation programs in order to appropriately meet the needs of the Aboriginal community. The recommendations are largely based on the feedback received through the high-level interviews, focus groups and interviews with Elders and children. The recommendations are to:

- **Strive to Eliminate all Barriers to all Programs**
- **Create Strong Partnerships with Aboriginal Organizations**
- **Enhance Relationships with Both School Systems**
- **Create an Aboriginal Youth Development Program**
- **Accentuate Programming for Aboriginal Children and Youth**
- **Establish Relationships with Area Reserves**
- **Support and Enhance Programs for People at Risk**
- **Emphasize In-house Aboriginal Presence in Program Development**
- **Maintain On-going Consultation with Aboriginal Community**
- **Respect Differences Between First Nations, Métis and Inuit Cultures, But Do Not Emphasize Them**
- **Incorporate Appropriate Cultural Elements**
- **Continue to Vary Program and Activity Structure**

## **Current Program Evaluation and Recommended Modifications**

In general, the range and selection of Aboriginal programs offered by the City of Saskatoon is relatively strong and well suited to the Aboriginal market. In many cases, the individual program adequately serves its target market. However, there are some areas where modifications could improve the success of the program. Section 9 of this report provides a brief review and analysis of each program. Where necessary, the analysis provides recommendations to modify the program to better serve the needs of the target market and ultimately increase participation.

## **Recommendations Specific to Each Target Market**

There are a number of opportunities to provide additional programming for each of the target segments. Section 9 also outlines a list of programs and activities that the City of Saskatoon may consider providing in addition to its current program selection. The suggested programs and activities are based on the program inventory review and feedback received in the interviews and focus groups, as well as the comparable jurisdictions review.



## **I.0 Introduction**

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### **I.1 Project Background**

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. The City of Saskatoon Community Development and Leisure Services wishes to conduct a market assessment and service plan project, which will result in an increased level of participation in sport, culture and recreational activities among Aboriginal youth, adults and families who are not active on a regular basis.

### **I.2 Purpose of the Report**

The purpose of this report is to provide Community Development and Leisure Services with a market assessment and service plan of the Aboriginal market. Specifically, Community Development and Leisure Services wishes to:

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

### **I.3 Scope of Work**

Fast Consulting conducted this project through the implementation of the following phases:

#### **Phase One –Initiation, Scoping and Research Review**

A project initiation meeting involving the Project Steering Committee and the consultant team was held to review the project's goals and the work plan. The purpose of the meeting was to ensure that there was a common understanding of all objectives, roles, responsibilities and reporting relationships. In addition, the consulting team conducted a review of existing research provided by the Community Development and Leisure Services Branches.

## **Phase Two – Profile of Aboriginal Market Segments**

Fast Consulting conducted a series of high-level interviews with Aboriginal community leaders, program coordinators and other stakeholders. The goal of this phase was threefold: to identify and gather input on the target markets, to identify strategies to increase the levels of participation and to identify potential internal and external limitations and opportunities that may impact the selection of target markets and the successful implementation of Aboriginal programs. The selection of interviewees was based on recommendations from the Steering Committee and Derek Rope.

In order to acquire the demographic and psychographic information necessary to build an accurate market profile of the market segments; a series of focus groups and one-on-one interviews were conducted. Five focus groups were conducted with the following segments: girls aged 11 to 14, boys aged 11 to 14, girls aged 15 to 18, boys aged 15 to 18 and adults. One-on-one interviews were held with children aged 7 to 10 and Elders. These primary research methodologies were employed to gain insight into the perceptions and opinions of each market.

Comprehensive profiles of each market segment were developed and target priority market segments are identified. The profiles outline critical defining factors such as demographics, motivations to participate, barriers to participation, preferred methods of communication and location requirements.

## **Phase Three – Program Development**

The consulting team developed an inventory of all the sport, recreation and culture programs and activities targeted towards Aboriginal people in Saskatoon. The inventory includes a brief description of each activity and program, where it is offered, which organization it is offered through and which market segment it is targeted toward.

In order to identify program duplications and determine where program gaps exist, a program/market framework was constructed for each target market. Each program/market framework outlines the list of programs available for each target market and examines the selection of programs by season, day of week and time of day.

Our team also conducted a review of comparable programs in other jurisdictions. This review provides information on new and innovative programs and strategies that have been successfully implemented by communities facing similar challenges. Information gathered in this task was used to create the program development recommendations.

Based on the information gathered in the previous tasks, a review and analysis of the current Aboriginal sport, culture and recreation activities offered by Community Development and Leisure Services was conducted. The mix of research methods served to evaluate current programs, propose program modifications and identify new program offerings that should result in increased participation. The review outlines which



programs and activities to maintain, improve or create. It includes recommendations regarding price, location and timing of programs.

#### **Phase Four – Communications Plan**

Using current and past research, the consulting team worked with the Steering Committee to review and evaluate the Me Ta We Tan brand name. Because the Me Ta We Tan name was deemed to be appropriate and suitable, the brand name was not revised.

Fast Consulting partnered with DHS Communicaitons to produce a series of stylized concepts of the Me Ta We Tan name to test with members of the target markets. The intent is to “brand” Aboriginal programs with a consistent and clear message that will be accepted by all target markets. Intercept surveys were conducted with a number of Aboriginal and non-Aboriginal children, youth and adults. Based on the feedback received from the surveys, one version of the stylized name was selected for future communication materials.

Based on the information gathered in the market assessment and program plan development phases, the consulting team updated the draft Communicaitons Plan accordingly. Information pertaining to communication strategies and recommendations can be found in the Aboriginal Communications Strategy & Plan.

#### **Phase Five – Final Report**

The final phase of the project results responds to the project objectives, namely the development of an Aboriginal market profile, a comprehensive analysis of current and future programs that will meet the needs of the market and recommendations on the best methods of communicating those programs.

### **I.4 Structure of the Report**

This report is organized into nine main sections, including this introduction which provides a background to the project. Section 2.0 presents a demographic profile of the Aboriginal market. Section 3.0 provides a summary of the high-level interviews. Section 4.0 outlines the primary research and Section 5.0 summarizes the profile of market segments. In Section 6.0, a review of comparable programs is presented. Section 7.0 provides an inventory of all Aboriginal sport and recreation programs and program/market frameworks. Section 8.0 and 9.0 present the consultant teams’ recommendations and program plan.



## 2.0 Demographic Profile

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### 2.1 Introduction

The following section provides a brief overview of key demographic indicators pertaining to the Aboriginal population in Saskatoon. The information in this section was sourced from the 2001 Statistics Canada Census<sup>1</sup> and Saskatchewan Health data.

### 2.2 Saskatoon

#### 2.2.1 Population Counts

Table 2.1 - Aboriginal Population Count

Aboriginal Identity	Saskatoon		
	Total	Male	Female
Total – All persons	222,635	108,035	114,595
Aboriginal identity population	20,275	9,325	10,950
North American Indian	11,290	5,180	6,110
Métis	8,305	3,875	4,425
Inuit	120	55	70
Multiple response	185	90	95
Aboriginal responses not included elsewhere	375	125	250
Registered Indian Status	11,025	4,935	6,090

According to Statistics Canada Census 2001 data, the population of Saskatoon was 222,635 in 2001. It is estimated that 20,275 residents of Saskatoon are of aboriginal ancestry, representing 9.1% of the population.

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<sup>1</sup> Statistics Canada. 2001 Census Aboriginal Population Profile.  
<http://www12.statcan.ca/english/Profile01ab/PlaceSearchForm1.cfm>

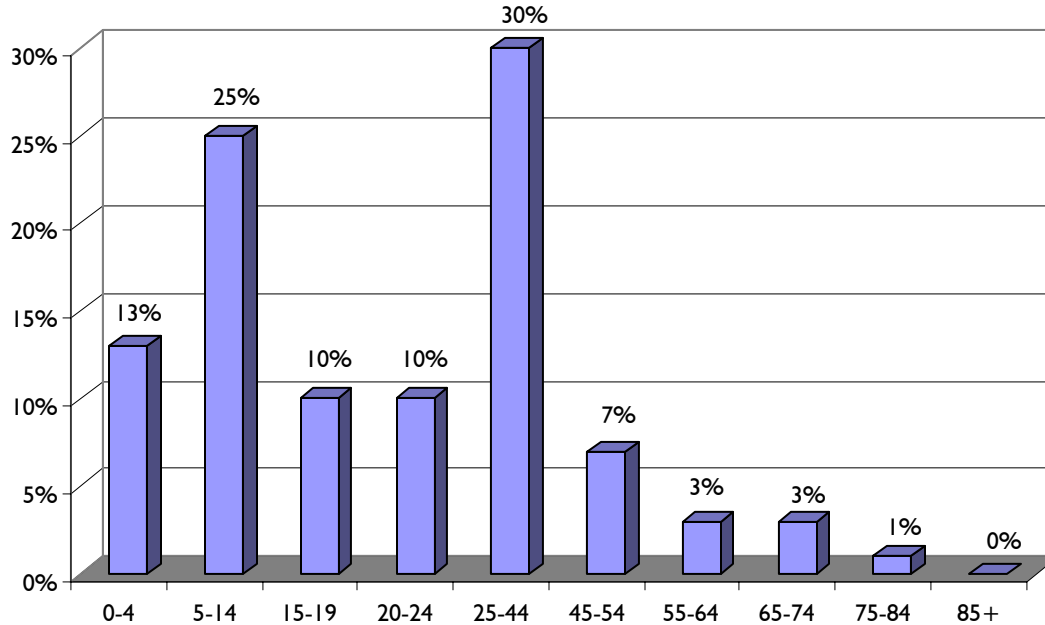
**Table 2.2 - Aboriginal Population Count by Gender**

Age Range	Male	Female	Total
0-4	1310	1410	2715
5-14	2495	2540	5025
15-19	860	1100	1955
20-24	885	1095	1985
25-44	2735	3425	6160
45-54	645	870	1515
55-64	245	280	530
65-74	80	170	250
75-84	55	60	120
85+	15	10	20

Approximately 54% of the aboriginal population is female, while 46% is male.

**2.2.2 Age Distribution**

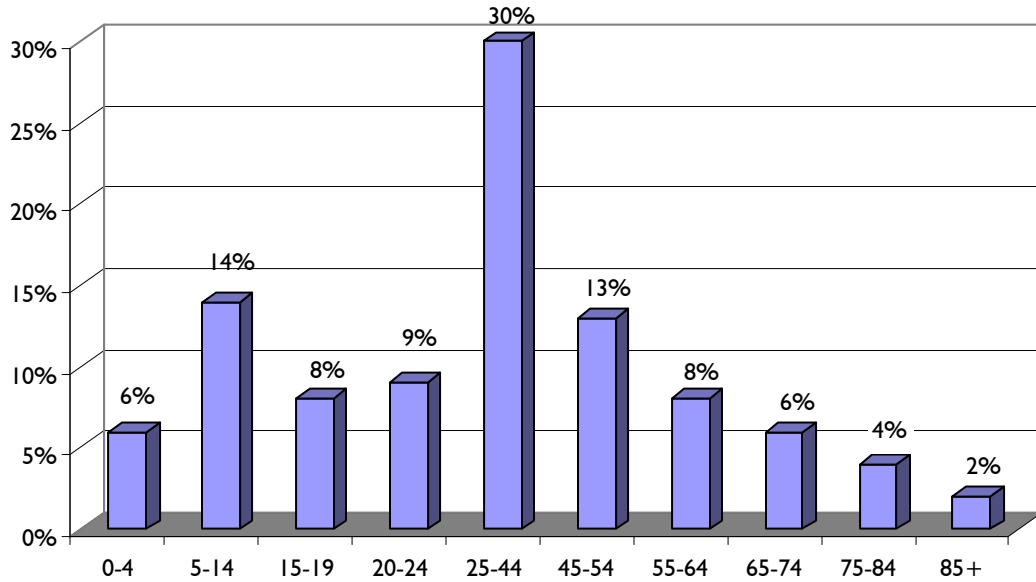
**Exhibit 2.1 – Aboriginal Population Age Distribution**



With the median age of 20.8, the population of people with Aboriginal ancestry is much younger than that of the Canadian population as a whole. As the exhibit above demonstrates, the majority (58%) of Aboriginal people in the City of Saskatoon are under the age of 25. More than a third (38%) of the population is under the age of 14.

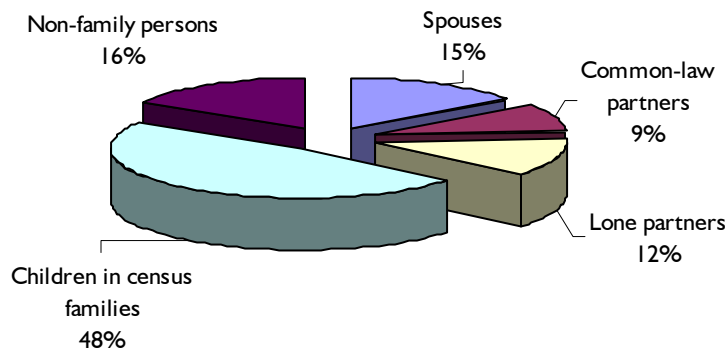
The unique composition of the Aboriginal population is even more evident when compared to the population distribution of the city as a whole. Comparison of the two charts demonstrates that the Aboriginal population is much younger than that of the general population in Saskatoon. Approximately 37% of the population of Saskatoon is under the age of 25, compared to 58% of the Aboriginal population.

**Exhibit 2.2 – Age Distribution in Saskatoon**



**2.2.3 Family Status**

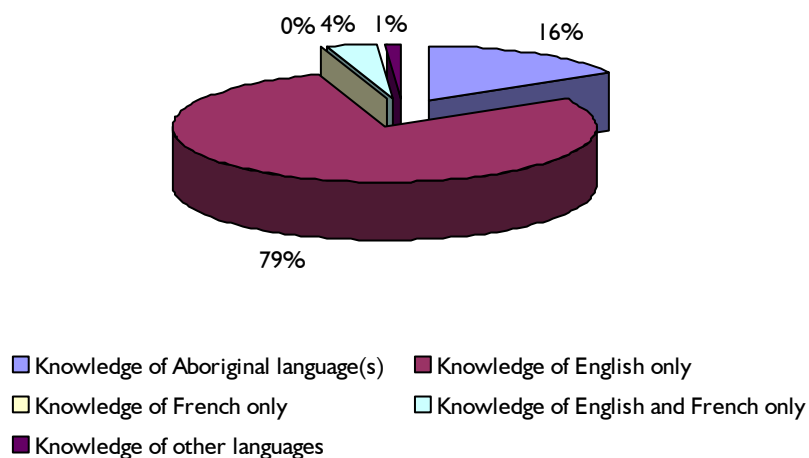
**Exhibit 2.3 - Census Family Status for Aboriginal Population**



One-quarter (24%) of the Saskatoon’s Aboriginal population or 4,755 individuals have spouses or common-law partners. Approximately 16% of the population (or 3,230 people) are single and 12% or 2,490 are single parents. The majority (90%) of single parents are women.

## 2.2.4 Language Characteristics

Exhibit 2.4 - Language Characteristics of Aboriginal Population



The majority (79%) of Aboriginal people in Saskatoon have knowledge of English only. A significant percentage of the population (16%) have knowledge of Aboriginal languages. More women (18%) have knowledge of Aboriginal languages than men (13%). Approximately 12% of the Saskatoon Aboriginal population first learned an Aboriginal language(s) and still understands it. Eight percent of the population still speaks an Aboriginal language(s) at home.

## 2.2.5 Mobility Status

Table 2.3 - Mobility Status

	Aboriginal Population	Total Population
<b>Place of Residence 1 Year Ago</b>		
Lived at the same address one year ago	61%	81%
Lived within the same prov./terr. one year ago, but changed address	36%	16%
Lived in a different prov./terr. or country one year ago	3%	2%
<b>Place of Residence 5 Years Ago</b>		
Lived at the same address five years ago	26%	52%
Lived within the same prov./terr. five years ago, but changed address	66%	41%
Lived in a different prov./terr. or country five years ago	7%	8%

The table above illustrates the mobility status of Aboriginal people in Saskatoon versus the general population. Approximately 61% of Aboriginal people lived at the same address one year ago, compared to 81% of the general population of Saskatoon. Over one-third (36%) of the Aboriginal population has moved within the province last year, compared to 16% of the overall population. The transient nature of this population is even more dramatic when mobility within a five-year time frame is considered. Only 26% of Saskatoon's Aboriginal population has lived at the same address for five years, versus 52% for the general population. Two-thirds (66%) of Saskatoon's Aboriginal population has moved within the province in the last five years, as opposed to 41% of the overall population of Saskatchewan.

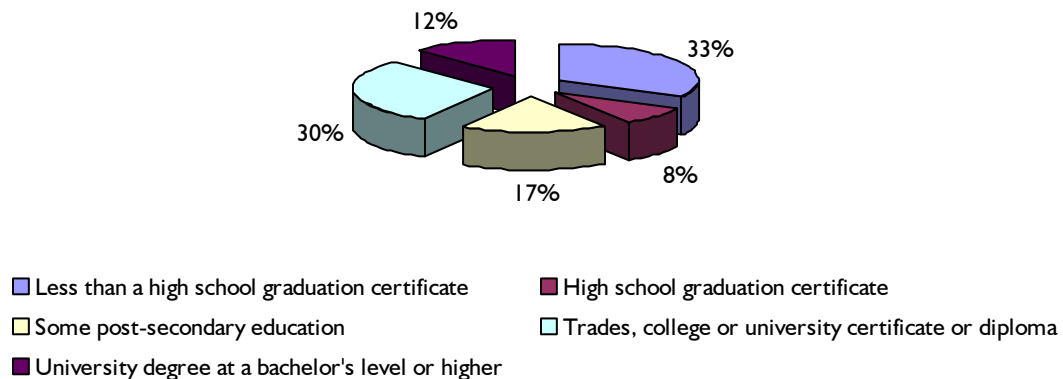
## 2.2.6 Level of Education

**Table 2.4 - Highest Level of Schooling for the Aboriginal Population 15 Years and Over**

	Aboriginal Population		Total Population	
	Number	Percentage	Number	Percentage
Total population 15 years and over	12,530	-	175,970	-
Less than a high school graduation certificate	5,340	43%	52,115	30%
High school graduation certificate	1,105	8.8%	19,035	10.8%
Some post-secondary education	2,190	17%	22,895	10.3%
Trades, college or university certificate or diploma	2,800	22%	51,200	30%
University degree at a bachelor's level or higher	1,100	8.7%	30,725	17.4%

Approximately 43% of the Aboriginal population 15 years and over have less than a high school graduation certificate, while 17% have at least some post-secondary education, 22% have a trades, college or university certificate or diploma and 9% have a university degree or higher.

**Exhibit 2.5 – Highest Level of Education for Aboriginal Population 15 Years and Over**



**Table 2.5 - School Attendance**

	Aboriginal Population		Total Population	
	Number	Percentage	Number	Percentage
<b>Total population 15 years and over</b>	<b>12,530</b>		<b>175,970</b>	
Age 15 and over attending school full time	3,125	24.9%	25,735	14.6%
Age 15 and over attending school part time	540	4.3%	7,090	4.0%
<b>Total population 15-24 years old</b>	<b>3,940</b>		<b>36,700</b>	
Age 15-24 attending full time	1,975	50.1%	19,920	54.3%
Age 15-24 attending part time	230	5.8%	2,025	5.5%
<b>Total population 25 years and over</b>	<b>8,590</b>		<b>139,275</b>	
Age 25 and over attending full time	1,150	13.4%	5,820	4.2%
Age 25 and over attending part time	315	3.7%	5,065	3.6%

The table above illustrates the number and percentage of individuals 15 years and over attending school for the Aboriginal population and the overall population of Saskatoon. One-quarter (25%) of the Aboriginal population 15 years and older are attending school full time, compared to 15% of the general population. The higher incidence of Aboriginal people attending school is mostly likely due to the much higher proportion of younger individuals in the Aboriginal market compared to that of the general population. One-half of the Aboriginal population between the ages of 15 and 24 are attending school full time, while 6% are attending part time. Approximately 13% of the Aboriginal population 25 years and older are attending school full time, compared to 4% of the overall population of Saskatoon.

### 2.2.7 Labour Force

**Table 2.6 - Labour Force Indicators, 2001**

	Percentage of Aboriginal Population 15 Years of Age and Over	Percentage of Total Population 15 Years of Age and Over
Participation rate	58.4%	69.8%
Employment rate	45.4%	65.1%
Unemployment rate	22.3%	6.7%

According to Statistics Canada, 45.4% of the Aboriginal population 15 years of age and older is presently employed. This compares to 65.1% of the total population in Saskatoon. Approximately 22% of the Aboriginal population over the age of 14 is unemployed and actively seeking work; compared to 7% of the entire population of Saskatoon. The employment rate is higher with Aboriginal men (51%) than with women (41%).



## 2.2.8 Income

**Table 2.7 - Income Characteristics, 2001**

	Aboriginal Population	Total Population
Persons 15 years of age and over with income	11,360	168,365
Median total income	\$12,437	\$21,605
Composition of total income	100%	100%
Earnings - % of income	70.7%	79.6%
Government transfer - % of income	24.4%	11.5%
Other money - % of income	4.9%	11.6%

The median total income for Aboriginal persons 15 years of age and over is \$12,437, compared to \$21,605 for the entire population of Saskatoon.

**Table 2.8 - Earning Characteristics, 2001**

	Aboriginal Population			Total Population		
	Total	Men	Women	Total	Men	Women
All persons with earnings	6,995	3,455	3,540	128,945	65,840	63,100
Average earnings (all persons with earnings)	\$20,267	\$23,303	\$17,305	\$28,174	\$34,776	\$21,285
Number of individuals worked full year, full time	2,905	1,625	1,275	67,120	39,010	28,110
Percentage of pop. 15 years and over that worked full year, full time	23%	29%	18%	37%	46%	30%
Average earnings (worked full year, full time)	\$30,949	\$32,826	\$28,556	\$39,439	\$45,437	\$31,114

The average earnings of Aboriginal people in Saskatoon are approximately \$8,000 less than that of the total population.

## 2.3 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 2.9 – 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 the community area.

**Table 2.10 - Community Area Demographics**

Area	Total Population	Aboriginal Population <sup>2</sup>	% 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 \$ <sup>3</sup>	% of Average Household Income	Number of Vehicles Registered <sup>4</sup>	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; 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 Aboriginal people 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 credence to the apparent lack of transportation issue facing many members of this population.

Table 2.11 and 2.12 on the following pages provide a detailed break down of the neighbourhoods within each Community Area.

<sup>2</sup> Population figures are from Saskatchewan Health Covered Population, June 30, 2003.

<sup>3</sup> Income data is from Statistics Canada 2001 Federal Census.

<sup>4</sup> SGI Vehicle Registrations, 2002.

As Table 2.11 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 2.12 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 in addition to the City of Saskatoon Aboriginal programs offered within each neighbourhood.

Table 2.11 – 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
<b>Area 1</b>											
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
<b>Area 2</b>											
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
<b>Area 3</b>											
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 2.11 – 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
<b>Area 4</b>											
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
<b>Area 5</b>											
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
<b>Area 6</b>											
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 2.11 – 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
<i>Area 7</i>											
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 2.12 – Neighbourhoods with a High Aboriginal Population, Neighbourhood Schools & Aboriginal Youth Programs**

Neighbourhood	Aboriginal Population	% Aboriginal	% Aboriginal 0-19	Neighbourhood Schools	Me Ta We Tan Programs			Neighbourhood Youth Program	GOTM	
					Summer	Winter	Fall	Fall	Fall	Winter
Pleasant Hill	1724	36.4%	72.6%	Pleasant Hill School, St. Mary	St. Mary	St. Mary		St. Mary	St. Mary	Pleasant Hill, St. Mary
Meadowgreen	932	22.3%	45.8%	W.P. Bate			W.P. Bate			
Confed Park	866	13.1%	50.0%	Confederation Park, Bishop Roborecki						
Riversdale	840	31.4%	75.2%	Princess Alexandra, WBYL	Princess Alexandra	Princess Alexandra		Princess Alexandra	WBYL	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		Caswell, St. Michael	Caswell, St. Michael		St. Michael	
Mount Royal	463	10.7%	29.3%	Mount Royal, Howard Coad, St. Gerad, St. Goretti		St. Goretti	St. Goretti			
Westview	438	11.1%	30.5%	Caroline Robbins						
Westmount	434	16.7%	34.1%	St. Edward, E. D. Feehan, Westmount	Westmount	Westmount		Westmount		Westmount
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	King George	King George	King George			
Sutherland	211	5.0%	22.2%	Sutherland		Sutherland	Sutherland			
Nutana	167	2.9%	12.4%	Joe Duquette		Joe Duquette	Joe Duquette			



## 3.0 One-on-One Interviews

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### 3.1 Introduction

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High-level telephone and in-person interviews were conducted with Aboriginal community leaders, program coordinators and other stakeholders to identify and gather input on the target markets, to identify strategies to increase the levels of participation and to identify potential internal and external limitations and opportunities that may impact the selection of target markets and the successful implementation of Aboriginal programs.

Based on recommendations from Derek Rope, as well as the Project Steering Committee, 24 community leaders and individuals involved in sport, culture and recreation were interviewed. A list of the individuals interviewed and the interview guide can be found in Appendices 1 and 2 respectively. The following section outlines major themes, issues and strategies related to physical activity among the Aboriginal community in Saskatoon that are based on the opinions and perspectives gathered in the one-on-one interviews.

### 3.2 Barriers to Participation

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There are a number of major barriers preventing Aboriginal people from participating in sports, culture and recreational activities. Some of the obstacles are common to many of the market segments; others are unique to specific groups of people. The general consensus among the interviewees is that the lack of money and the lack of transportation are the two foremost barriers to participation.

#### **Lack of Money**

This barrier manifests itself in several ways. In its basic form, many individuals simply cannot afford or do not have the money to participate in sports and recreation activities or programs. Most programs, sports teams or classes require a registration fee that many people cannot afford. Beyond the cost of registration often lie equipment expenses, which are, in many cases, more costly than the registration itself. Sports such as hockey, lacrosse or golf have extremely high equipment costs, especially for children who require new sizes on a regular basis. Even sports such as soccer or baseball may be inaccessible because the individual cannot afford the cost of cleats or gloves.

Understanding how a lack of money acts as a barrier to participation can also be expressed through Abraham Maslow's Theory of Hierarchical Needs<sup>1</sup>. According to Maslow, humans have five basic levels of needs: physiological/biological, safety, love,

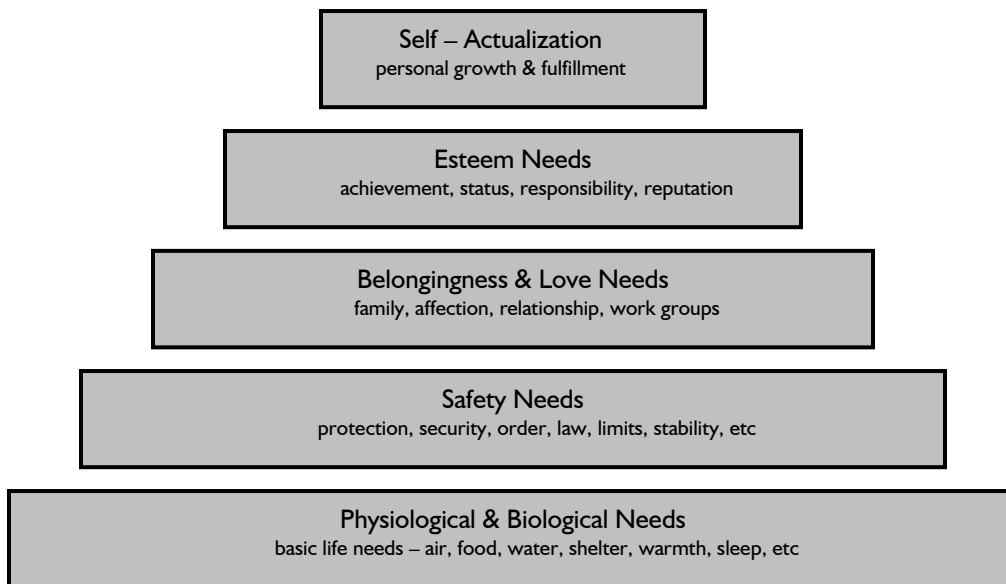
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<sup>1</sup> <http://web.utk.edu/~gwynne/maslow.HTM>

esteem and self-actualization (Exhibit 3.1). People are not motivated to fulfill high-level needs until the demands of low-level needs such as physiological requirements and safety are met.

Physiological needs are the very basic needs such as air, water, food, sleep, etc. Once these needs are satisfied, people begin to think about other things. Safety needs have to do with establishing stability and consistency in life. These needs are mostly psychological in nature. Many people, particularly those in inner cities, are trapped at this level. Love and belongingness are next on the ladder. Humans have a desire to belong to groups and to be loved and accepted by other. There are two types of esteem needs. The first results from competence or mastery of task. The second involves attention and recognition from others. The final level of need is self-actualization, which is “the desire to become more and more what one is, to become everything that one is capable of becoming.” This can involve seeking knowledge, peace, aesthetic experiences, and self-fulfillment.

### Exhibit 3.1 – Maslow’s Hierarchy of Needs



Although not explicitly stated, physical activity, sports and recreation, are essentially higher level needs. People are not generally concerned with participating in such activities until their basic biological and safety needs are met. There can be numerous free and accessible sports and recreation programs available, but such opportunities will not become a priority until an individual and their family’s basic needs are adequately fulfilled.

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 Saskatoon<sup>2</sup>.

### **Lack of Transportation**

Lack of transportation is an obstacle that hinders participation in several segments within the Aboriginal market. A large proportion of the Aboriginal community do not have their own transportation. This is not surprising, considering that the majority of this population is under the age of 24 and/or are low-income earners. Many organized physical activities, such as team sports and fitness classes, are offered at recreation centres and facilities that are not within walking distance. This can prevent or inhibit many people from participating in any number of activities. This challenge is accentuated throughout the winter months, when cold weather makes walking even less inviting. For those that can afford to use public transit, scheduling can be a problem. Bus schedules or routes do not always coincide with programmed activities.

### **Child Care**

Although the need for childcare hinders many members within the Aboriginal population from participating in physical activities, it largely affects single mothers. According to Statistics Canada, 12% of the Saskatoon's Aboriginal population (or 2,490 individuals) are single parents and the majority (90%) of these people are women. This barrier often occurs as a result of lack of money. In these 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 tends to be a barrier to parents who have recently moved from another city or reserve and do not know many people in Saskatoon. Many people who come from reserves are not accustomed to leaving their children with strangers given that they are use to having a close community of family and friends to rely on for childcare.

### **Inconvenient Program/Activity Times and Locations**

Some people do not participate in certain programs and activities because the activities are scheduled at inconvenient or inaccessible times. Activities may overlap with school or work hours or with other programs or activities. In some cases, parents are committed to their children's schedules and do not have time for activities of their own.

Some activities are delivered at specific sports and recreation facilities (i.e. the Soccer Centre). Participating in activities scheduled in such facilities may be difficult for some

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<sup>2</sup> 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.

individuals who do not live nearby. This issue is a major barrier for people without transportation.

### **Lack of Program Awareness**

A major barrier to participation is the lack of awareness of available programs and activities. Many people are simply not aware of the types of programs that the City of Saskatoon or other organizations offer. 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 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. Moreover, many of the individuals who come from reserves experience culture shock when they arrive in the city. On the reserves or in their hometowns, people have a sense of community and familiarity. Once they move to the city, some may feel isolated and alone.

In some cases, individuals may be aware of an activity (e.g. swimming) and are inclined to participate, but they cannot afford it and are not aware of the free passes that are available. In this situation, the barriers become lack of money and lack of awareness.

### **Transient Nature of the Population**

The transient nature of many Aboriginal people is also a challenge inherent in sports and recreation programming. It is difficult to overcome the lack of program awareness barrier when a significant proportion of the population is not permanent. Similarly, 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. Depending on the target market, this barrier can be explained in many different ways. Children can be inhibited from participating because they lack self-confidence or because other kids intimidate them. As children become teenagers, insecurity about clothes, sports equipment or skill level becomes a factor. Some teens are intimidated to participate because they don't have the 'right' basketball shoes or hockey equipment.

Others are insecure about their level of skill in a particular activity. This barrier is compounded by the fact that many Aboriginal teens have a low self-esteem. Women in their late teens and early twenties, in particular, tend to have more concerns about their body image than men their age and are more likely to avoid activities such as swimming, where they feel particularly insecure in this regard.

Many adults are also insecure about their skill level. In some cases, individuals do not know how to play a particular sport or they do not feel their skill level is up to par with other participants and, therefore, are intimidated to join. In many successful programs, participants get to know and trust the program deliverers, thus reducing participants' feelings of inadequacy.

### **Safety**

Concern for one's safety is an issue than pertains to all segments within the population. However, it is a major concern for many older adults. Some of the Elders interviewed specifically identified concern for their safety as a major barrier to participation in activities occurring in the evenings. Many older adults/Elders rely on public transportation to commute throughout the city and they do not always feel safe taking the bus in the evening.

### **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. High-level interview participants generally believe that getting children involved in recreation and cultural activities early – well before their mid-teens – is a positive approach to keeping kids out of trouble. In other words, the provision of City recreation programs targeted at youth at risk can help to prevent drug and alcohol abuse, crime and gang activity.

## **3.3 Motivations to Participate**

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In general, Aboriginal people are motivated to participate in physical activities for the same reasons non-Aboriginal people are. People participate because they enjoy a particular sport or activity, they like competition, it provides an opportunity to socialize and meet new people and because it improves their health and body image.

The socialization aspect of sports and recreation is a major motivating factor for many Aboriginal people. Feeling part of a community and being connected to family and friends are very important aspects of their lives.

Additionally, many older Aboriginal people are active for health reasons. Given the high incidence of diabetes within this population, some older Aboriginal people are becoming more active to combat this threat.

### **3.4 Preferences in Sport and Recreation**

In general, Aboriginal people place a great deal of importance on family, friends and community. Many people are accustomed to being part of large extended families or close-knit communities on reserves or hometowns. Socialization and kinship are significant elements of many people's lives. Accordingly, the socialization aspect of sports and recreation is very important to many Aboriginal people. Given this predisposition, many people prefer group-based sports or activities where they can bring or involve other family members. Some parents want to participate in activities with their children. Others want to be able to bring their children to the activities they are involved in.

In many cases, individualized sports such as speed skating or competitive swimming are not naturally attractive to Aboriginal people because of their inclination towards group or community activities. This does not mean that Aboriginal people do not like or would not excel in these types of sports, only that they tend to gravitate towards group or team sports. Therefore, instructors, coaches and sports coordinators must actively recruit Aboriginal people into these sports.

Physical activities that are popular among Aboriginal people include volleyball, basketball, family swimming, bowling, track and field and walking. Sports such as hockey, soccer, golfing and curling are also becoming more common. Activities that allow family members to participate together, such as mother and tots exercise groups, are also gaining in popularity.

### **3.5 First Nations & Métis Differences/Similarities**

Although there are cultural differences between First Nations and Métis people, there is no significant need to differentiate between the two cultures when developing and implementing programs. The differences that exist between the cultures do not have a major role in most sports and recreation activities. Moreover, the differences that exist between First Nations and Métis cultures are not apparent to most children and youth and thus are not important to these cohorts.

### **3.6 Culture and Programming**

There are a variety of opinions regarding the need and/or desire to incorporate cultural components into sports and recreation programming. Some people feel that all programs should be designed with a holistic approach, similar to that of the medicine wheel concept. Others do not agree, as they feel that many Aboriginal people do not understand this concept or are not interested in it. The medicine wheel is also generally less relevant to the Métis than it is to First Nations people.

Most people feel that incorporating cultural traditions into pure sports and recreation activities such as hockey or volleyball is unnecessary. Cultural elements such as smudging

and praying should be reserved for cultural activities such as Pow-wows and jigging. Moreover, there should be an opportunity for individuals to opt-in or opt-out of participating in such activities.

In general, however, there is a desire and need for cultural programs to be available in Saskatoon for individuals who are interested in learning more about their culture or want to incorporate cultural elements into their daily lives. Cultural activities are also seen by some as an excellent way to get parents participating with their children.

### **3.7 Needs of the Aboriginal Community**

Although the needs of this population are extensive and in many cases interconnected, this section seeks to highlight some of the major needs or issues specifically related to sports and recreation programming as identified by the interviewees.

#### **Sense of Ownership**

Many members of the Aboriginal population do not have a sense of ownership in their community, neighbourhood or school. Some feel like community centres or facilities and schools are “theirs, not ours”. One explanation for these feelings of disconnection is the limited Aboriginal representation in Community Associations. The Community Associations are responsible for the maintenance and operation of the Community Centres. Because there are very few Aboriginal people involved in the Community Associations, many people in this population do not feel the facilities are theirs to use.

Nonetheless, Aboriginal people want to feel part of a community and part of the city of Saskatoon. They do not want to be treated like a hyphenated sub-group of the population. Similar to non-Aboriginal people, they want to participate in programs at locations where they feel comfortable, welcome, respected and safe. They want to be surrounded by people they know or feel comfortable with.

#### **Flexible Programming**

As mentioned in previous sections, a significant proportion of the Aboriginal population is not permanent. Many people frequently move back and forth between reserves or hometowns and the city. Additionally, there is a high incidence of single parent or unstable homes within this population. These factors make it difficult for some people to commit to or operate within rigid program structures or organization. People living in these types of situations require flexibility in sports and recreation programming. Adaptations to conventional program arrangements need to be made in order to enable participation with some people. For instance, more drop-in centres or gyms should be available to people of all ages.

Many Aboriginal people, especially children and youth, deal with esteem issues and feelings of insecurity and self-consciousness. In order to overcome these barriers, it is

important that programmers, instructors and coaches recognize and understand these feelings.

### **Program Input**

Aboriginal people want more input into the design and content of programs that are offered to them. They want program designers and coordinators to engage in open dialogue with members of the Aboriginal community. Having on-going channels of communication would allow programmers to understand the changing wants and needs of this community and create sports and recreation programs accordingly and appropriately.

### **Role Models and Positive Influences**

There is a real need for Aboriginal role models in sports and recreation. Having positive and successful leaders to look up to instils pride, encourages participation and inspires courage and ambition. Unfortunately, there are a limited number of Aboriginal coaches and instructors in Saskatoon. There should be more opportunities to train and develop Aboriginal people to become certified coaches and sport and recreation coordinators.

Some activities bring the aboriginal community, particularly its youth, in contact with other positive influences. For example, the Peacekeepers program offered by the Saskatoon Police Service provides an opportunity for participants to interact with elders and police officers by canoeing on the Churchill River. This program has been shown to reduce crime and negative activity among its participants. Programs such as this need to be encouraged and supported.

## **3.8 Program Evaluation**

Many of the interviewees feel that program evaluation should not be based solely on attendance numbers. Some feel that evaluation should be based, in part, on the opinions of the program or activity participants. This form of evaluation could involve surveys, open discussions or talking circles. This approach corresponds with the preference of Aboriginal people to have personal face-to-face dialogue. Many programs delivered through Aboriginal organizations begin and end with talking circles. This conduit allows people to express their opinions about the effectiveness of programs and enables them to provide input regarding their wants and needs.

Word of mouth communication plays a very important role within the Aboriginal community with regards to program awareness and involvement. Because this population relies heavily on this type of promotion, it may take some time for a program to gain popularity. Therefore, program evaluation should be long-term.

If the overriding objective is to increase participation in physical activity in general, evaluation should be based on behavioural change, rather than just participation numbers



in a particular program. Evaluation should be based on the number or percentage of people who are physically active for a sustained period of time. Is a program really effective if its participants are only active for the duration of the program?

### **3.9 The Role of the City in the Delivery of Programs**

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Several people in the high-level interviews highlight the need for the City of Saskatoon to be a more active player in the Aboriginal community. Many think the City should be more actively involved with in with Aboriginal organizations such as Saskatoon Tribal Council, FSIN, the White Buffalo Youth Lodge, C.U.M.F.I and the Indian and Métis Friendship Centre. Open dialogue with Aboriginal organizations will help to ensure that the City understands and addresses the needs and wants of this community. By networking with other Aboriginal program suppliers, the City can avoid program duplications and ensure the best possible delivery of programs.

Many of the interviewees feel that the Community Development and Leisure Services Branches should also have stronger Aboriginal representation within their staff. Some people think that there are few, if any, Aboriginal people working within these branches. This perception leads some people to believe that the City of Saskatoon does not have the appropriate in-house knowledge, understanding or sensitivity to effectively service the Aboriginal community.

Given these views, many people feel that the City should partner with Aboriginal organizations to develop and deliver sports and recreation programs whenever possible. Such partnerships will allow the City to capitalize on the expertise some feel it lacks. In some cases, it is appropriate for the City to support an Aboriginal program (e.g. programs through the White Buffalo Youth Lodge) and, in other cases, it is suitable for the City to deliver the programs (Me Ta We Tan Youth Centres). In either scenario, interviewees think that a partnership should be employed to strengthen the program. Furthermore, partnerships of this type are potentially more effective and financially viable, due to shared costs and better promotional opportunities.

### **3.10 Internal & External Obstacles to Program Delivery**

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Discussions with the interviewees help to identify some of the internal and external obstacles to program delivery. The lack of accessible and available space for sports and recreation programs and activities is one of the major obstacles. Due to various reasons including lack of time, transportation and money, people want to participate in programs and activities that are located in their neighbourhoods. However, there is a limited amount of space and time available in community centres, schools and sports and recreation facilities.

Although it is not an essential ingredient for increasing participation, having Aboriginal people as instructors or leaders does encourage involvement. In some cases, Aboriginal

instructors enable Aboriginal participants to feel more comfortable in some activities. In other cases, they may act as role models that support and inspire continued participation. Many people feel that Jordin Tootoo, of the Nashville Predators, is an incredible inspiration to many Aboriginal youth.

Some people feel that the way sports and recreational programmers think about developing and delivering Aboriginal programs and activities must change. Similar to senior citizens, this segment of the population faces unique barriers (mobility, insecurity, money, etc) and experiences certain needs. Many organizations have adapted or customized their programming to accommodate seniors; the same should be done for the Aboriginal community. This may require a paradigm shift in the thinking of some program coordinators and delivery agents.

The City may also face external obstacles such as political sensitivities surrounding Aboriginal program branding. There is potential for public backlash if the City directs more funding toward Aboriginal programs.

### **3.11 Program Gaps**

Although Section 9 outlines gaps in programs offered in Saskatoon, this section highlights some of existing program gaps as identified by the high-level interviews. The general consensus among interviewees is that there is a significant need for more sports and recreation programs for youth over the age of 13. There is a large body of research that demonstrates this is the age where teenagers' involvement in sports and recreation begins to sharply decline. This is the age where young teenagers transition from community-based sports to school or league teams. Unfortunately, only a small percentage of teens are talented enough to make these teams, leaving the remaining majority without any sports or recreation programs to participate in. This is also the age where many kids are first exposed to gangs. If teenagers are not involved in extra-curricular activities, such as sports and recreation programs, they become much more susceptible to gang involvement.

There is also an apparent gap in programming offered to older youth after 9:00 p.m. Some adolescents do not have stable family situations and look for places to go other than their homes. Once programs or activities are finished, some youth are back out on the streets. Again, this increases the probability of gang involvement.

Some interviewees feel that there is not sufficient programming available to children and youth in the McNabb Park, King George/ Holiday Park and Parkridge areas. There is a significant population of youth living in these areas and as such, there should be a proportionate number of programs offered in these neighbourhoods.

### **3.12 Communication**

Given that lack of program awareness is one of the major barriers facing Aboriginal people, determining the appropriate means of communication is essential.

#### **Role Models and Outreach Program**

Several interviewees stressed the importance of having visible Aboriginal role model and leaders in the community to promote and encourage participation in physical activities. By having Aboriginal role models that people can identify with, more people may be willing to participate.

Similarly, many people feel it is important to have outreach programs to encourage and support participation in sports and recreation. There is a need to have sports and recreation coordinators present in the community to inform and educate people about programs and how to become involved.

#### **Word-of-Mouth Communication**

Aboriginal people rely heavily on word-of-mouth communication with regards to program awareness and involvement. Many people will participate in programs and activities that their friends, cousins or neighbours have participated in or are currently participating in. This notion coincides with their desire to participate in programs where they feel comfortable or are with people they know.

There are a number of communication vehicles that can effectively reach members of the Aboriginal community including posters and informational brochures at bingos, malls, community centres, bus stops and on buses. Because this population is comprised largely of youth, it is logical to use the school system as a means of transmitting information. Providing information on programs in school newsletters, on posters at school and at school presentations will help increase program awareness within youth and parental segments. Community Schools specifically provide a targeted vehicle in which to communicate information on programs to Aboriginal people because most of these schools have large percentages of Aboriginal students. Moreover, many of the Community School coordinators have strong ties and relationship to many parents and guardians. Similarly, Aboriginal organizations such as FSIN, STC, the Indian & Metis Friendship Centre, SIIT, etc and their newsletters and other publications should be used to disseminate program information. Many new Aboriginal residents to Saskatoon look to these organizations for help and guidance when they arrive in the city.

Some interviewees feel that Aboriginal people require aggressive, 'in-your-face' advertising in order for communication objectives to be achieved. This could involve attractive flyers distributed to each household or face-to-face contact similar to personal selling.



## **4.0 Primary Research**

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### **4.1 Introduction**

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In order to acquire the demographic and psychographic information necessary to build an accurate market profile of the market segments; various primary research methods were implemented. The following section outlines the market segments that were examined, the research methodology employed for each group and the overall key findings of the primary research.

### **4.2 Identification of Target Markets**

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Based on information and advice gathered from the individuals consulted in the high-level interviews phase and Derek Rope, several target groups were selected for primary research. The groups were as follows: children aged 7 to 10, girls aged 11 to 14, boys aged 11 to 14, girls aged 15 to 18, boys aged 15 to 18, adults and Elders.

### **4.3 Primary Research Methodology**

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#### **4.3.1 Children (aged 7 to 10)**

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For this group, primary research was conducted through one-on-one interviews. Based on our past experience and the advice of several individuals who work closely with children and youth, this method was deemed to be most effective. Children are more likely to open up and provide honest answers when they are speaking with someone they can identify with or trust. As such, Derek Rope conducted all of the interviews. With the help of the Saskatoon Catholic School Board, the White Buffalo Youth Lodge and Core Neighbourhood Youth Co-op, five boys and five girls were selected to participate in the interviews. The individual interviews were conducted during the day at the convenience of the child. A modified version of the moderator's guide in Appendix 2 was used as an interview guide. As compensation for their participation, the children chose from a list of sports equipment. The majority of the children chose basketballs or basketball shoes; however, skateboards, playground balls and skipping ropes were also selected. Once all the interviews were conducted, Mr. Rope delivered the sports equipment to each child's respective school. A letter was also constructed to accompany the gifts that were given to the children.

#### **4.3.2 Youth (Aged 11 to 18)**

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The youth cohort was divided into two separate groups because each group has different interests and programming needs. As such, individuals between the ages of 11 and 14 were grouped into one segment and individuals aged 15 to 18 were grouped into another.

Focus groups were deemed to be the appropriate method to collect information from this segment. Even though males and females in this age range often participate together in the same activities, it was decided to conduct separate focus groups. Teenage girls and boys tend to be more open and honest about their opinions when gathered in groups consisting of peers of their same age and gender. Aboriginal youth are also more receptive to participating in focus group type discussions if the groups are led by people of Aboriginal ancestry or with individuals that they are comfortable with. Furthermore, it was strongly suggested that female focus groups should be conducted by female moderators and male groups should be conducted by male moderators. As such, Jaime Johnson, as well as Tammy Girolami, who is a guidance counsellor at Nutana Collegiate and who has extensive experience conducting this type of work with Aboriginal girls and women, conducted the female groups. Derek Rope and Jonathan Potts conducted the male groups. A modified version of the moderator's guide in Appendix 2 was used. Information gathered at the focus group discussions was collected by an audio recording machine. We were strongly advised not to take notes during the focus groups, as this could elicit feelings of insecurity or uncertainty and therefore hinder the discussion.

All of the groups were held at the White Buffalo Youth Lodge, as it is a centralized location that is familiar and comfortable to most of the focus group participants. Given that lack of transportation is a major barrier to participation for many members of this community, rides were provided to and from the WBYL where necessary. Similar to the recruitment for the younger children, individuals in these age ranges were recruited with the help of the Saskatoon Catholic School Board, the White Buffalo Youth Lodge and the Core Community Youth Co-op. The 11 to 14 year old groups were held shortly after school and the 15 to 18 year old groups were held after supper. All participants received pizza and gift certificates for movie passes for their participation.

### 4.3.3 Adults

This group consisted of individuals over the age of 24 who either consider themselves to be physically active or have the desire to become physically active. Individuals for this group were recruited based on Fast Consulting's in-house database of Aboriginal people, as well as help from the Saskatchewan Indian Institute of Technologies. This group was held at the White Buffalo Youth Lodge, as it is a centralized location that is familiar and comfortable to most of the focus group participants. Although not necessary, it was recommended that having an Aboriginal facilitator may help in the focus group discussion. As such, Jonathan Potts and Derek Rope moderated the group. The moderator's guide used in the discussion can be found in Appendix 2. Transportation was also provided where necessary. The group was held after supper and all participants received \$50 for their participation. Information was also gathered by using a audio recording device.

#### **4.3.4 Elders**

Based on the recommendations gathered through the high-level interviews, the consultant team felt it would be beneficial and informative to have discussions with a number of First Nations and Métis Elders in the community. Not only can these individuals speak to the specific needs of the older members of the Aboriginal community, but they can also provide valuable insight and perspective to the needs of the Aboriginal population in general. For the purposes of this research and considering the ceremonial customs expected with Aboriginal Elder gatherings, it was decided that the best approach to gather information from Elders was through individual interviews. In most cases, one-on-one interviews with Elders do not require the inclusion of Aboriginal customs and tend to be more in-depth and fruitful.

A number of Elders were identified by Derek Rope and Shirley Isbister of the Central Urban Metis Federation Inc. (C.U.M.F.I). The discussion guide followed a similar format to that of the high-level interviews, but the questions asked were similar to those asked in the Adult focus group. The interviews were conducted at locations and times convenient to each Elder. Participating Elders received \$50 each for their participation.





## **5.0 Profile of Market Segments**

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### **5.1 Introduction**

Based on the information collected in the previous sections, comprehensive profiles of each market segment have been developed. The following profiles outline critical defining factors such as demographics, motivations to participate, barriers to participation, preferred methods of communication and location requirements.

### **5.2 Children (Aged 7 – 9)**

#### **Participation in Programs and Activities**

Children in this age range are involved in a large variety of sports and recreation activities. Both boys and girls enjoy playing sports such as soccer, track & field, walking, hockey, volleyball and basketball. Some boys also mention football and skateboarding, while a few girls list gymnastics. Many of the children also enjoying playing recreational activities such as skipping, tag, hide & seek, dodge ball, and tobogganing.

The children participate in these activities at the WBYL, Cosmo Civic Centre, Core Neighbourhood Youth Co-op, YMCA, the Crossing Bridges program (track & field), with friends & family in neighbourhood parks, at open gyms at schools, school teams and after-school clubs. Most of these activities occur during school hours, right after school or on the weekends.

For programs not held at school, some of the children say a parent or guardian drives them to the activity. Most of the children also say they will walk or ride their bikes (if they have bikes).

#### **Motivations to Participate**

Children in this age range participate in sports and recreational activities for fun and enjoyment. They like to play with friends and many of them like the competitive aspect of some sports and games.

#### **Other Sports**

Although most of the children play sports such as soccer, volleyball and basketball at school or at places like the WBYL or drop-in centres, many of the kids say they would also like to play these sports in a league or club team. Other activities that some of the children want to play include swimming, lacrosse, golfing and hip-hop dancing.

### **Barriers to Participation**

Some of the children say their parents do not have the money to pay for a sport or activity. Others say their parents do not have a car to drive them to a particular activity and they are not allowed to walk to the facility by themselves. A few indicate they would like to participate in a certain sport, but they don't know where or how to join. Some kids are also shy or insecure about participating in a new activity or in an activity where they don't know other children.

### **Age/Gender Grouping**

Most of the kids do not mind playing sports and activities with both boys and girls and most prefer to play with kids their own age. However, in some instances, children in this age group enjoy the challenge and opportunity to learn more skills when playing with older kids.

### **Aboriginal Coaches & Instructors**

It is much more important to the children to have coaches and instructors that are competent, fun and kind than it is for them to be Aboriginal. Some of the kids say it would be nice to have an Aboriginal coach, but most of them do not care.

### **Me Ta We Tan**

Most of the children are not familiar with the name MeTaWeTan, but some of them have heard of the summer programs it involves. Most of the children like the name and what it means.

Most of the kids would like to see more sports and recreation programs geared toward Aboriginal youth. Some believe this would encourage more children to participate because they will feel more comfortable and less intimidated.

### **Cultural Activities**

Some of the children would like to participate in cultural activities such as Pow-wow dancing, jigging, singing and smudging. Others are not interested in participating in these types of activities.

### **Communication**

Most of the children learn about sports and recreation programs from family and friends or from school. Word-of-mouth is very important.

## **Future Participation**

All of the children expect to continue participating in sports and recreation activities as they get older.

### **5.3 Girls (Aged 10 - 14)**

#### **Participation in Programs and Activities**

Girls in this age range are involved in or interested in a large array of physical activities including: volleyball, basketball, indoor/outdoor soccer, indoor/outdoor hockey, skating, dancing (traditional, classical & modern), track & field, tennis, baseball, wrestling, swimming, ringette and broomball.

Most girls in this age group participate in a variety of activities at their school. Some girls also participate in certain sports and recreational activities with community and city-wide sports clubs. Others participate in recreation programs at community centres or civic centres, such as Cosmo Civic Centre. These sports include wrestling, soccer, hockey and dance. Activity levels range from daily to once or twice a week.

#### **Motivations to Participate**

Girls in this age range participate in sports and recreational activities for fun and enjoyment. They participate in activities to play with their friends or to meet new friends. Some girls enjoy competition and are motivated to participate in competitive sports; others simply like the socialization aspect of sports and recreation.

Most of the girls participate in certain activities (e.g. volleyball, basketball, soccer, etc.) because it is part of their school curriculum. Others participate in club sports or activities because their parents registered them when they were younger and they have continued to participate year-to-year. In some cases, the girls want to join activities that their friends, siblings or other family members are already participating in.

#### **Barriers to Participation**

Essentially girls of this age are still children, and as such are still dependent on their parents. Therefore, a major barrier to participation is lack of money. Some parents cannot afford to register their children in some activities. They may not be able to afford the equipment cost, the registration cost or they have other children to consider. The parents may not have the means or the time to take their child to the activity.

Lack of confidence or self-esteem also acts as a barrier to some girls. Shy or insecure girls are less likely to join activities where they don't know anyone or they are uncomfortable.

## **Program Requirements**

Girls in this age range are looking for a combination of structured and unstructured activities. They enjoy the opportunity to be creative and play in an unstructured environment (e.g. drop-in gyms or playgrounds). However, there is also a desire for structure and leadership in sports and recreation programming. When dealing with organized competitive sports, girls want direction and instruction in order to learn and improve their skills.

Programs and activities should be offered right after school and sometimes on the weekends. Indoor and outdoor activities should be offered all year round.

Above all else instructors must be kind, fair and tolerant. Girls want instructors that they can trust and feel safe with and someone they can look up to. Having Aboriginal instructors would be beneficial, but not necessary. Participation is not dependent upon the ethnicity of the instructor, but an Aboriginal instructor may act as a role model and encourage continued participation.

## **Age/Gender Grouping**

Most girls in this age range prefer to participate in sports and recreation programs with girls of similar age. However, many girls are still comfortable participating with boys of similar age. Some girls also enjoy playing with older girls, but are definitely not comfortable playing with older boys. When asked for their preference, most girls would prefer to participate in activities with both boys and girls in their age range than with only girls of all ages.

## **Location Requirements**

Sports and recreational activities should be offered close to home in neighbourhood schools, community centres and facilities such as Cosmo Civic Centre. This would enable participation to be easier, especially for girls whose parents are without transportation. The White Buffalo Youth Lodge is also a good place to offer programs because it is comfortable, safe and welcoming.

## **Price**

Most of the girls feel that community sports and activities should be free, while league or club sports should have a reasonable fee.

## **Future Participation**

It is difficult to predict the future participation of girls in this age range. Almost all of the girls expect or want to continue participation in sports and recreation activities in the future. However, as they reach their teens, their motivations or interests may change. In

some cases opportunities will cease to exist (i.e. they do not make the high-school teams) or the financial cost of participation will become too high. If they are not participating now, it will become even more difficult to motivate them when they are older.

### **Communication**

Girls in this age range learn about programs and activities through friends and family members, school letters and information, leisure guides, posters, newspapers and flyers. Many of the girls feel that presentations at individual schools would be a good method to communicate new programs and activities.

### **MeTaWeTan**

Some of the girls have heard of MeTaWeTan programs and know they involve drop-in centres held at schools around the city. Some of the girls have participated in the drop-in centres in the summer. None of the girls know what MeTaWeTan means and none of them feel it is important to have an Aboriginal name to describe programs for Aboriginal youth.

## **5.4 Boys (Aged 10 - 14)**

### **Participation in Programs and Activities**

Boys this age tend to be heavily involved in basketball and all of them swim, or have swum in the past. They also participate in other activities such as skateboarding, volleyball, floor hockey, soccer, football, ice hockey, and break dancing. A few of the boys have the financial backing of their bands (in one case, the police) when they play sports, either at the Indian Summer Games or in the city.

A few play in soccer or hockey leagues, such as the Kinsmen Hockey League. Several play sports or take part in activities at the Cosmo Civic Centre (skating, skateboarding, break dancing, go to library, Tae Kwon Do, use computers, etc) and the White Buffalo Youth Lodge (play in the gym, basketball, boxing, drumming, computers, etc.).

### **Motivations to Participate**

Reasons for participating include: have fun, have something to do, hang out with friends, get better/improve at the activity, avoid boredom, keep fit, keep mind off other things, deal with stress and feel free.

### **Desired Program Offerings**

Boys in this age range would like to participate in a number of activities in which they are not currently involved. One that is mentioned by more than half the group is

skateboarding. Although these boys would like to skateboard more or skateboard at all, they are leery of gangs and older youths who may harass them or steal (“jack”) their boards. Almost all of the boys would like to bike (or bike more). A few would like to play baseball, football, lacrosse or skate. Most would like to snowboard.

### **Barriers to Participation**

Reasons for not participating include: lack of time, don’t own equipment, and don’t know how to play certain sports. Lack of transportation is not mentioned, even after probing, because several walk or ride their bikes. Some will walk long distances to participate in sports or recreation. Roughly half of the group are given rides by the local tribal council, their friends’ parents, coaches or others and roughly half say they sometimes catch a bus.

Lack of money is a barrier for many. They (or their families) cannot afford to enrol them in all of the activities in which they would like to be involved. Several of those who swim use free tickets, but when tickets are not available, some of them sneak into the pool(s).

Gangs pose another barrier to participation. Some of the boys in this group are intimidated to use the new skateboard park for fear of being “hustled” or “jacked” for their boards or bikes by older teenagers and/or gang members. Others say that kids their age aren’t bothered so much by the gangs; instead, older boys in their mid to late teens are the preferred targets. Most boys in the group perceive this situation to be true. Some have first hand experience with this type of bullying, while others have only heard about it. Regardless, perception is as good as reality because opinions and beliefs are formed.

### **Sources of Information**

All members of this group rely on word-of-mouth to learn about sports and recreation programs. One or two utilize brochures and a similar number look at the Star-Phoenix. Most say they hear about opportunities to play sports on the radio, while about half say they sometimes look to television for information. Several see posters at hockey arenas, Cosmo Civic Centre, the White Buffalo Youth Lodge and other recreation facilities. Employees at these facilities often tell them about upcoming programs as well.

### **Program Requirements**

More than half of the group prefers activities or sports where they can show up any time and play, while less than half prefer playing in leagues or with regular teams. Those who prefer unscheduled or unstructured recreation like it because they can show up whenever they want and they don’t have to pay. Those who prefer leagues say they like knowing when their games are scheduled, they like playing with the same group of kids week after week, they can play against kids from across the city and they like competitive

sports. Those who prefer sports they can do on their own (like skateboarding) say they like that they don't have to register or get permission slips.

As for programs they would like to see offered, some would prefer billiards tournaments, more skateboard facilities and basketball courts. Less than half the group thinks that if more programs were offered specifically for aboriginal kids, more would participate for reasons including: being with their own culture, competition, providing an incentive to stay away from bad influences. One boy would like to see more programs aimed at adults and families, because he feels that kids learn their habits, good and bad, from the adults that they know. Roughly half the group likes participating in sports and recreation with their parents or older family members or older brothers.

### **Age/Gender Grouping**

This entire group likes to play sports with boys and girls, although some say they prefer the level of competition when just boys are involved. Most think that girls are easier to play against, although one boy says it is fun to "get schooled by a girl" (get shown up).

Boys in this group are split as to whether they prefer playing sports against kids their own age, kids that are older or kids that are younger.

### **Importance of Aboriginal Instructors & Peers**

Mostly, boys in this group don't like instructors, coaches or referees who are unfair, easily angered or rude. They are not as concerned about whether these people are aboriginal, as long as they are not racist. Generally, they prefer playing sports with their peers from all backgrounds.

### **Price**

Several members of this group are aware that outside organizations pay for some of their recreation activities; however, they believe that even if this weren't the case, they would still be able to play.

### **MeTaWeTan**

Only one member of this group remembers hearing the term, MeTaWeTan, prior to being asked. A few think it sounds familiar, but they are not sure if they recognize it. When asked, however, if they think it is a good name, some say it sounds like Cree so it is appropriate (a few have learned Cree in school or at home). Everybody in this group says that they think the English translation should be provided.

## **Cultural Components of Programs**

Most of the boys in the group are involved in cultural activities at least sometime during the year. Some go to powwows and other events on their reserves, while others participate in cultural programs in school programs and at the White Buffalo Youth Lodge. All members of the group who participate in cultural events or ceremonies enjoy this part of their heritage.

## **Communication**

The boys in this group think that promoting programs at their schools is a good idea. They also would like to see posters at recreation facilities and they would like to hear advertisements on the radio (C95 and Rock 102).

## **Future Participation**

Most boys in this group think they will be at least as active in the future as they are now.

## **5.5 Girls (15-18)**

### **Participation in Programs and Activities**

Girls in this age are involved or interested in sports and recreational activities such as volleyball, basketball, dance, indoor/outdoor hockey, soccer, and track and field.

Most of the girls play volleyball & basketball at their schools. Some also play at WBYL and others play in city leagues. The girls that play ice hockey or are involved in dance participate in these activities with club teams or organizations. The sports are played after school (if they are school programs) and in the evening for the club & drop-in sports. Participation in each activity ranges from one to four times a week for each sport.

### **Motivations to Participate**

Girls in this age range participate in physical activities for various reasons. Some participate because they enjoy the sport or activity; others like the competition and the challenge. Many girls start to recognize the importance of being active in order to achieve health benefits. Most of the girls also enjoy the socialization aspect of participating in sports and recreational activities.

### **Barriers to Participation**

- Lack of time – some girls are involved in several activities and don't have time for all the activities they would like to participate in.



- Lack of transportation – many girls in this age range don't have cars or aren't old enough to drive, so they are dependent on someone else driving them to and from the activities.
- Cost is a major barrier. The cost of equipment and registration prevents many girls from joining some sports or activities. In some families, one child is able to participate in a sport, while the other children may not be able to.
- Lack of confidence – most of the girls indicate that this can be a barrier, especially for those girls who don't have a lot of experience with a specific sport or don't feel they have the skills. Even for those that are very active, some indicate they were intimidated to try out for certain teams because they weren't sure if they were going to make it.

### **The Importance of Starting Young**

Programs should be developed for young children. It is really important to get children involved when they are young (ages 7-9). Once children start participating and develop their skills in a specific sport they will want to continue to play it as they get older. It is really hard to engage older youth, especially girls, to start participating in sports and recreational if they didn't when they were young.

### **Program Requirements**

There is mixed opinion regarding the desire for structure in programming. Some girls in this age range enjoy the opportunity to go into a gymnasium to participate in sports and recreation activities freely in an unstructured environment (i.e. drop-in gym time), but there is also a desire for organized structured programs. This pertains to organized sports where coaching is involved. For these types of activities, practices should be structured and scheduled at regular times.

The type of organization that offers sports and recreational programming is not important. What is important is that the program or activity is affordable and accessible. In general, girls in this age range want to see sports and activities offered in their neighbourhoods, at local schools or community centres and facilities. Activities with a cultural component should be offered by Aboriginal organizations.

Programs and activities should be offered, after school, in the evenings and on weekends. Girls that are involved in school sports and activities are usually busy right after school and therefore, require other programs to be offered latter in the evening. However, many girls are not on school teams and would appreciate having the opportunity to participate in activities right after school.

## **Age/Gender Grouping**

Some girls in this age range do not mind participating in sports and recreation activities with the boys, but for most sports they prefer to participate with just girls. Girls that are skilled or confident in a particular sport usually don't mind playing with boys. However, sometimes they feel left out or excluded, as the boys will just play with each other. Participating in sports and recreational activities is even more intimidating for girls who have just started playing or don't have well-developed skills in that sport or activity.

Most of the girls do not mind playing with younger children. Most are open to the idea because playing with younger kids is fun and they aren't as competitive. However, when dealing with competitive team sports where instruction is involved, girls in this age range appreciate and expect to play with girls their own age. For drop-in casual participation, many do not mind having the younger kids around.

## **Price**

Ideally, most girls feel that all programs should be free, as cost is a barrier to participation. However, understanding that this is not always possible, most think that community sports should be free and league sports should have a fee. There should be programs in place to help fund individuals or families that do not have the money to join activities or buy equipment.

## **Importance of Aboriginal Instructors & Peers**

It is more important to have a qualified, competent, kind coach or instructor than it is to have an Aboriginal instructor. Most of the girls say they currently participate with teams that are largely comprised of non-Aboriginal girls and coaches. It isn't really an issue, as they are used to this situation. However, most of the girls would be more comfortable to participate in activities where other Aboriginal girls are involved.

For girls that are passionate about a particular sport and are very motivated to continue playing, the issue of Aboriginal coaching and involvement is not important. However, for girls that have just started participating in a sport or activity or live in neighbourhoods with a highly concentrated Aboriginal population, having other Aboriginal peers involved in the activity is important.

## **MeTaWeTan**

The majority of the girls are not aware of any programs offered City of Saskatoon for girls their age. A few girls had heard of MeTaWeTan, but no one knew what the name meant. Most of the girls are indifferent to the fact that MeTaWeTan is an Aboriginal name or that it used to identify Aboriginal programs.

There is some desire among the group to see more Aboriginal programs available. When asked about incorporating the concept of the medicine circle into sports & recreation programs, there was mixed opinion. Some girls seemed interested, while others did not. Many young Aboriginal people do not have a strong understanding of what the medicine wheel involves. Some Métis people do not consider the medicine wheel to be part of their culture. Others First Nations and Métis girls come from families that do not want to be involved in such activities.

In terms of sports and recreation programming, there are no significant differences between the needs of First Nations and Métis girls.

### **Communication**

Girls in this age range learn about sports and recreation activities from friends and family members, information at schools and posters. Effective ways to communicate with this target group include: posters on buses and at bus stops, information at WBYL, Cosmo Civic Centre and other recreational facilities, flyers to individual homes, presentations at school, school newsletters and television.

### **Future Participation**

Most of the girls expect to be less active when they get older because they think they will not have as much time or opportunity to participate.

## **5.6 Boys (Aged 15-18)**

### **Participation in Programs and Activities**

With the exception of one individual, this is a very active group. Basketball is easily the most popular sport among the boys in this group. Playing pool is also popular. Two compete in track, while two others play football. Most play other sports to some degree. Only one member of the group does not play any sports.

About one-third of the group skateboards. No one swims regularly. Roughly half the group goes to the White Buffalo Youth Lodge on a semi-regular basis. A few others utilize city-run facilities such as Cosmo Civic Centre.

### **Motivations to Participate**

Reasons for participating include: keep occupied and out of trouble, stay active, and relieve stress. Some say that playing sports is a good way to meet new people.

### **Desired Program Offerings**

Sports or activities that members of this group would like to play include: football, hockey and lacrosse. Over half would like to play football, but they have no teams to play on or leagues to play in. A similar number would like to play lacrosse, but they don't think a league exists and they don't have equipment. About half would like to play golf, but it is too expensive. About one-third of the group would like to play hockey, but they lack equipment.

### **Barriers to Participation**

Transportation is not seen to be a major barrier to participation. Roughly half of the group walks to the location where they participate in sports or recreation activities. Most of the rest catch rides with parents or others to their sporting events. Only one owns a car.

Slightly less than half of the group has part-time jobs, which takes away from potential recreation times.

Most members of this group play sports with friends. If they are interested in an activity, but their friends are not, they are not likely to participate.

Money is a barrier for at least one participant who would like to play basketball at a provincial level, but cannot afford to join Basketball Saskatchewan Incorporated.

### **Importance of Aboriginal Instructors & Peers**

Generally, boys in this group say they are not concerned whether their instructors or coaches are aboriginal. They just want qualified instructors. For the most part, they do not care if there are many other aboriginals playing sports with them, although some say that this does make them more comfortable, because they are less likely to be singled out

### **Age/Gender Grouping**

Most members of this group say they like playing sports with girls because they like girls. However, they like the competition of playing with other males. Most say they like playing with older males, including adults, because it increases the level of competitiveness.

### **Program Requirements**

About one-third of this group are familiar with programs offered by the City, such as youth centres. Their most important requirements for joining any program are whether

their friends will join and the program's level of competition. They prefer to have strong competition. Cost is also an issue for some group members.

In contrast to the younger male focus group, all boys in this group prefer playing sports in leagues, because they want better competition, more organization, the opportunity to meet more people, the opportunity to get to know and work with your team mates over time and the opportunity to win championships.

They would like to see more civic funding for sports and sports leagues. They want the money to go towards equipment and the administration of the leagues. They also want leagues to be more accessible by being closer to home.

### **Price**

For some, price is not an issue for the sports they play, because they are funded by outside organizations such as the Saskatoon Police's Peacekeepers' program.

### **MeTaWeTan**

The majority of group members have heard the term, MeTaWeTan. They recognize it largely because they participated in MeTaWeTan programs when they were between ten and 14. They played games like foosball and billiards; some did crafts.

Overall, the group thinks the name is fine. It is familiar to them, so they see no need to change it.

### **Cultural Components of Programs**

Two members of the group think it is important to have an aboriginal cultural component in recreation programs. However, almost everyone participates in round dances, powwows and other cultural events. Everyone thinks that having occasional events or programs with elders is a good idea. One youth suggests that more cultural and recreation programs should be offered for those who have dropped out of school to help encourage them to go back.

### **Communication**

Half of the group rides the bus and reads the advertisements on and in buses. They believe this would be a good way to promote the City's programs. Most members of the group read the sports section of the Star-Phoenix, so they think this would also be a good place to advertise. While they think advertising is important, all members of this group give more credence to word-of-mouth from their friends.

## **Future Participation**

Half of the group members expect that once they finish high school, they will become less active, because they will be busier with work and other responsibilities. They also believe that fewer activities will be offered to them, especially because they will no longer be in school. Some also think that sports will become more expensive, because they won't be able to play in school programs.

## **5.7 Adults**

### **Participation in Programs and Activities**

Adult focus group participants participate in a variety of recreational activities. Some participate in swimming, skating, bowling, walking and playground activities with their children, while others play soccer, rugby, softball, go to the gym or take Pilates courses with their peers. Overall, participation in physical activity varies widely, as do the backgrounds of the participants. Some of the group participants are enrolled in post-secondary programs, while others work and one is unemployed.

### **Motivations to Participate**

Many of the adult focus group members participate in physical activity to maintain and improve their health. They recognize the significant physical benefits of recreation, but several also mention the mental health benefits as well, such as relief of the stresses of everyday life. Some of the parents in the group strongly encourage their children to participate in sports and recreation activities, because they feel that, when they were children, sports taught them valuable lessons, kept them out of trouble, improved their self esteem and generally kept them busy and healthy.

### **Desired Program Offerings**

This group has several ideas about other kinds of sports, recreation or cultural programs should be offered to aboriginal residents of Saskatoon. Some would like to see more after-school programs for children and youth. Other suggestions include affordable hockey, volleyball, basketball and soccer programs for youth and adults.

Some members of the group also see benefits in expanding the number of traditional culture activities targeted at all ages of aboriginal people, but especially at children and youth. One participant remembers that after he moved to Saskatoon as a child, he noticed how his school classmates who went to Christian churches had opportunities to simultaneously learn about their culture and religion, while at the same time having a chance to play sports through their churches. This participant would like to see similar opportunities for aboriginal children to learn about their culture and history, and at the same time get involved in sports and recreation programs. While he acknowledges that it is probably not feasible to always have elders involved in youth-oriented recreation

programs, he feels that it would be beneficial if they could become more involved in programs by teaching about history and culture and instilling pride in children and youth.

Members of the group agree that traditionally, aboriginal children, youth and elders all participated in ceremonies and other activities together, but much of that tradition has been lost. As one participant puts it, part of the problem is that many aboriginal people don't take part in sweats until after they have had trouble with the law and are in institutions such as Kilborn Hall, correctional centres or penitentiaries. The group generally agrees that it is important to get kids involved in these types of activities as they are growing up, so that they can positively shape their lives – not just help to repair them.

The group would like to see greater cooperation between aboriginal organizations, the City of Saskatoon and others in the delivery of sports, recreation and cultural programs. Members of the adult group generally agree that they haven't heard of many of the programs that are currently offered and that they would like to know more. Their recommendations regarding increasing awareness are included in the "Communication" section.

### **Barriers to Participation**

- Lack of program awareness – all of the adult focus group participants would like to be more aware of recreation programs, but they do not always know where to look for information. Almost all members of the group spent all or part of their childhoods on reserves or in other Saskatchewan communities. There is consensus that they had no trouble getting involved in recreation activities back home, but when they came to Saskatoon they generally had few friends or relatives here and almost no idea where and how to get physically active, at least in the first few years as they adapted to city life. Even now, many years (decades, in some cases) they are surprised to learn of some of the programs offered by the City and others.
- Lack of time – those who work or go to school share the common sentiment that they often do not have enough time to participate in all of the programs that they would like to or that they would like to take their children to.
- Lack of equipment – the group suggests that many aboriginal children and adults don't get involved in all of the programs they would like due to a lack of proper equipment, especially in sports like hockey where equipment is expensive.
- Lack of transportation – while many of the participants drive and are not concerned about transportation being a barrier, those with lower incomes (in school or unemployed) tend to feel that it can be a significant barrier.
- Cost – again, the costs of equipment and registration in some recreation programs are prohibitive for almost all members of the group. Some actively seek out

affordable programs for their children or they find funding through organizations such as Kidsport.

- Lack of knowledge/confidence about particular sports – group members say that many young people, in particular, do not sign up for particular sports programs because they have never played those sports, even though they would like to.
- Lack of support network in the city – group members are especially concerned about newcomers to Saskatoon, who they feel are limited in their recreational opportunities because they have few people to help them look after their children.
- Health – poor health is a limiting factor that may prevent some aboriginal people from participating in programs, according to at least one group member.

### **The Importance of Starting Young**

As mentioned previously, several members of the group feel that sports, culture and recreation activities saved them from making the wrong choices in life. They are adamant that their children become similarly involved in order to have positive influences that help them succeed.

### **Race and Gender Considerations**

In general, the group feels that race is not a major consideration in their program participation. They are also not overly concerned with having other aboriginals take part in the same activities they do, although some say that it is beneficial for older children, youth and young adults, who can be more self-conscious than younger children and older adults. Several group members say they prefer to see people from a variety of backgrounds at recreation programs, as this is reflective of society. Similarly, they are comfortable with males and females participating together in almost all activities.

Members of the adult group do not care whether instructors or coaches are aboriginal, so long as they are competent and fair in their roles. Some say, however, that having aboriginal instructors may alleviate the inherent shyness of newcomers to the city and make them feel more comfortable and welcome. In this case, they believe that role models can be very helpful. They generally agree, though, that having aboriginal instructors is not as important for aboriginal people who have lived in the city for a long period of time.

## **5.8 Elders**

### **Participation in Programs and Activities**

Activities that Elders and older Aboriginal people are interested in include: billiards, cards, sewing, crafts, walking, aqua-size, swimming, bowling, square dancing and jiggling.



## **Motivations to Participate**

Companionship and socialization are a major motivation for older people to participate. Many Elders and seniors also recognize the need for physical activity for health reasons. The Elders we interviewed are also acutely aware of the threat diabetes poses to Aboriginal adults, although they feel a large percentage of this population is unaware of the risk factors.

## **Barriers to Participation**

- Lack of awareness
- Safety
- Lack of transportation/mobility
- Winter weather
- Limited money
- Lack of facilities

## **Program Requirements**

Some feel a drop-in centre or facility should be developed for Aboriginal Elders and seniors, as there is nothing currently available for them to use. The Elders we interviewed are not aware of any programs being offered that are targeted toward Aboriginal Elders and seniors. Having a facility specifically for Elders and senior may encourage and increase participation in activities. They want a place to congregate, where they feel safe and welcome and are able to socialize with friends.

They would like to see a drop-in centre that offers physical fitness and cultural activities and classes. Programs and activities should be free, as most seniors are on fixed incomes. Because transportation and safety are issues for this group, a shuttle service should be available to all Elders/seniors and drop-in centre and/or programs should be located in the core neighbourhoods.

## **Communication**

The most effective ways to reach Elders and seniors include: information at bingo halls and on buses, flyers, word of mouth, posters and newsletters at the Friendship Centre and C.U.M.F.I, Leisure Guides, the Star Phoenix and the Sun & the MeTaWeTan booklet. Information should be distributed to every household. Some also suggest creating partnerships and promotions with organizations such as C.U.M.F.I.

## **5.9 Recommended Markets**

The following section identifies priority target markets and outlines the rationale behind the recommendation.

### **5.9.1 Children (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.

### **5.9.2 Tweens (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.

### **5.9.3 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 requirement of each group should be considered and addressed.

The target market selection is skewed more heavily towards youth and children for a 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.

#### **5.9.4 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 child care, as well as this population's penchant for family or group-based activities, illustrates the need to design family-oriented programs.

## **6.0 Review of Comparable Programs**

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### **6.1 The City of Winnipeg**

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The City of Winnipeg offers a variety of drop-in programs for children and youth in areas that are identified as high needs. At this point, the City of Winnipeg does not have any particular programming or strategies to increase the level of participation with their Aboriginal communities. However, the City has partnered with The Manitoba Aboriginal Sports and Recreation Council to deliver some targeted programs through the Winnipeg Aboriginal Sport Achievement Centre (WASAC) initiative.

### **6.2 The Manitoba Aboriginal Sports and Recreation Council**

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The focus of MASRC is to provide opportunities for all Aboriginal people to participate in activities that will either sustain or improve their well-being. It will also allow them to be prepared in their quest to be competitive in competitions. This organization also focuses on the development and enhancement of Aboriginal culture that can be translated, and therefore, become available to other cultures.

#### **6.2.1 Winnipeg Aboriginal Sport Achievement Centre**

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With the help of a number of agencies with demonstrated experience related to culture, sport and recreation program development, the Manitoba Aboriginal Sport and Recreation Council (MASRC) has partnered together to create the Winnipeg Aboriginal Sport Achievement Centre (WASAC). The partners include Canadian Heritage, Province of Manitoba, Sport Manitoba, Centre for Aboriginal Human Resources and Development, City of Winnipeg and the Winnipeg Foundation. This initiative is administered by the Winnipeg Aboriginal Sport and Recreation Association (WASRA), which is the regional body that represents the Aboriginal community in sport and recreation of Winnipeg.

The WASAC initiative is designed to provide opportunities for Aboriginal children, youth and adults to participate in sport and recreation activities within a culturally sensitive environment. While short-term success is celebrated, the emphasis remains on continuous efforts that promote sustainable participation through a community development focus. The WASAC program builds on the self-esteem and self-confidence necessary to any person's success in life. It is done in an environment that is free of discrimination and other barriers that prevent real participation.

#### **6.2.2 Staff**

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The WASAC program employs a solid mix of First Nations, Metis and non-Aboriginal team members. With this unique environment, the staff is able to learn about and experience the diversity of each other's different cultures. They are able to build on

each other's strengths and learn from their differences. This collaborative effort results in a better understanding of each individual's ideas and attributes. Through this "Bridging of Cultures," the WASAC is able to create great working relationships and an open-minded, supportive environment.

Most of the youth leaders and instructors at WASAC are Aboriginal. WASAC believes that participants feel more comfortable and are able to connect better with other Aboriginal people. In addition, Aboriginal leaders serve as role models for young people.

### **6.2.3 Programs**

Through the WASAC program, WASRA implements the following initiatives free of charge to over 2,500 Aboriginal children, youth and adults in the city of Winnipeg per year. Through the availability of 30-40 acres of open space, an indoor pool, wading pool, play area, recreation centres, indoor and outdoor ice surfaces, soccer, football, softball fields and passive park space located throughout the city of Winnipeg, WASAC is able to offer something for everyone.

In cases where the WASAC staff does not have the competencies or resources to deliver or instruct a program, WASAC partners with other organizations to offer the program.

#### **Children**

*Softball Manitoba Partnership (July-Aug):* Softball Manitoba will certify WASAC leaders in softball I certification, provide a softball component to the Kids Camp Program and provide equipment, clinicians and technical expertise to participants.

*Kid's Camp (July-Aug):* This camp embraces the pride of Winnipeg's Aboriginal children from the ages 8-12 in sport, Aboriginal culture and recreation. Sports include tennis, soccer, track and field, basketball, ball-hockey, beach volleyball and swimming. Children also get to go on a free field trip at the end of the week to Fun Mountain Water Slides. Cultural activities include drumming, music, dance and crafts. Admission and transportation to and from the camp is free. There is also a free daily lunch and free use of sports gear throughout the duration of the camp.

#### **Children & Youth Programs**

*AquaQuest / Swim Partners (Sept-Nov & Jan-Mar):* As part of the AquaQuest Swimming Programs, children receive badges and certificates for each level they complete. A relationship with Swim Manitoba has also been developed to establish opportunities for the children to compete in swim clubs and competitions.

*Learn to Skate (Oct-Dec & Jan-Mar):* A Learn to Skate Program involves an emphasis on fun, while teaching progressive skills development with the use of specially selected games aimed at the children's level.

*Athletics Program (Oct-Jun):* Children are introduced into the Field of Athletics. They are trained by National Coaches in sprints, jumps, throws and middle / long distance runs.

## **Youth & Adult**

*Aboriginal Ball Hockey League:* This program has been established to continue a collaborative relationship with Sport Manitoba to involve Aboriginal participants in the sport of Ball Hockey. It is also to promote Aboriginal participants in the involvement of the Western Canadian and National Championships and to develop Aboriginal referees, timekeepers and sport managers as an integral role in the Ball Hockey League operations.

*Aboriginal Mixed Slo-pitch League:* WASAC assists with field booking arrangements, covers costs of softball field usage expenditures and completes league schedule format with the Winnipeg Aboriginal Mixed Slo-pitch League Committee. WASAC also provides free swimming passes to each team member for the North End Centennial Pool.

### **6.2.4 Elimination of Barriers to Participation**

In order to enable and encourage participation, WASAC endeavors to eliminate all barriers to participation. For every program offered, WASAC provides transportation, registration and equipment costs, nutritious meals and/or snacks as well as an Aboriginal leader to reduce insecurity or intimidation. Many of the WASAC programs are funded solely by WASAC; others are supported through a partnership with another organization.

#### *Example:*

The Learn-to-Swim program is operated in partnership with the City of Winnipeg. Swimming lessons are scheduled right after school (4:00 to 5:00 p.m.) at a City facility. The children are picked up from designated schools, equipped with swimsuits and towels and driven to the facility. The City provides a qualified swim instructor, while WASAC provides a team leader to accompany the kids. The WASAC leader acts as a support person for the children, as well as the swim instructor. Following the lesson, the children are given a nutritious meal and driven back to the designate school to be picked up by their parents.

### **6.2.5 Leadership Development**

*Youth Achievement:* This opportunity is for Aboriginal youth, aged 13-17 years to mentor with the WASAC Kids Camp Leaders of Today. Youth train and receive practical recreation experience in a positive and enriching path in both sporting, CPR, First Aid and Aboriginal cultural activities. The Youth Leaders are implemented as "Junior Leaders" in Kids Camp to be versed in the inner workings of the camp and gain experience enabling them to become the leaders of the future.

WASAC also provides opportunities for leaders in general to acquire coaching, instructing and referee certification for various sports. This opportunity is intended to address the need for more Aboriginal instructors and coaches for WASAC programs and in the community at large.

*Youth Leaders/North American Indigenous Games (July-Aug):* WASAC Leaders will be proud ambassadors of the Games and the Aboriginal community of Winnipeg in playing a role in the operation of a sports venue and contributing to the success of the Games.

*Manitoba High School Athletic Association (MHSAA) Partnership (Oct-Jun):* Youth participate in various sporting activities and gain experience in becoming role models to mentor elementary students in peer pressure and demonstrate positive lifestyle. The youth graduate with certificates for learning how to promote positive lifestyles, believing in themselves and mentoring young children.

### **6.2.6 Culture and Programming**

WASAC strives to incorporate an Aboriginal flavour into every program it offers. In some cases, programs have a specific Aboriginal component. For example, a portion of each day as the Summer Kids Camp is devoted to exploration of Aboriginal heritage through traditional activities such as arts and crafts, drumming, dancing or fiddling and traditional Aboriginal games. For other programs, the Aboriginal flavour involves elements such as an Aboriginal instructor or traditional Aboriginal food. All cultural activities and elements of WASAC incorporate an equal mix of First Nations, Métis and Inuit cultures. The degree to which Aboriginal culture is integrated into a program depends on each individual program.

### **6.2.7 Communication**

WASAC employs a grassroots approach to its communication strategy by connecting directly with children and youth at primary and secondary schools across Winnipeg's core neighbourhoods. Every spring and fall, WASAC representatives and team leaders give presentations at schools that have a high proportion of Aboriginal students. The presentation or pep-rally outlines what WASAC is, the types of programs and opportunities it offers and how to become involved. Following the presentation, registration forms are distributed to the children and youth. All participants must pre-register for every program offered by WASAC. This enables WASAC programmers to schedule activities around fairly accurate demand. An information booth is also set up in the school for several days to allow kids to inquire about program specifics. Upon registration, the youth are given a magnet to hang on their fridge that will act as a reminder of the program. WASAC team members also call each registered youth prior to the program inception to remind them to attend. For those youth that do not have a phone, a buddy system is established whereby a friend is asked to remind the youth about the program. This strategy is the only communication method WASAC uses to



recruit participants and promote its programs. With 2,500 registered participants and an extensive waiting list, WASAC believes this approach is highly effective.

### **6.3 Ehrlo Community Services Sport Venture**

Ehrlo Community Services Inc. is a non-profit organization associated with the Ranch Ehrlo Society in Regina. Its mandate is to provide community-based prevention and intervention services. Among its other programs, Ehrlo Community Services offers a Sports Venture program. Escalating equipment, registration costs and facility rental expenses has created participation hardships and restricted the opportunity for many inner-city youth. In light of this, Ehrlo Community Services provides a recreational opportunity to inner-city youth through a touch-football league, a basketball league and two hockey programs: Dress-A-Champion and the Outdoor Hockey League.

#### **6.3.1 Dress-A-Champion**

Dress-A-Champion was introduced in 1992 and involves the collection of used hockey equipment for distribution to inner-city youth who cannot afford to purchase their own equipment. Since 1992, more than 2,700 youth have benefited because of the program, which now involves a variety of collection points and businesses including the Regina Pats of the Western Hockey League and the Notre Dame Hounds of the Saskatchewan Junior Hockey League.

#### **6.3.2 Outdoor Hockey League**

One year after introduction of Dress-A-Champion, an Outdoor Hockey League (O.H.L.) was launched for an inner-city neighbourhood in north central Regina. The Outdoor Hockey League was so successful that in four years, six other inner-city neighbourhoods in Regina joined the Outdoor Hockey League. Now the O.H.L. operates at eight outdoor inner-city rinks with more than 350 children playing organized hockey. Since starting the Outdoor Hockey League program in 1993, other Saskatchewan cities (Prince Albert and North Battleford) have modeled programs after the league.

The organization promotes a strategy of removing cost and equipment barriers and empowering inner-city communities with the authority to control their own recreation. This empowerment strategy has provided many opportunities for inner-city children and families to experience the benefits of playing organized hockey. The O.H.L. supplies each player with a helmet/face mask and a team jersey. Players are expected to bring as much of their own equipment as they can. Skates, shin pads, jock, hockey pants, elbow pads, and hockey sticks are the most important pieces of equipment. The O.H.L. coach supplies all needed goalie equipment.

The O.H.L. operates over a 14-week period, from December to early March. There is no registration fee for this non-contact league for youth aged 7-16 years. Each team has

one game per week and some weekend tournaments. Transportation is provided for the weekend tournaments.

### ***Divisions***

There are two divisions within the O.H.L.:

1. Atom (ages 10-12)
2. Bantam (ages 13-16)

### **6.3.3 Monday Night Flag Football**

Similar to the Outdoor Hockey League, Ehlo Community Services runs a flag football league for inner city youth aged 7 to 14 years. The league operates for 12 weeks from mid-August through to the end of December. There are no registration fee or equipment costs for this league.

### **6.3.4 Sport Venture Library**

Sport Venture Library offers a variety of sports equipment packages on loan to organizations that work with inner-city youth and youth-at-risk. The Sport Venture Library provides recreational opportunities for children who miss out on sporting opportunities due to poverty, disability or race. It promotes the concept of removing the equipment barrier and empowering the individuals, families and communities to control their own recreation. The Sports Venture Library services are available at no cost to not-for-profit organizations, youth clubs or organizations that work with youth or youth requiring special needs. The Library is designed to facilitate the works of existing youth organizations.

## **6.4 The City of Vancouver – Board of Parks and Recreation**

### **6.4.1 Overview**

The Vancouver Board of Parks and Recreation is the arm of the civic government that governs parks and recreation throughout the City of Vancouver. Specifically, the Park Board is wholly responsible for the operation of swimming pools, indoor/outdoor ice rinks, fitness centres, golf courses, beaches and a number of specialty facilities. In agreement with local non-profit organizations, the Parks Board jointly operates the 23 community centres located throughout the City. The Park Board contributes a basic level of support or subsidy to each community centre, but gives the non-profit organization that runs the community centre complete control over the “dry” recreation programs it offers. Most of the programs offered by the Park Board are neighbourhood-based, as they are concentrated in the 23 community centres. Each local non-profit

organization has control over the fees it charges for programs offered at its centre. As such, there are 23 different reduced rates systems in the city.

### **6.4.2 Leisure Access Card Program**

In an attempt to overcome barriers such as poverty, the Vancouver Parks and Recreation Board operates the Leisure Access Card Program. Leisure Access Cards provide Vancouver residents who have limited income a reduction in fees for basic Park Board programs and Services.

Applications for Leisure Access Cards (LAC) are available on-line at the City of Vancouver's website and at all community centres. Residents can apply for a LAC by completing an application form stamped by their financial Worker from BC Benefits Income Assistance and taking it to the nearest community centre or by completing the Low Income application form and sending it to the Leisure Access office for approval.

LAC holders receive free admission to all Park Board public swimming and ice skating sessions, use of skates during public skating sessions and Stanley Park shuttle services. Holders also receive a 50% discount on the following programs and services:

- Fitness Centres and Flexipass (1-12 month pass to fitness centre and pool)
- Park Board Swim lessons
- Park Board Skating lessons
- Racquet court admission
- Stanley Park Children's Farmyard and Miniature Railway
- Bloedel Conservatory
- Van Dusen Botanical Gardens
- Pitch and Putt Golf Courses (including putting green and club rental)
- Vancouver Aquarium Dr. Sun Yat-Sun Garden

One neighbourhood that consists of a significant percentage of marginalized people or low-income earners is the Downtown Eastside. The Ray-Cam Cooperative Centre is a full community centre operated by two committed community associations (the Vancouver Park Board and the Ray-Cam Cooperative Association). New immigrants, refugees and a multi-ethnic community of all ages are offered a wide range of recreation programs and activities enhanced by such services as preschool daycare, a youth room, family support programs, a computer room, weight room, dark room and a full size gymnasium.

Ray-Cam Community Association membership is free for those in Strathcona and the Downtown Eastside. Ray-Cam Co-operative Association membership is \$2.00 or two shares. Registered members can vote at the Annual General Meeting. Individuals do not need membership cards to use the Centre, but a membership card to the Community Association must be presented in order to check-out equipment, use the dark room, weight facility, and meeting rooms or to register for ESL classes.

While some of the programs and services are free for members, many of them require a one-time or monthly fee. In some cases, financial assistance is available to subsidize these costs.

In general, there are no city-wide programs that specifically target the Aboriginal community. However, the Vancouver Park Board has a number of local agency partnerships that are a result of the Aboriginal Youth First Initiative.

## **6.5 Urban Native Youth Association - Vancouver, B.C.**

### **6.5.1 Overview**

The Urban Native Youth Association has been providing services to Aboriginal youth in Greater Vancouver since 1989. UNYA's mandate is to help Native youth in the urban setting. UNYA was formed to address Aboriginal youth issues when it became apparent that growing numbers of young people were continuing to leave reserves for the city. A large number of First Nations youth end up on the streets with few job skills, minimal training or education, and little or no knowledge of where to go for help. UNYA's goal is to be a safe place for Native youth to come and find out about the programs and other services in the community.

UNYA is part of the youth community, giving young people a say in changes to services that will affect them. Youth involvement in the development of youth services is necessary for the creation of effective delivery models. The dedication to youth involvement in program development has been a policy of UNYA since its beginning. UNYA has mandated youth participation on the Board of Directors; of the nine board members, at least four are youth. Youth are always consulted in the decisions that give direction to UNYA.

### **6.5.2 Sports and Recreation Program - Aboriginal Youth First**

The Aboriginal Youth First Program is a three-year pilot project that will offer sports and recreation opportunities to Aboriginal youth living in the Eastside of Vancouver. The goal of this program is to create a program that will include leadership training, skills training, and basic life skills. There will be a special focus on encouraging youth who are not currently involved in sports and recreation activities to become involved through any of the different activities and programs that will be set up in various locations in East Vancouver.

The project is in its early stages of development; which includes conducting a survey of 225 youth, fostering partnerships with local service providers, and working with the provincial and federal government. The official start date for this three-year program is yet to be determined. There will be a gradual addition of activities and programs as

partnerships are formed and schedules are set. UNYA has hired a Project Coordinator to work on developing community partnerships and conducting the youth surveys before the actual programming begins. The discussions with community organizations will include fostering partnerships that provide as much free space, coaching, and sports activities as possible. This approach is being used so that UNYA can provide as much programming to as many youth as possible within the funding limitations of this program.

The Aboriginal Youth First Program is a partnership between the Urban Native Youth Association (community host), the Department of Canadian Heritage, and the B.C. Ministry of Community, Aboriginal, and Women's Services – Sports & Activity Branch.



## **7.0 Program Inventory & Market Framework**

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### **7.1 Introduction**

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In order to determine any potential program duplications and/or gaps, it is important to examine all the programs supported by Community Development & Leisure Services, as well as those outside the scope of the department that specifically target Aboriginal people. In addition to the City's department, other organizations included in this inventory are White Buffalo Youth Lodge, Saskatchewan Indian & Métis Friendship Centre, EGADZ, Saskatoon Tribal Council, Saskatoon Sports Council, Care & Share Inc., Kinsmen Hockey League and the YMCA.

These other organizations are described generally below. A series of matrices (Exhibits 7.1-7.7) follows this section that provide a brief description of each activity and program, where it is offered, which organization it is offered through and which market segment it is targeted toward.

### **7.2 White Buffalo Youth Lodge**

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The White Buffalo Youth Lodge (WBYL) is a non-profit organization and has been in operation since December 2000. The project was made possible through a partnership between the Central Urban Métis Federation Inc. (CUMFI), the Saskatoon Tribal Council, Saskatoon District Health and the City of Saskatoon.

WBYL provides healthy alternatives to potentially detrimental lifestyle choices by offering recreational and leisure programming. Programs and activities are not solely based on "community need", but also on community and youth interest. From changing the time of day a program is offered to dividing the program into separate age and gender groups, program modifications are continually being made. The programs that are delivered through the WBYL serve up to 150 youth per day and operate on a budget met from federal, provincial and municipal grants and cost-sharing partnerships. All youth-related programming is completely free, including programs, services, materials, instruction and equipment.

### **7.3 EGADZ**

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The Saskatoon Downtown Youth Center Inc. (EGADZ) is a community based inter-agency organization that provides resources and supports services that help youth-at-risk empower themselves in reaching their full potential. Its mandate is to encourage youth at-risk in the city of Saskatoon to make choices that improve their quality of life through the provision of formal and informal programs and services. Some of their programs include a sports and recreation component. Participants in EGADZ programs are

encouraged to express their needs, as their input is used to determine the services that are offered.

#### **7.4 Saskatoon Indian & Métis Friendship Centre**

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The Saskatoon Indian & Métis Friendship Centre is a non-profit organization that was incorporated in 1963. The Indian & Métis Friendship Centre is designed to improve the quality of life of Aboriginal people in an urban environment by supporting self-determined activities, which promote Aboriginal culture distinctiveness, and which respect equal access to and participation in Canadian society. Since the inception, the centre has developed and delivered numerous social, recreational and cultural programs.

#### **7.5 Saskatoon Tribal Council**

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The Saskatoon Tribal Council (STC) was established in 1982 as an institution to assist the individual and collective governments of the First Nations in the Saskatoon area. STC represents seven First Nations located within 250 kilometres of Saskatoon. In addition to maintaining the social, economic and political interests of its members, STC also offers a number of sport and recreation activities for Aboriginal youth. Although all Aboriginal youth are welcome to participate in STC sports and recreation activities, the programs are specifically tailored to meet the needs of STC members and those youth participating on an STC teams.

Sports and recreation activities offered by STC include hockey, volleyball, broomball, badminton, basketball, athletics, soccer and softball. These activities largely correlate with the competitive sports offered at the Indigenous Summer and Winter Games. STC organizes male and female teams for each of these sports. Although anyone can participate, only STC members are eligible to compete on STC teams. Weekly practices are held on a rotating basis at each of the member reserves. Saskatoon practices are usually held at the WBYL.

STC also offers a number of developmental skills clinics for all of its sports programs, which all youth are welcome to attend. These clinics are held intermittently throughout the year. Although STC organizes several sports teams and skills clinics, only a small percentage of Aboriginal youth from Saskatoon are involved in these programs. This is largely because of a lack of awareness of the programs or how to get involved. Although these clinics are very popular and are considered to be effective, more programming is required in order to satisfy the demand. This provides an opportunity for the City to service these needs.

In general, STC sports and recreation activities are largely concentrated around sports development for the Indigenous Games. Due to this approach, as well as the limitations surrounding STC programs (i.e. limited number of positions on a team and required STC membership) and the infrequent and unscheduled manner in which the clinics are held, STC is not included in the program inventory analysis.



## **7.6 Saskatoon Community Schools**

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There are 17 primary Community Schools in Saskatoon in both the Public and Catholic School systems. Generally the goals of Community Schools include: student learning and success; a high quality education program; shared responsibility; comprehensive, responsive services; enhanced participation in public education by Indian and Métis peoples; community empowerment, equity and cultural harmony; and leadership in educational innovation.

In addition to delivering a modified or specialized academic curriculum, several Community Schools offer a variety of after hours, weekend and summer sport and recreation programs. In some cases, the programs are delivered in partnership with external organizations, while other programs are run internally by the individual schools or by the area Community Association.

### **7.6.1 Partnership Programs**

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There are a number of not-for-profit organizations that deliver a variety of sport and recreation programs in partnership with elementary Community Schools in Saskatoon. These organizations include the Saskatoon Sports Council, Care & Share Inc., the Kinsmen Hockey League and the YMCA. The programs delivered by these organizations are available free of charge to the Community Schools. All registration, equipment, transportation, coaching and facility costs are covered by the operating organization.

Community Schools are not forced to participate in any of these programs. Each school can pick and choose which programs it wants to participate in. Some schools do not participate in certain programs because they currently offer similar and/or competing programs or there may not be a need or interest at that school. In other schools, there may not be enough human resources (volunteer teachers) to offer all of these programs to their students.

For some of the programs, program availability is restricted due to limited facility space and funding. Because of the large number of Community Schools in Saskatoon and the high demand for facility space, some schools may not be able to access every program each year. Moreover, within each program there are a limited number of spots available for children to participate. Every year, waiting lists are developed for most programs.

The following section provides a brief overview of the not-for-profit organizations that deliver sports and recreation programs in partnership with the Community Schools.

#### **Saskatoon Sports Council's Youth-At-Risk Sports Programming**

Programs in inner city sectors often suffer because of limited financial resources, lack of awareness, limited program choices, and a lack of coaches and volunteers. As a result, many at-risk youth find themselves in situations that are neither healthy nor positive.

Through various programs and services the Saskatoon Sports Council provides the youth of Saskatoon positive sporting opportunities.

Since April of 2000, the Saskatoon Sports Council has been involved in a special project to increase participation of youth-at-risk and under-represented populations in sport. Sask Sport Inc. has provided support to initiate and maintain this program. The City of Saskatoon has also contributed support to programs such as the Neighbourhood Softball League, Community Bowling Program and the Used Equipment Drive.

The majority of the Youth-At-Risk programs are delivered in cooperation with Saskatoon elementary Community Schools. Elementary Community Schools have the option to participate in any of the following programs: flag football, gymnastics, softball and bowling. All of the registration, equipment and facility costs.

### **Care & Share Inc.**

Care & Share Saskatoon Inc. is a not-for-profit organization designed to provide support for less fortunate children in Saskatoon. The organization offers a number of programs, support services and sports activities to children in Community Schools. Care & Share is funded through a number of businesses and organizations, including the City of Saskatoon.

### **Kinsmen Hockey League (KHL)**

Since 1995, the Kinsmen Club of Saskatoon, along with other supporters, has been operating the Kinsmen Hockey League for underprivileged children in Saskatoon. The program currently has ten teams running out of eleven Community Schools. The program works closely with the schools to target children that do not have the opportunity to play the sport of hockey. All facility, registration, equipment, coaching and transportation costs are covered by the league.

### **YMCA Youth Basketball Program**

The YMCA of Saskatoon is a charitable, volunteer-driven organization offering opportunities for health through personal growth and service to others. In addition to its regular services, the YMCA of Saskatoon also operates a Youth Basketball Program for inner city youth. This program is delivered in partnership with the Saskatoon Community Schools.

## **7.6.2 Internal School Programs and Community Association Programs**

In addition to these sports and recreation programs that are delivered in partnership with not-for-profit organizations, most Community Schools offer an assortment of after school programs. These programs and activities are organized and delivered by each independent school and are available to students of that particular school free of charge.

The range and selection of programs and activities that are available at each school differs greatly. Many Community Schools also offer a variety of sports and recreation programs through their respective Community Association. Some of these programs are operated entirely by the Community Association, while other are delivered in partnership with other organizations, such as the City of Saskatoon. Most of the programs require registration and equipment fees. Similar to the internal after school programs, the programs and activities operated by Community Associations are primarily available to youth living in that neighbourhood.

Because these activities and programs only serve the children and youth attending each respective school, it would not be meaningful to include these programs in the city-wide programs analysis. As such, the programs and activities operated by each individual Community School and Community Association are not profiled in the program inventory.

## **7.7 Program/Market Framework**

In order to identify program duplications and determine where program gaps may exist, a program/market framework was constructed for each target market. Each program/market framework outlines the list of programs available for each target market and examines the selection of programs by season, day of week and time of day. The program/market framework for each target segment follows this section (Tables 7.8-7.25).

Table 7.1 – City of Saskatoon Programs

Program	Description	Location	Time of Year	Day of Week	Time of Day	Cost	Target Market
<b>Me Ta We Tan</b>	Me Ta We Tan's drop-in centre offers a fun place to play with a variety of programs in recreational games and arts and crafts. The games often include cultural components. They run for two to three hours depending on the location of the program.	Various schools within Saskatoon's inner city	Fall & Winter  Summer	Mon – Thurs  Mon - Fri	Ranges from 6:30 – 9:00 pm  3:00 – 5:30 & 6:30 – 9:30 pm	Free	Ages 10-18 years
<b>Neighbourhood Youth Centres</b>	Provides youth an opportunity to participate in a wide range of activities including sports, games, special events, music, socializing, etc.	Saskatoon schools	Fall, Winter, & Spring	Tues, Wed, Thurs	Ranges from 5:00 – 9:30 pm	Free	Ages 10-18
<b>Girls on the Move</b>	This program encourages young girls to participate in sports, recreation and cultural programming while building self-esteem. In addition to sports skills, cooking, and arts/crafts, the program incorporates talking circles and other games and activities.	Saskatoon schools and the White Buffalo Youth Lodge	Fall & Winter	Thurs. & Fri.	Ranges from 3:00 – 8:30 pm	Free	Girls ages 10-14
<b>Powwow Song &amp; Dance</b>	The program is offered through a partnership with the Saskatoon Indian & Metis Friendship Centre. Qualified instructors teach participants traditional powwow dancing. Singing, drumming and dancing is taught to all participants enabling them to travel the powwow trail in summer.	Saskatoon Indian & Métis Friendship Centre	October - March	Wed	7:00 – 9:00 p.m.	Free	All ages

Table 7.1 – City of Saskatoon Programs (continued)

Program	Description	Location	Time of Year	Day of Week	Time of Day	Cost	Target Market
<b>Drama &amp; Performing Arts</b>	The program gives participants the opportunity to develop acting skills in drama and performing arts. Qualified instructors teach basic drama through games and interaction with other participants.	White Buffalo Youth Lodge	Fall & Winter	Wed	4:00 – 6:00 p.m.	Free	Ages 10-15 years
<b>Open Gym</b>	The Open Gym program gives youth a safe place to play a variety of recreational and sporting activities. Youth Leaders oversee the program and plan games in a variety of sport activities. Fair play is taught to all participants.	Cosmo Civic Centre	Fall & Winter	Tues, Thurs & Fri	3:45 – 5:45 pm	Free	Youth
<b>Aboriginal Lifeguard Program</b>	This program is designed to increase the number of Aboriginal lifeguards within the City's indoor and outdoor pools facilities. The program provides leadership and mentorship in addition to aquatic training. An interview is conducted with each program applicant.	University of Saskatchewan and Harry Bailey Aquatic Centre	Year-round	NA	NA	Free	Aboriginal youth at least 14 years of age with some swimming ability.
<b>Learn to Swim Program</b>	The Learn to Swim program provides youth swimming lessons, including water safety, by qualified instructors.	Harry Bailey Aquatic Centre	8 weeks in Spring (April – June) and 8 weeks in Fall (Oct – Dec)	Wed	1:15 – 2:00 pm or 2:05 - 2:50 pm	Free	Gr. 6 (12-13 yrs old)
<b>Victoria Park Playground Program</b>	This program promotes cultural activities for children and youth by providing specialized activities. Some include tipi raising, arts and crafts, drama, storytelling, karaoke, dancing, music, etc.	Youth centres and playgrounds	End of June – beginning of August	Mon - Fri	Various times throughout the day	Free	Children and youth (2-12 yr olds)

Table 7.1 – City of Saskatoon Programs (continued)

Program	Description	Location	Time of Year	Day of Week	Time of Day	Cost	Target Market
<b>Victoria Park Playground Program</b>	Games and activities are provided to children and youth.	Riversdale Pool	Summer	Mon - Fri	TBA	Free	Children and youth (2-12 yr olds)
<b>Traditional Mitt Making</b>	Provides an opportunity for adults to learn tradition mitt making in the way of First Nations peoples.	Cosmo Civic Centre	Fall	Tues	7:00 – 9:00 p.m.	\$20.00 (Childcare provided)	Co-ed Adults
<b>Traditional Metis Sash Making</b>	Provides an opportunity to learn how to make a traditional Metis sash.	Cosmo Civic Centre	Fall	Wed	7:00 – 9:00 p.m.		Co-ed Adults
<b>Aboriginal Modelling</b>	Classes are offered to youth and children who are interested in learning the art of modelling	SIMFC	Jan - March	Thurs	7:00 – 9:00 p.m.	Free	Co-ed children & youth
<b>Aquasize Classes</b>	This is a low impact fitness program offered through In Motion. Participants exercise in waist high water to increase stamina and reduce weight. Traditional Aboriginal music and games are used in each session.	YMCA	Fall	Mon	8:00 – 9:00 p.m.	Free	Women of all ages; particularly Aboriginal women with diabetes and who may want to lose weight.
			Winter	Mon	8:00 – 9:00 p.m.		
<b>Breakdancing</b>	The breakdancing program teaches youth breakdancing skills in four different types of dance. Qualified instructors teach proper warm-up techniques and stretching.	Cosmo Civic Centre	Fall and Winter	Fri	3:45 – 5:45 p.m.	Free	Ages 10 years and older

Table 7.1 – City of Saskatoon Programs (continued)

Program	Description	Location	Time of Year	Day of Week	Time of Day	Cost	Target Market
<b>Learn to Play Lacrosse</b>	This is an introductory program that teaches youth Box Lacrosse techniques. Participants learn the rules of the game and stick skills.	Cosmo Civic Centre	End of Jan – end of April, Sept to Dec	Tues	5:45 – 6:45 p.m.	Free	Youth ages 10 years and older.
<b>Step Aerobics</b>	In addition to improving one's physical fitness, participants learn about the traditional and contemporary lifestyles of Aboriginal people.	FNUC	End of Jan – end of April	Mon & Wed	12:00 - 1:00 p.m.	Free	Adults

Table 7.2 – White Buffalo Youth Lodge (WBYL) Programs

Program	Description	Location	Time of Year	Day of Week	Time of Day	Cost	Target Market
<b>After School Program</b>	The After School Program starts off with a nutritious snack and then proceeds to an activity such as crafts, play group, board games, organized games in the gymnasium, a walk in the garden, a bike ride or tobogganing, etc.	WBYL	Year-round	Every day	3:30 – 6:00 p.m.	Free	Ages 6 to 11
<b>Girls Volleyball (WBYL All Stars)</b>	The WBYL team is registered in the RIMA volleyball league and the STC intramural league. The girls participate in scheduled weekly practices, as well as games and tournaments.	WBYL & the 7 STC reserves	Sept-April	Mon, Thurs, Sat	6:00 – 8:00 p.m.	Free	Ages 12 – 16
<b>Buffalo Cup</b>	Buffalo Cup is a co-ed floor hockey tournament.	WBYL	Every three months	Mon-Fri.	4:00 – 5:00 p.m.	Free	Ages 12-21
<b>Girls Fastball</b>	Girls can participate on the WBYL fastball team.	WBYL	April – Aug.	TBA	TBA	Free	Females Ages 11-14
<b>Girls Basketball (WBYL All Stars)</b>	The WBYL team is registered in the SMBL. The girls participate in scheduled weekly practices, as well as games and tournaments.	WBYL & the 7 STC reserves	Sept. - March	Wed	6:30 – 8:30	Free	Females - Grades 9-12 (Ages 14-18)
				Sat	Games		
<b>Mini Boys Basketball (WBYL All Stars)</b>	The WBYL team is registered in the SMBL. The boys participate in scheduled weekly practices, as well as games and tournaments.	WBYL	Jan - April	Mon & Wed	4:00 – 5:00 p.m.	Free	Males - Grades 4-6 (Ages 9-11)
<b>Junior Boys Basketball (WBYL All Stars)</b>	The WBYL team is registered in the SMBL. The boys participate in scheduled weekly practices, as well as games and tournaments.	WBYL & the 7 STC reserves	Sept - March	Wed	5:00-6:00pm	Free	Males - Grades 7-8 (Ages 12-13)
				Fri	6:00-7:00pm		
				Sat	Games		
<b>Senior Boys Basketball (WBYL All Stars)</b>	The WBYL team is registered in the SMBL. The boys participate in scheduled weekly practices, as well as games and tournaments.	WBYL & the 7 STC reserves	Sept - March	Mon, Thurs, Sat.	7:00-9:00 6:00-7:30 Games	Free	Males - Grades 9-12 (Ages 14-18)
<b>Soccer</b>	WBYL offers youth an opportunity to play soccer. It hopes to enter boys & girls team this summer.	WBYL	TBA - On Hold	TBA - On Hold	TBA - On Hold	Free	Co-ed - Ages 6-11 Co-ed - Ages 12 & up
<b>Skateboarding</b>	WBYL offers skateboarding to youth through a partnership with the Core Neighbourhood Co-op.	CNYC	December - February	Sun	6:00 -8:00	Free	Co-ed Ages 7-12
				Wed			Co-ed Ages 13-15



Table 7.2 – White Buffalo Youth Lodge (WBYL) Programs (continued)

Program	Description	Location	Time of Year	Day of Week	Time of Day	Cost	Target Market
<b>Sports Clinics</b>	Through a partnership with Saskatoon Tribal Council, youth may take part in a variety of sports clinics including soccer, basketball, volleyball, broomball, badminton and softball.	WBYL & areas reserves	Year-round	Sat Sun	11:00 a.m. – 4:00 p.m.	Free	Females & Males - Ages 10-12
<b>Jigging – Square Dancing</b>	An introduction to basic jigging steps with practice to fiddle music. Once the group has mastered the basic steps then introduction to square dancing begins.	WBYL	Year-round	Tues	5:00 – 6:00 p.m.	Free	Co-ed - Ages 6 and up
<b>Powwow Singing &amp; Dance</b>	Introduces the different styles of songs sung for powwow's then moves from Traditional to Competition Drumming and singing styles. After the group is started White Buffalo incorporates the many different styles of powwow dancing.	WBYL	Year-round	Tues	8:00 – 10:00 p.m.	Free	Co-ed - Ages 11 and up
<b>Wanna Dance</b>	A Capoeira (Brazilian Martial Arts) and break dancing program offered through the Saskatchewan Intercultural Association's Bringing Arts To Youth (BAY) project.	WBYL	Jan - April	Tues	6:00 – 7:00 p.m.	Free	C-oed – Ages 11 and up
<b>Martial Arts</b>	A martial arts program offered through the Saskatchewan Intercultural Association's Bringing Arts To Youth (BAY) project.	CNYC	April - June	Mon	4:30 – 5:30 p.m.	Free	Co-ed – Ages 6-13
		WBYL		Tues	7:30 – 8:30 p.m.	Free	Co-ed - Ages 14-21
<b>Boxing Team</b>	This program is a self defence class. White Buffalo drives participants to their class and returns them to the centre when complete.	Saskatoon Boxing Club – Luc's Gym	Year-round	Mon, Wed, Fri	6:00 – 7:30 p.m.	Free	Co-ed - Ages 12-21
<b>Gymnastics</b>	Girls are given the opportunity to learn basic gymnastics skills.	WBYL	On-hold	Mon	5:00 – 7:00 p.m.	Free	Females Ages 6-12

Table 7.2 – White Buffalo Youth Lodge (WBYL) Programs (continued)

Program	Description	Location	Time of Year	Day of Week	Time of Day	Cost	Target Market
Open Gym 1	A co-ed program that gives younger Aboriginal youth a safe place to play a variety of recreational and sporting activities. Activities include free time, dodge ball, floor hockey, skipping, basketball and volleyball, tag, etc.	WBYL	Year-round	Every day	6:00 – 7:00 p.m.	Free	Co-ed - Ages 6-13
Open Gym 2	A co-ed program that gives older Aboriginal youth a safe place to play a variety of recreational and sporting activities. Activities primarily involve volleyball & basketball.	WBYL	Year-round	Every day	8:30 (or 9:00) – 10:15 p.m.	Free	Co-ed - Ages 13-14
Late Night Gym	A co-ed program that gives Aboriginal youth a safe place to play volleyball and basketball.	WBYL	Year-round	T, W, T	10:15 – 11:30 p.m.	Free	Ages 16-29

Table 7.3 – EGADZ Programs

Program	Description	Location	Time of Year	Day of Week	Time of Day	Cost	Target Market
<b>Joe's Garage</b>	Joe's Garage operates on a drop-in basis. It provides males an opportunity to participate in a wide range of activities including sports, games, and socializing. Each day the boys decide what they want to do that day. Sports activities include floor hockey, bowling, wall-climbing, etc. Program components must reflect positive and healthy lifestyles.	EGADZ	Year-round	Tuesdays & Thursdays	6:00 – 9:00 p.m.	Free	Males Ages 12 -19
<b>Josie's Garage</b>	Josie's Garage operates on a drop-in basis. It provides females an opportunity to participate in a wide range of activities including sports, games, and socializing. Each day the girls decide what they want to do. Sports activities include floor hockey, bowling, wall-climbing, etc. Program components must reflect positive and healthy lifestyles.	EGADZ	Year-round	Wednesdays & Fridays	6:00 – 9:00 p.m.	Free	Females Ages 12 -19
<b>Summer Recreation Programs</b>	Provides youth an opportunity to participate in a wide range of activities including sports, games, and socializing. Sports activities include: wall-climbing, camping, water-skiing , bowling, etc.	EGADZ	July & August	Tuesday - Saturday	1:00 – 9:00 p.m.	Free	Co-ed Ages 12 -19

Table 7.4 – Saskatoon Indian &amp; Métis Friendship Centre (SIMFC) Programs

Program	Description	Location	Time of Year	Day of Week	Time of Day	Cost	Target Market
<b>Volleyball</b>	SIMFC offers a drop-in volleyball night where participants can play games and socialize.	SIMFC	Sept - May	Tues	7:00 – 10:00 p.m.	Free	Co-ed youth and young adults
<b>Basketball</b>	SIMFC offers a drop-in basketball night where participants can play games and socialize.	SIMFC	Sept - May	Tues	9:00 – 11:00 p.m.	Free	Male youth and young adults
<b>Floor Hockey</b>	The Centre no longer offers floor hockey, as the SIMFC gym cannot accommodate this program. There is a demand for this sport.	SIMFC	N/A	N/A	N/A	Free	Male youth and young adults
<b>Square Dancing</b>	The Centre has tried to organize square dancing lessons on several occasions, but the program is usually cancelled due to poor turnout.	SIMFC	N/A	N/A	N/A	Free	Co-ed Adults
<b>Pow-wow Song/Dance</b>	This program is offered in partnership with the City of Saskatoon. Qualified instructors teach participants traditional powwow dancing. Singing, drumming and dancing is taught to all participants enabling them to travel the powwow trail in summer.	SIMFC	October - March	Wed	7:00 – 9:00 p.m.	Free	Co-ed All ages
<b>Métis Dancing</b>	Participants are given the opportunity to learn about and partake in Metis dancing.	SIMFC	Year-round	Thurs	7:00 – 9:00 p.m.	Free	Co-ed All ages

Table 7.5 – Saskatoon Sports Council Youth-At-Risk Programs

Program	Description	Location	Time of Year	Day of Week	Time of Day	Cost	Target Market
<b>Neighbourhood Softball League &amp; 'Learn To' Softball*</b>	The NSL operates in cooperation with the Community Schools. There are 14 teams in the league. Equipment, uniforms, transportation, and coaches are provided for free.	Community Schools	May - June	Once week (various days)	Evenings (6:00-7:00 p.m.)	Free	Co-ed Grades 3-5 (Ages 7-10)
<b>Summer Sport Camps</b>	The sport camps are a series of one-week day camps, which focus on a different sport each day. Sports that are offered include basketball, tennis, badminton, bowling, horseback riding, soccer, softball and wall climbing. Youth must be referred to this program.	Different facilities are used. Transportation is provided	July	All week	All day	Free	Co-ed – Ages 8-12
<b>City Centre Flag Football League &amp; 'Learn To' Football*</b>	There are currently 11 teams that play in this league. Equipment, jerseys, transportation and coaching is free. This program operates in cooperation with Community Schools	Saskatoon Kinsmen/Henk Ruys Centre	September - October	Once week (various days)	4:00 – 6:00 p.m.	Free	Co-ed – Ages 10-14
<b>Community Schools 'Learn To' Bowling Program *</b>	This program was offered for the 1 <sup>st</sup> time in 2003 and operates in cooperation with Community Schools. It runs in two separate 5-week sessions. Students are provided instruction, transportation and two games.	Fairhaven Bowl Transportation is provided	November - February	Once week (various days)	Afternoons (during school)	Free	Co-ed – Ages 7-12
<b>Sports Clinics</b>	Clinics are designed to expose the youth to new sports and to develop sport specific skills. The clinics are delivered in two formats, depending on the sport chosen by the group. Traditional Sport Clinics, which are delivered in a gym with a sport specific instructor facilitating the clinic (ie: soccer and basketball) and Community Outing Clinics, which are delivered at a specialized facility.	WBYL, Saskatoon Housing Authority, McNabb Youth Project Radius Community Centre	Year-round	Once week (various days)	After School & Evenings	Free	Co-ed – Ages 7-14

Table 7.5 – Saskatoon Sports Council Youth-At-Risk Programs (continued)

Program	Description	Location	Time of Year	Day of Week	Time of Day	Cost	Target Market
<b>Community Schools 'Learn To' Gymnastics*</b>	Community School participants are given the opportunity to learn the various elements of gymnastics including: rings, floor exercises, trampoline and others. All transportation, registration and equipment costs are covered.	Taiso Gymnastics	Oct - Dec	Once week (various days)	N/A	Free	Co-ed Grades 2-3 (Ages 7-8)
<b>Used Sport Equipment Drive</b>	In partnership with several other organizations, the SSC holds an annual used sports equipment drive. Donation barrels are placed at various locations around the city. Donated equipment is distributed to Saskatoon Community schools, the STC, WBYL and the McNabb Park Youth Project.	N/A	September - November	N/A	N/A	N/A	N/A

\* Programs are available to students attending Community Schools.

Table 7.6 – Care &amp; Share Programs

Program	Description	Location	Time of Year	Day of Week	Time of Day	Cost	Target Market
<b>Little KICS Soccer</b>	Community School children are given the opportunity to participate in an indoor soccer league. Transportation, equipment, uniforms and coaching is provided by Care & Share.	Henk Ruys/Kinsmen Soccer Centre	Oct & Nov	One day a week (varies)	4:00 – 5:00 p.m.	Free	Co-ed Ages 8 - 10
<b>Big KICS Soccer</b>	Community School children are given the opportunity to participate in an indoor soccer league. Transportation, equipment, uniforms and coaching is provided by Care & Share.	Henk Ruys/Kinsmen Soccer Centre	April, May & June	One day a week (varies)	4:00 – 5:00 p.m.	Free	Co-ed Ages 11 - 13
<b>Curling</b>	Care & Share offers a learn-to-curl program for Community School children. The program is offered in conjunction with Curl Saskatoon, KidsSport and Hub City Curling Club. Ice time, equipment, instruction, transportation and a hearty meal are all provided.	Hub City Curling Club	Jan, Feb & Mar	One day a week (varies)	4:00 – 5:00 p.m.	Free	Co-ed Ages 11 - 13

Table 7.7 – KHL &amp; YMCA Programs

Program	Description	Location	Time of Year	Day of Week	Time of Day	Cost	Target Market
<b>KHL</b>	Co-ed hockey league for Community School children. All costs are covered by the KHL.	Kinsmen Hockey Arena	Feb & Mar	Sat	Afternoon	Free	Co-ed Ages 9 -11
<b>YMCA Basketball Program</b>	Community School children are given the opportunity to participate in a co-ed basketball league. This program is run by the YMCA and the Saskatoon Indian & Metis Friendship Centre. Transportation and equipment costs are provided.	YMCA & SIMFC	Jan - Mar	Sun	Afternoon	Free	Co-ed Ages 9 -12



**Table 7.8 – Children (ages 7-9) Program/Market Framework  
by Season**

Program	Season			
	Spring	Summer	Fall	Winter
<b>City of Saskatoon</b>				
Powwow Song & Dance			✓	✓
Traveling Arts & Crafts		✓		
Victoria Park Playground Program		✓		
Aboriginal Modeling				✓
<b>White Buffalo Youth Lodge</b>				
After School Program	✓	✓	✓	✓
Soccer – on hold				
Skateboarding				✓
Jigging – Square Dancing	✓	✓	✓	✓
Gymnastics - on hold				
Martial Arts	✓			
Open Gym I	✓	✓	✓	✓
<b>Saskatoon Sports Council – Youth-at-Risk</b>				
Neighbourhood Softball League	✓			
Summer Sports Camps		✓		
Community Schools Bowling Program				✓
Sports Clinics	✓	✓	✓	✓
Community Schools Gymnastics Program			✓	
<b>Saskatoon Indian &amp; Métis Friendship Centre</b>				
Métis Dancing	✓	✓	✓	✓
<b>Care &amp; Share</b>				
Little KICS Soccer			✓	
<b>KHL &amp; YMCA *</b>				
KHL				✓
Basketball				✓

\* Nine year olds only

**Table 7.9 – Children (ages 7-9) Program/Market Framework  
by Day of Week**

Program	Day of Week						
	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday
<b>City of Saskatoon</b>							
Powwow Song & Dance			✓				
Traveling Arts & Crafts	✓	✓	✓	✓	✓		
Victoria Park Playground Program	✓	✓	✓	✓	✓		
Aboriginal Modeling				✓			
<b>White Buffalo Youth Lodge</b>							
After School Program	✓	✓	✓	✓	✓		
Soccer						✓	
Skateboarding							✓
Jigging – Square Dancing		✓					
Gymnastics – on hold	✓						
Martial Arts	✓						
Open Gym I	✓	✓	✓	✓	✓	✓	✓
<b>Saskatoon Sports Council – Youth-at-Risk</b>							
Neighbourhood Softball League *							
Summer Sports Camps	✓	✓	✓	✓	✓	✓	✓
Community Schools Bowling Program *							
Sports Clinics *							
Community Schools Gymnastics Program *							
<b>Saskatoon Indian &amp; Métis Friendship Centre</b>							
Métis Dancing				✓			
<b>Care &amp; Share</b>							
Little KICS Soccer *							
<b>KHL &amp; YMCA †</b>							
KHL						✓	
Basketball							✓

\* Program offered once a week on various days.

† Nine year olds only

**Table 7.10 – Children (ages 7-9) Program/Market Framework  
by Time of Day**

Program	Time of Day		
	Morning	Afternoon	Evening
<b>City of Saskatoon</b>			
Powwow Song & Dance			✓ (7-9)
Traveling Arts & Crafts*	✓	✓	
Victoria Park Playground Program - TBA			
Aboriginal Modeling			✓ (7-9)
<b>White Buffalo Youth Lodge</b>			
After School Program		✓ (3:30-6:00)	
Soccer – on hold			
Skateboarding			✓ (6-8)
Jigging – Square Dancing			✓ (5-6)
Gymnastics – on hold			
Martial Arts			✓ (4:30-5:30)
Open Gym I			✓ (6-7)
<b>Saskatoon Sports Council – Youth-at-Risk</b>			
Neighbourhood Softball League			✓ (6-7)
Summer Sports Camps *	✓	✓	
Community Schools Bowling Program *		✓	
Sports Clinics		✓ (4-6)	✓ (7-9)
Community Schools Gymnastics Program - TBA			
<b>Saskatoon Indian &amp; Métis Friendship Centre</b>			
Métis Dancing			✓ (7-9)
<b>Care &amp; Share</b>			
Little KICS Soccer		✓ (4-5)	
<b>KHL &amp; YMCA ‡</b>			
KHL *		✓	
Basketball *		✓	

\* Provided at various times throughout the day

‡ Nine year olds only

**Table 7.11 – Girls (ages 10-14) Program/Market Framework  
by Season**

Program	Season			
	Spring	Summer	Fall	Winter
<b>City of Saskatoon</b>				
Ma Ta We Tan		✓	✓	✓
Neighbourhood Youth Centres	✓		✓	✓
Girls on the Move			✓	✓
Powwow Song & Dance			✓	✓
Drama & Performing Arts			✓	✓
Open Gym			✓	✓
Learn to Swim	✓		✓	
Traveling Arts & Crafts		✓		
Victoria Park Playground Program		✓		
Aboriginal Modeling				✓
Beak dancing			✓	✓
Learn to Play Lacrosse				✓
<b>White Buffalo Youth Lodge</b>				
After School Program	✓	✓	✓	✓
Girls Volleyball			✓	✓
Buffalo Cup*	✓	✓	✓	✓
Girls Fastball	✓	✓		
Soccer – on hold				
Skateboarding				✓
Sports Clinics	✓	✓	✓	✓
Jigging – Square Dancing	✓	✓	✓	✓
Powwow Singing & Dancing	✓	✓	✓	✓
Wanna Dance			✓	✓
Martial Arts	✓			
Boxing Team	✓	✓	✓	✓
Gymnastics – on hold				
Open Gym I	✓	✓	✓	✓

\* Every three months

**Table 7.11 – Girls (ages 10-14) Program/Market Framework  
by Season (continued)**

Program	Season			
	Spring	Summer	Fall	Winter
<b>Saskatoon Sports Council – Youth-at-Risk</b>				
Summer Sports Camps		✓		
City Centre Flag Football League			✓	
Community Schools Bowling League				✓
Sports Clinics	✓	✓	✓	✓
<b>Egadz</b>				
Josie's Garage	✓	✓	✓	✓
Summer Recreation Programs		✓		
<b>Saskatoon Indian &amp; Métis Friendship Centre</b>				
Métis Dancing	✓	✓	✓	✓
<b>Care &amp; Share</b>				
Big KICS Soccer	✓			
Curling				✓
<b>KHL &amp; YMCA</b>				
KHL				✓
Basketball				✓

**Table 7.12 – Girls (ages 10-14) Program/Market Framework  
by Day of Week**

Program	Day of Week						
	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday
<b>City of Saskatoon</b>							
Ma Ta We Tan	✓	✓	✓	✓	✓		
Neighbourhood Youth Centres		✓	✓	✓			
Girls on the Move				✓	✓		
Powwow Song & Dance			✓				
Drama & Performing Arts			✓				
Open Gym		✓		✓	✓		
Learn to Swim			✓				
Traveling Arts & Crafts	✓	✓	✓	✓	✓		
Victoria Park Playground Program	✓	✓	✓	✓	✓		
Aboriginal Modeling				✓			
Beak dancing					✓		
Learn to Play Lacrosse		✓					
<b>White Buffalo Youth Lodge</b>							
After School Program	✓	✓	✓	✓	✓		
Girls Volleyball	✓			✓		✓	
Buffalo Cup							
Girls Fastball - TBA							
Soccer – on hold							
Skateboarding			✓ (13-14)				✓ (10-12)
Sports Clinics						✓	✓
Jigging – Square Dancing		✓					
Powwow Singing & Dancing							
Wanna Dance							
Martial Arts		✓					
Boxing Team	✓		✓		✓		
Gymnastics – on hold	✓						
Open Gym I	✓	✓	✓	✓	✓	✓	✓

**Table 7.12 – Girls (ages 10-14) Program/Market Framework  
by Day of Week (continued)**

Program	Day of Week						
	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday
<b>Saskatoon Sports Council – Youth-at-Risk</b>							
Summer Sports Camps	✓	✓	✓	✓	✓	✓	✓
City Centre Flag Football League *							
Community Schools Bowling Program *							
Sports Clinics *							
<b>Egadz</b>							
Josie's Garage			✓		✓		
Summer Recreation Programs		✓	✓	✓	✓	✓	
<b>Saskatoon Indian &amp; Métis Friendship Centre</b>							
Métis Dancing				✓			
<b>Care &amp; Share</b>							
Big KICS Soccer *							
Curling *							
<b>KHL &amp; YMCA</b>							
KHL						✓	
Basketball							✓

\* Program offered once a week on various days.

**Table 7.13 – Girls (ages 10-14) Program/Market Framework  
by Time of Day**

Program	Time of Day		
	Morning	Afternoon	Evening
<b>City of Saskatoon</b>			
Ma Ta We Tan		✓ (3-5:30)	✓ (6:30-9)
Neighbourhood Youth Centres			✓ (5-9:30)
Girls on the Move		✓ (3-8:30)	✓ (3-8:30)
Powwow Song & Dance			✓ (7-9)
Drama & Performing Arts		✓ (4-6)	
Open Gym		✓ (3:45-5:45)	
Learn to Swim		✓ (1-2 or 2-3)	
Traveling Arts & Crafts*	✓	✓	
Victoria Park Playground Program - TBA			
Aboriginal Modeling			✓ (7-9)
Beak dancing		✓ (3:45-5:45)	
Learn to Play Lacrosse			✓ (5:45-6:45)
<b>White Buffalo Youth Lodge</b>			
After School Program		✓ (3:30-6)	
Girls Volleyball			✓ (6-8)
Buffalo Cup			
Girls Fastball - TBA			
Soccer – on hold			
Skateboarding			✓ (6-8)
Sports Clinics		✓ (11-4)	
Jigging – Square Dancing		✓ (5-6)	
Powwow Singing & Dancing			✓ (8-10)
Wanna Dance			✓ (6-7)
Martial Arts		✓ (4:30-5:30)	
Boxing Team			✓ (6-7:30)
Gymnastics – on hold			
Open Gym I			✓ (6-7)

\* Provided at various times throughout the day



**Table 7.13 – Girls (ages 10-14) Program/Market Framework  
by Time of Day (continued)**

Program	Time of Day		
	Morning	Afternoon	Evening
<b>Saskatoon Sports Council – Youth-at-Risk</b>			
Summer Sports Camps*	✓	✓	
City Centre Flag Football League		✓ (4-6)	
Community Schools Bowling Program†		✓	
Sports Clinics		✓ (4-6)	✓ (7-9)
<b>Egadz</b>			
Josie's Garage			✓ (6-9)
Summer Recreation Programs		✓ (1-9)	✓ (1-9)
<b>Saskatoon Indian &amp; Métis Friendship Centre</b>			
Métis Dancing			✓ (7-9)
<b>Care &amp; Share</b>			
Big KICS Soccer		✓ (4-5)	
Curling		✓ (4-5)	
<b>KHL &amp; YMCA</b>			
KHL*		✓	
Basketball*		✓	

\* Provided at various times throughout the day.

† Offered at various times in the afternoon depending on the school.

**Table 7.14 – Boys (ages 10-14) Program/Market Framework  
by Season**

Program	Season			
	Spring	Summer	Fall	Winter
<b>City of Saskatoon</b>				
Ma Ta We Tan		✓	✓	✓
Neighbourhood Youth Centres	✓		✓	✓
Powwow Song & Dance			✓	✓
Drama & Performing Arts			✓	✓
Open Gym			✓	✓
Learn to Swim	✓		✓	
Traveling Arts & Crafts		✓		
Victoria Park Playground Program		✓		
Aboriginal Modeling				✓
Breakdancing			✓	✓
Learn to Play Lacrosse				✓
<b>White Buffalo Youth Lodge</b>				
After School Program	✓	✓	✓	✓
Buffalo Cup*	✓	✓	✓	✓
Mini Boys Basketball				✓
Junior Boys Basketball			✓	✓
Soccer – on hold				
Skateboarding				✓
Sports Clinics	✓	✓	✓	✓
Jigging – Square Dancing	✓	✓	✓	✓
Powwow Singing & Dancing	✓	✓	✓	✓
Wanna Dance	✓			
Martial Arts				✓
Boxing Team	✓	✓	✓	✓
Open Gym I	✓	✓	✓	✓
<b>Saskatoon Sports Council – Youth-at-Risk</b>				
Summer Sports Camps		✓		
City Centre Flag Football League			✓	
Community Schools Bowling Program				✓
Sports Clinics	✓	✓	✓	✓

\* Every three months.

City of Saskatoon

Community Development & Leisure Services

Aboriginal Plan – May 2004

**Table 7.14 – Boys (ages 10-14) Program/Market Framework  
by Season (continued)**

Program	Season			
	Spring	Summer	Fall	Winter
<b>Egadz</b>				
Joe's Garage	✓	✓	✓	✓
Summer Recreation Programs	✓	✓	✓	✓
<b>Saskatoon Indian &amp; Métis Friendship Centre</b>				
Basketball	✓		✓	✓
Métis Dancing	✓	✓	✓	✓
<b>Care &amp; Share</b>				
Big KICS Soccer	✓			
Curling				✓
<b>KHL &amp; YMCA</b>				
KHL				✓
Basketball				✓

**Table 7.15 – Boys (ages 10-14) Program/Market Framework  
by Day of Week**

Program	Day of Week						
	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday
<b>City of Saskatoon</b>							
Ma Ta We Tan	✓	✓	✓	✓	✓		
Neighbourhood Youth Centres		✓	✓	✓			
Powwow Song & Dance			✓				
Drama & Performing Arts			✓				
Open Gym		✓		✓	✓		
Learn to Swim			✓				
Traveling Arts & Crafts	✓	✓	✓	✓	✓		
Victoria Park Playground Program	✓	✓	✓	✓	✓		
Aboriginal Modeling				✓			
Breakdancing					✓		
Learn to Play Lacrosse		✓					
<b>White Buffalo Youth Lodge</b>							
After School Program	✓	✓	✓	✓	✓		
Buffalo Cup							
Mini Boys Basketball	✓		✓				
Junior Boys Basketball			✓		✓	✓	
Soccer – on hold							
Skateboarding			✓ (13-14)				✓ (10-12)
Sports Clinics		✓				✓	✓
Jigging – Square Dancing		✓					
Powwow Singing & Dancing							
Wanna Dance		✓					
Martial Arts	✓						
Boxing Team	✓		✓		✓		
Open Gym I	✓	✓	✓	✓	✓	✓	✓

**Table 7.15 – Boys (ages 10-14) Program/Market Framework  
by Day of Week (continued)**

Program	Day of Week						
	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday
<b>Saskatoon Sports Council – Youth-at-Risk</b>							
Summer Sports Camps	✓	✓	✓	✓	✓	✓	✓
City Centre Flag Football League *							
Community Schools Bowling Program *							
Sports Clinics *							
<b>Egadz</b>							
Joe's Garage		✓		✓			
Summer Recreation Programs		✓	✓	✓	✓	✓	
<b>Saskatoon Indian &amp; Métis Friendship Centre</b>							
Basketball		✓					
Métis Dancing				✓			
<b>Care &amp; Share</b>							
Big KICS Soccer *							
Curling *							
<b>KHL &amp; YMCA</b>							
KHL						✓	
Basketball							✓

\* Program offered once a week on various days.

**Table 7.16 – Boys (ages 10-14) Program/Market Framework  
by Time of Day**

Program	Time of Day		
	Morning	Afternoon	Evening
<b>City of Saskatoon</b>			
Ma Ta We Tan		✓ (3-5:30)	✓ (6:30-9:30)
Neighbourhood Youth Centres			✓ (5-9:30)
Powwow Song & Dance			✓ (7-9)
Drama & Performing Arts		✓ (4-6)	
Open Gym		✓ (3:45-5:45)	
Learn to Swim		✓ (1-2 or 2-3)	
Traveling Arts & Crafts*	✓	✓	
Victoria Park Playground Program - TBA			
Aboriginal Modeling			✓ (7-9)
Breakdancing		✓ (3:45-5:45)	
Learn to Play Lacrosse			✓ (5:45-6:45)
<b>White Buffalo Youth Lodge</b>			
After School Program		✓ (3:30-6)	
Buffalo Cup			
Mini Boys Basketball		✓ (4-5)	
Junior Boys Basketball		✓ (5-6)	✓ (6-7)
Soccer – on hold			
Skateboarding			✓ (6-8)
Sports Clinics		✓ (11-4)	
Jigging – Square Dancing		✓ (5-6)	
Powwow Singing & Dancing		✓ (8-10)	
Wanna Dance			✓ (6-7)
Martial Arts		✓ (4:30-5:30)	
Boxing Team			✓ (6-7:30)
Open Gym I			✓ (6-7)

\* Provided at various times throughout the day.

**Table 7.16 – Boys (ages 10-14) Program/Market Framework  
by Time of Day (continued)**

<b>Saskatoon Sports Council – Youth-at-Risk</b>			
Summer Sports Camps *	✓	✓	
City Centre Flag Football League			✓ (4-6)
Community Schools Bowling Program†		✓	
Sports Clinics		✓ (4-6)	✓ (7-9)
<b>Egadz</b>			
Joe's Garage			✓ (6-9)
Summer Recreation Programs		✓ (1-9)	✓ (1-9)
<b>Saskatoon Indian &amp; Métis Friendship Centre</b>			
Basketball			✓ (9-11)
Métis Dancing			✓ (7-9)
<b>Care &amp; Share</b>			
Big KICS Soccer		✓ (4-5)	
Curling		✓ (4-5)	
<b>KHL &amp; YMCA</b>			
KHL *		✓	
Basketball *		✓	

\* Provided at various times throughout the day.

† Offered at various times in the afternoon depending on the school.

**Table 7.17 – Girls (ages 15-18) Program/Market Framework  
by Season**

Program	Season			
	Spring	Summer	Fall	Winter
<b>City of Saskatoon</b>				
Ma Ta We Tan		✓	✓	✓
Neighbourhood Youth Centres	✓		✓	✓
Powwow Song & Dance			✓	✓
Open Gym			✓	✓
Aboriginal Lifeguard Program	✓		✓	
Learn to Swim		✓		✓
Aboriginal Modeling				✓
Aquasize			✓	✓
Breakdancing			✓	✓
Learn to Play Lacrosse				✓
<b>White Buffalo Youth Lodge</b>				
Girls Volleyball			✓	✓
Buffalo Cup <sup>*†</sup>	✓	✓	✓	✓
Girls Basketball			✓	✓
Soccer – on hold				
Jigging – Square Dancing	✓	✓	✓	✓
Powwow Singing & Dancing	✓	✓	✓	✓
Wanna Dance				✓
Martial Arts	✓			
Boxing	✓	✓	✓	✓
Open Gym 2	✓	✓	✓	✓
Late Night Gym	✓	✓	✓	✓
<b>Egadz</b>				
Josie's Garage	✓	✓	✓	✓
Summer Recreation Programs		✓		
<b>Saskatoon Indian &amp; Métis Friendship Centre</b>				
Volleyball			✓	✓
Métis Dancing	✓	✓	✓	✓

\* Every three months



**Table 7.18 – Girls (ages 15-18) Program/Market Framework  
by Day of Week**

Program	Day of Week						
	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday
<b>City of Saskatoon</b>							
Ma Ta We Tan	✓	✓	✓	✓	✓		
Neighbourhood Youth Centres		✓	✓	✓			
Powwow Song & Dance			✓				
Open Gym		✓		✓	✓		
Aboriginal Lifeguard Program - TBA*							
Learn to Swim			✓				
Aboriginal Modeling				✓			
Aquasize	✓						
Breakdancing					✓		
Learn to Play Lacrosse		✓					
<b>White Buffalo Youth Lodge</b>							
Girls Volleyball	✓			✓		✓	
Buffalo Cup							
Girls Basketball			✓				✓
Soccer – on hold						✓	
Jigging – Square Dancing		✓					
Powwow Singing & Dancing		✓					
Wanna Dance		✓					
Martial Arts		✓					
Boxing	✓		✓		✓		
Open Gym 2	✓	✓	✓	✓	✓	✓	✓
Late Night Gym		✓	✓	✓			
<b>Egadz</b>							
Josie's Garage			✓		✓		
Summer Recreation Programs		✓	✓	✓	✓	✓	
<b>Saskatoon Indian &amp; Métis Friendship Centre</b>							
Volleyball		✓					
Métis Dancing				✓			

\* Time offered to be announced.

**Table 7.19 – Girls (ages 15-18) Program/Market Framework  
by Time of Day**

Program	Time of Day		
	Morning	Afternoon	Evening
<b>City of Saskatoon</b>			
Ma Ta We Tan		✓ (3-5:30)	✓ (6:30-9:30)
Neighbourhood Youth Centres			✓ (5-9:30)
Powwow Song & Dance			✓ (7-9)
Open Gym		✓ (3:45-5:45)	
Aboriginal Lifeguard Program – TBA*			
Learn to Swim		✓ (1-2 or 2-3)	
Aboriginal Modeling			✓ (7-9)
Aquasize			✓ (8-9)
Breakdancing		✓ (3:45-5:45)	
Learn to Play Lacrosse			✓ (5:45-6:45)
<b>White Buffalo Youth Lodge</b>			
Girls Volleyball			✓ (6-8)
Buffalo Cup			
Girls Basketball		✓ (Sat: 1-4)	✓ (Wed: 6:30-8:30)
Soccer – on hold			
Jigging – Square Dancing		✓ (5-6)	
Powwow Singing & Dancing			✓ (8-10)
Wanna Dance			✓ (6-7)
Martial Arts			✓ (7:30-8:30)
Boxing			✓ (6-7:30)
Open Gym 2			✓ (8:30 – 10:15)
Late Night Gym			✓ (10:15 – 11:30)
<b>Egadz</b>			
Josie's Garage			✓ (6-9)
Summer Recreation Programs		✓ (1-9)	✓ (1-9)
<b>Saskatoon Indian &amp; Métis Friendship Centre</b>			
Volleyball			✓ (7-10)
Métis Dancing			✓ (7-9)

\* Time offered to be announced.

**Table 7.20 – Boys (ages 15-18) Program/Market Framework  
by Season**

Program	Season			
	Spring	Summer	Fall	Winter
<b>City of Saskatoon</b>				
Ma Ta We Tan		✓	✓	✓
Neighbourhood Youth Centres	✓		✓	✓
Powwow Song & Dance			✓	✓
Open Gym			✓	✓
Aboriginal Lifeguard Program	✓		✓	
Learn to Swim		✓		✓
Aboriginal Modeling				✓
Breakdancing			✓	✓
Learn to Play Lacrosse				✓
<b>White Buffalo Youth Lodge</b>				
Buffalo Cup*	✓	✓	✓	✓
Senior Boys Basketball			✓	✓
Soccer – on hold				
Jigging – Square Dancing	✓	✓	✓	✓
Powwow Singing & Dancing	✓	✓	✓	✓
Wanna Dance				✓
Martial Arts	✓			
Boxing	✓	✓	✓	✓
Open Gym 2	✓	✓	✓	✓
Late Night Gym	✓	✓	✓	✓
<b>Egadz</b>				
Joe's Garage	✓	✓	✓	✓
Summer Recreation Programs		✓		
<b>Saskatoon Indian &amp; Métis Friendship Centre</b>				
Volleyball			✓	✓
Basketball			✓	✓
Métis Dancing	✓	✓	✓	✓

\* Every three months

**Table 7.21 – Boys (ages 15-18) Program/Market Framework  
by Day of Week**

Program	Day of Week						
	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday
<b>City of Saskatoon</b>							
Ma Ta We Tan	✓	✓	✓	✓	✓		
Neighbourhood Youth Centres		✓	✓	✓			
Powwow Song & Dance			✓				
Open Gym		✓		✓	✓		
Aboriginal Lifeguard Program - TBA							
Learn to Swim			✓				
Aboriginal Modeling				✓			
Breakdancing					✓		
Learn to Play Lacrosse		✓					
<b>White Buffalo Youth Lodge</b>							
Buffalo Cup							
Senior Boys Basketball	✓			✓		✓	
Soccer – on hold						✓	
Jigging – Square Dancing		✓					
Powwow Singing & Dancing		✓					
Wanna Dance		✓					
Martial Arts		✓					
Boxing	✓		✓		✓		
Open Gym 2	✓	✓	✓	✓	✓	✓	✓
Late Night Gym		✓	✓	✓			
<b>Egadz</b>							
Joe's Garage		✓		✓			
Summer Recreation Programs		✓	✓	✓	✓	✓	
<b>Saskatoon Indian &amp; Métis Friendship Centre</b>							
Volleyball		✓					
Basketball		✓					
Métis Dancing				✓			

**Table 7.22 – Boys (ages 15-18) Program/Market Framework  
by Time of Day**

Program	Time of Day		
	Morning	Afternoon	Evening
<b>City of Saskatoon</b>			
Ma Ta We Tan		✓ (3-5:30)	✓ (6:30-9:30)
Neighbourhood Youth Centres			✓ (5-9:30)
Powwow Song & Dance			✓ (7-9)
Aboriginal Lifeguard Program			
Open Gym		✓ (3:45-5:45)	
Learn to Swim		✓ (1-2 or 2-3)	
Aboriginal Modeling			✓ (7-9)
Breakdancing		✓ (3:45-5:45)	
Learn to Play Lacrosse			✓ (5:45-6:45)
<b>White Buffalo Youth Lodge</b>			
Buffalo Cup			
Senior Boys Basketball			✓ (Thurs: 6-7:30, Mon: 7-9)
Soccer – on hold			
Jigging – Square Dancing		✓ (5-6)	
Powwow Singing & Dancing			✓ (8-10)
Wanna Dance			✓ (6-7)
Martial Arts			✓ (7:30-8:30)
Boxing			✓ (6-7:30)
Open Gym 2			✓ (8:30-10:15)
Late Night Gym			✓ (10:15-11:30)
<b>Egadz</b>			
Joe's Garage			✓ (6-9)
Summer Recreation Programs		✓ (1-9)	✓ (1-9)
<b>Saskatoon Indian &amp; Métis Friendship Centre</b>			
Volleyball			✓ (7-10)
Basketball			✓ (9-11)
Métis Dancing			✓ (7-10)

**Table 7.23 – Adult/Family Program/Market Framework  
by Season**

Program	Season			
	Spring	Summer	Fall	Winter
<b>City of Saskatoon</b>				
Powwow Song & Dance			✓	✓
Traditional Mitt Making			✓	
Traditional Sash Making			✓	
Aquasize			✓	✓
Step Aerobics				✓
<b>White Buffalo Youth Lodge</b>				
Jigging – Square Dancing*	✓	✓	✓	✓
Powwow Singing & Dancing	✓	✓	✓	✓
Late Night Gym	✓	✓	✓	✓
<b>Saskatoon Indian &amp; Métis Friendship Centre</b>				
Métis Dancing	✓	✓	✓	✓
Volleyball			✓	✓
Basketball			✓	✓

\* Although adults are welcome to attend jigging and powwow singing & dancing, these programs are largely targeted toward youth.

**Table 7.24 – Adult/Family Program/Market Framework  
by Day of Week**

Program	Day of Week						
	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday
<b>City of Saskatoon</b>							
Powwow Song & Dance			✓				
Traditional Mitt Making		✓					
Traditional Sash Making			✓				
Aquasize	✓						
Step Aerobics	✓		✓				
<b>White Buffalo Youth Lodge</b>							
Jigging – Square Dancing		✓					
Powwow Singing & Dancing		✓					
Late Night Gym		✓	✓	✓			
<b>Saskatoon Indian &amp; Métis Friendship Centre</b>							
Métis Dancing				✓			
Volleyball		✓					
Basketball		✓					

**Table 7.25 – Adult/Family Program/Market Framework  
by Time of Day**

Program	Time of Day		
	Morning	Afternoon	Evening
<b>City of Saskatoon</b>			
Powwow Song & Dance			✓ (7-9)
Traditional Mitt Making			✓ (7-9)
Traditional Sash Making			✓ (7-9)
Aquasize			✓ (8-9)
Step Aerobics		✓ (12-1)	
<b>White Buffalo Youth Lodge</b>			
Jigging – Square Dancing		✓ (5-6)	
Powwow Singing & Dancing			✓ (8-10)
Late Night Gym			✓ (10:15-11:30)
<b>Saskatoon Indian &amp; Métis Friendship Centre</b>			
Métis Dancing			✓ (7-9)
Volleyball			✓ (7-10)
Basketball			✓ (9-11)





## **8.0 Program Plan**

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### **8.1 Introduction**

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The sports and recreation program selection offered by the City of Saskatoon to the Aboriginal community in the city is fairly adequate and suitable. With the exception of the Youth Drop-In Centres, however, Me Ta We Tan program attendance and registration numbers are low considering the size of Saskatoon's Aboriginal population. Moreover, the high-level interview and focus group research reveals that there are opportunities to better meet the sports and recreation needs of the Aboriginal community. The issue facing the City is not necessarily the types of programs offered or the program specifics; it is the overall delivery of the programs and the connection to the social and economic challenges facing this market.

In order to increase Aboriginal participation in sports and recreation programs and better serve the needs of this market, the City must first understand the issues and challenges preventing or inhibiting participation and then take measures to mitigate them. Once these issues and barriers have been addressed, the program specifics can be refined.

This section outlines a series of recommendations that speak to the changes required in the delivery of sports and recreation programs in order to appropriately meet the needs of the Aboriginal community. These recommendations are largely based on the feedback received through the high-level interviews, focus groups and interviews with elders and children. The central theme underlying these recommendations suggests that the City take a holistic and integrated approach to its programming. To that end, these initiatives will be most effective if they are implemented concurrently as each recommendation is inherently tied to the others.

### **8.2 Recommendations/Objectives**

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The following recommendations provide the basis for the City of Saskatoon's Aboriginal programming. A more detailed list of programming possibilities can be found in Table 8.1 following this section.

#### **8.2.1 Strive to Eliminate Barriers to all Programs**

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In order to increase Aboriginal participation in sports and recreation programs, the City needs to eliminate, as best as it can, the barriers that hinder participation. Some City programs do this already, while others may require significant changes to achieve this goal. Specific steps or measures should be incorporated into the design of every program to eliminate or minimize barriers to participation. As discussed in Sections 3.0 and 4.0, major barriers include: lack of money for registration and equipment, lack of transportation, inconvenient program times/locations and insecurity. Programs and

activities should operate during convenient times at neighbourhood facilities, community centres and schools. For programs that must be operated at facilities located outside of core neighbourhoods, transportation should be provided to and from the activity. Ideally, registration and equipment costs should be covered and free childcare services should be provided, where appropriate.

### **8.2.2 Create Strong Partnerships with Aboriginal Organizations**

In addition to the City of Saskatoon, there are several other organizations that offer a range of sports and recreation programming for the Aboriginal community. Some cooperation currently exists between the City and these organizations in the development of programming, but more could be done. Instead of offering programs in isolation of each other, as is sometimes the case, City of Saskatoon programs should be integrated with existing programs offered by other organizations to better serve the needs of this market. Organizations should meet regularly and work together to avoid program duplication, overlap and gaps and offer programs that supplement or complement existing programs.

Enhanced partnerships would also allow for better cross-promotion of programs. The City currently does a good job of promoting its programs to the Aboriginal community through such means as the Leisure Activities Guide. The research conducted for this project demonstrated that Aboriginal adults, in particular, are most likely to have heard of City-run programs through the Guide; however, their overall awareness of the City's programs is quite low. Educational institutions, Aboriginal organizations and the publications they produce are all means of generating more awareness among adults.

Aboriginal youth are not very likely to reference the Guide or other formal sources of communication; they are most likely to learn of programs through their daily interactions with others, whether those people are friends, teachers or staff/volunteers at schools and facilities where they spend their time. For example, schools and recreation centres are ideal locations to promote program opportunities to Aboriginal youth and children. This kind of communication not only targets this market directly, but also generates word-of-mouth.

Offering programs in partnership with Aboriginal organizations will legitimize or authenticate City of Saskatoon programs to the Aboriginal market. These organizations can offer expertise and knowledge about cultural sensitivities and traditions. Furthermore, such partnerships demonstrate the City of Saskatoon's interest in and commitment to the Aboriginal community. This also reinforces the perception that the City aims to work in consultation with the community when developing and delivering programs, rather than simply dictating what will be offered.

Creating partnerships also provides an opportunity for the City of Saskatoon and other organizations to share the costs involved in sports and recreation programs. By sharing program costs with two or more organizations, the City does not have to bear the entire

financial burden. This may also allow for opportunities to offer more programs. As a principal service provider in Saskatoon, the City of Saskatoon should spearhead and shoulder this initiative.

Current and future program partnerships should be promoted by the City of Saskatoon and the partnering organization. Creating or increasing awareness of such partnerships will help to dispel uninformed opinions surrounding the City's perceived lack of Aboriginal expertise. Furthermore, promotion or exposure of such partnerships will encourage community buy-in of the City of Saskatoon as a provider of programs for the Aboriginal community.

### **8.2.3 Enhance Relationships with all School Systems**

The City of Saskatoon should enhance its working relationships or partnerships with the Saskatoon school systems in order to capitalize on the resources and opportunities they can provide. As identified by the focus groups and high-level interviews, as well as the successes experienced in the WASAC initiative, schools are an effective means to communicate information about programs. By using this grassroots approach, program information is fed directly to many program users and is transferred back to the family unit. Given that 48% of Saskatoon's Aboriginal population are considered Census family children and assuming a large proportion of those are in school, this strategy should effectively reach a significant percentage of the population.

Given that lack of transportation and inconvenient program locations are barriers facing the Aboriginal market, there is a need and desire for programs to be offered in neighbourhoods with high numbers of Aboriginal people. Unfortunately, there is a lack of available and neighbouring facility space in these neighbourhoods. By creating stronger partnerships with the school boards, the City of Saskatoon may be able to utilize more neighbourhood and community school space for its sports and recreation programs.

Area schools can also be used as safe and convenient sites for program pick-up and drop-off. For most programs, it is unreasonable to pick up and drop off participants at individual households. It is much more cost-effective and efficient to organize centralized locations, such as neighbourhood schools.

In addition to building partnerships with the Public and Catholic school systems, the City should enhance its relationship with Community Schools and Community Associations. Section 7.6 outlines a number of limitations surrounding the Community School partnership programs, the internal school programs and the programs offered in partnership with individual Community Associations. These limitations include inconsistent program offerings between schools, as well as limited funding, space and human resources for program delivery. These issues suggest there may be some disparity between the program range and selection available for youth living in different neighbourhoods. Some Community Schools and/or Community Associations offer many more sports and recreation programs than others, so some children get more recreation

opportunities than others. It is also important to recognize that the majority of the programs delivered through the not-for-profit organizations are only available to children and youth that attend Community Schools. Therefore, the opportunities that children have for some sports and recreation programs will depend on what area the children live in and what schools they attend. For example, children living on the east side of the river are not likely to attend Community Schools; therefore, they generally do not have access to programs like the KHL or Little Soccer.

In order to mitigate the programming disparities evident between neighbourhoods, the City should assist Community Schools and Community Associations in developing their capacity to offer programs. This may include providing increased funding for instructors, coaches or transportation. The City should also consider working with both Public and Catholic School Boards to develop a multilateral approach to program delivery for Aboriginal students across Saskatoon, particularly those that do not attend Community Schools. A collaborative effort involving both School Boards, program delivery agents (e.g. Care & Share) and the City could be employed to devise and organize systems to increase provisions for facility space, transportation, instructors and program coordination. Sports and recreation coordinators at all schools, not just the Community Schools, should also be informed about the sport and recreation programs available for Aboriginal children and youth.

#### **8.2.4 Create an Aboriginal Youth Development Program**

Although Aboriginal leaders and instructors are not compulsory for participation, their presence can be a key ingredient for success. Many Aboriginal people feel more comfortable in situations where they are surrounded or accompanied by other Aboriginal people. This is amplified in cases where people have recently moved from small towns or reserves and are feeling isolated or insecure in the city.

Aboriginal leaders or instructors also serve as role models for other people. This is particularly important for young individuals who may not have strong parental or peer support. It is invaluable for youth to see people like themselves working or participating in successful and effective roles.

Unfortunately, there are very few qualified Aboriginal sports and recreation instructors and coaches in Saskatoon. This situation may continue if measures aren't taken to develop and create such leaders. The City of Saskatoon can capitalize on this opportunity to create sports and recreation programs that function to develop instructors and coaches. The development of such leaders will serve to produce future City of Saskatoon program instructors and employees, as well leaders in the community in general. Once Aboriginal youth and young adults acquire the proper training and certification, they can become youth leaders, coaches and referees for sports and activities that are offered by the City of Saskatoon or city-wide leagues.

### **8.2.5 Accentuate Programming for Aboriginal Children and Youth**

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In a similar vein, it is equally important to provide opportunities for children and youth to develop their sports and athletic skills at a young age. Many interviewees and focus group participants stress the importance of becoming involved in sports and recreation at a young age. By starting early, children develop their skills and are confident enough to continue participating as they get older. It can be very difficult and intimidating for older youth and adults to participate in sports that they have never played before. Early involvement in sports and recreation programs also minimizes the opportunity for gang involvement. Therefore, the City should continually create opportunities for children and youth to learn and develop skills required for specific sports and activities. The free 'Learn To' programs are an excellent means to achieve this objective, but they should also be targeted toward the Aboriginal market. The Saskatoon Tribal Council also offers several sports clinics throughout the year and should be consulted in order to develop complimentary programs.

### **8.2.6 Establish Relationships with Area Reserves**

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As mentioned in other areas of this report, the Aboriginal population in general is very transient in nature. Many people are frequently moving to and from reserves. This situation poses significant communication challenges in regards to sports and recreation programs. In order to mitigate this concern, the City should consider creating continuous lines of communication with area reserves such as Saskatoon Tribal Council, Battleford Tribal Council and the Prince Albert Grand Council. By establishing an open dialogue with reserves, the City would be able to provide information about its programs and services to individuals who are likely to move to Saskatoon or have family members living here. This would also provide an opportunity for the City to better understand and meet the needs of those individuals who are moving to the city from the reserve.

### **8.2.7 Support and Enhance Programs for People at Risk**

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Many members of the Aboriginal market, especially those living in the core neighbourhoods, are facing a number of social and economic challenges such as poverty, addiction and single parenthood. As discussed in Section 3.0, participation in sports and recreation activities is not a priority for individuals dealing with these types of issues. However, there are opportunities to reach people in these situations by partnering with organizations that offer social programming, such as STC Urban First Nations Services, Family Healing Circle Lodge, Native Addictions Centre or First Nations Childcare Centre. Sports and recreation components can be integrated or incorporated into social programs such as Aboriginal Head Start (e.g., mother/toddler exercise classes), Children First or addiction counselling.

The Peacekeepers Program offered by the Saskatoon Police Service and the Saskatoon Tribal Council provides another example of a program worth supporting. It is primarily aimed at children and youth who have had contact with the justice system. Its holistic approach provides numerous activities to this group with the aim of building cultural awareness and relationships, preventing and reducing crime, providing challenging activities and recruiting future police officers. The City should provide facilities or funding support to this type of program, which not only gets its target market more active, but also has a strong social benefit.

### **8.2.8 Emphasize In-house Aboriginal Presence in Program Development**

Among Aboriginal community leaders, there is a perceived lack of Aboriginal people within the City of Saskatoon Community Services Department. Some people feel that the City cannot continually offer adequate and appropriate programming for Aboriginal people if it does not have a substantial number of Aboriginal people on staff. Therefore, the City of Saskatoon should, over time, aim to employ more Aboriginal people in positions that develop and operate Aboriginal programming. Those that are employed in these positions should be in contact with members of the Aboriginal community to demonstrate that the City has both the skill and the appropriate sensitivity to deliver Aboriginal programs. This point is expanded upon in the following recommendation.

### **8.2.9 Maintain On-going Consultation with Aboriginal Community**

In order to meet the unique and dynamic programming needs and requirements of this community, the City should establish and maintain ongoing communication and consultation with Saskatoon's Aboriginal citizens. Instead of evaluating the program selection and schedule on an infrequent basis, consultation should occur continually. Aboriginal liaison and program development staff should be highly involved in the community and have established relationships with organizations – Aboriginal and non-Aboriginal – that deliver programming. Employees in these positions should be involved in Aboriginal program committees and councils (inter-organizational committees, youth advisory councils, etc.) in order to ensure an on-going dialogue with other organizations and members of the community.

This recommendation can also function as a program evaluation tool. In addition to attendance numbers, program evaluation should be based, in part, on the opinions of the program or activity participants. Through regular consultation involving surveys, open discussions or talking circles, programs can be evaluated and altered as required.

### **8.2.10 Communication**

In order to increase awareness of City of Saskatoon sports and recreation programs and disseminate information about program specifics, the City should employ communication strategies that correspond with the unique needs and characteristics of this market.

Specific communication strategies and advertising vehicles are detailed in the Aboriginal Communications Strategy and Plan.

### **8.2.11 Respect Differences Between First Nations, Métis and Inuit Cultures, But Do Not Emphasize Them**

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Although there are distinct cultural differences between First Nations and Métis culture, there is no need to differentiate between the two when dealing with sports and recreation programming. The differences that exist between the cultures do not have a major role in most sports and recreation activities. The City should recognize and appreciate that the Aboriginal community in Saskatoon is comprised of First Nations, Métis and Inuit people, but it does not have to design different programs for each specific culture. However, if cultural activities or elements are incorporated into a program, all three cultures should be represented or acknowledged. All three cultures should also be incorporated into communication and promotional material.

### **8.2.12 Incorporate Appropriate Cultural Elements**

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There is a desire and need for cultural programs to be available in Saskatoon for individuals who are interested in learning more about their culture or who want to incorporate it into their daily lives. This need, however, should not necessarily be served by the City of Saskatoon. The general consensus is that culturally based programs, such as Pow-wow dancing or jigging, should be offered by an Aboriginal organization or by the City in partnership with an Aboriginal organization. This would ensure authenticity and the proper knowledge base. Cultural elements such as smudging and praying should also be left to Aboriginal organizations that have the necessary cultural and traditional understanding.

In order to develop and maintain the Aboriginal distinctiveness intended for the Me Ta We Tan programs, the City should strive to incorporate simple cultural elements into activities and communication material whenever possible. Minor features such as creating Aboriginal crafts, playing traditional Aboriginal games or having an Aboriginal instructor or Elder leading or participating in the activity can create a cultural flavour without being overpowering. Communication material should also feature Aboriginal people and highlight cultural components of programs. By incorporating these types of elements into individual programs, the Me Ta We Tan program portfolio will be more unified and discernible.

### **8.2.13 Continue to Vary Program and Activity Structure**

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Given the transient and unstable live styles of many Aboriginal people, it can be difficult to commit and regularly attend scheduled programs and activities. However, it can be equally difficult to organize and operate programs without a required number of participants. Furthermore, there is also a demand within the target segments for both



structured and unstructured programs, as well as competitive and non-competitive activities.

For the youth segments in particular, there is specific need for both structured and unstructured programs and competitive and non-competitive activities. In both segments (10 to 14 year olds and 15 to 18 year olds), some youth prefer a structured environment where a coach or instructor leads the activity, while other youth prefer informal drop-in activities where there is no pressure to participate. Youth that prefer a structured environment are often interested in the skill development and competition that is involved in team activities. Youth that prefer unstructured or drop-in activities are looking for opportunities to be creative and to play in an informal environment.

In either case (structured or unstructured), it is essential to provide programs and activities in a comfortable and safe environment. These are important factors for members of all the target segments. In structured programs, a coach or instructor should lead the program. Instructors are not necessary for unstructured programs, but a supervisor or program coordinator should be on-hand to establish a sense of safety, answer questions and provide leadership if required.

Currently, the City and other organizations offer a variety of registered and drop-in programs. This assortment accommodates the needs of individuals that live in stable and unstable situations, as well as the demand for formal and informal programs. The City should continue to offer its selection of structured and unstructured activities and maintain this variety as its program portfolio expands. The programs should include a wide variety of both structured and unstructured activities, as well as competitive and non-competitive activities. In addition, the City should also allow for late registration and/or drop-in participation whenever possible. This will enable children and youth of all skill and developmental abilities to participate in physical activities for fun and/or competition.

**Table 8.1 – Programming Possibilities**

Recommendation	Programming Possibilities
Strive to Eliminate Barriers to All Programs	<ul style="list-style-type: none"> <li>• To maximize attendance, schedule children and younger youth (11 to 14 year olds) programs right after school at elementary schools. Programming for older teenagers should be scheduled after school or in the evenings at high schools.</li> <li>• Where possible, offer programs free of cost and supply all required equipment.</li> <li>• Operate the majority of programs and activities at City facilities, schools and community centres located in Community Areas 1, 2 and 3.</li> <li>• If program is offered outside of core neighbourhoods, provide transportation to and from activity. Centralized pick-up and drop-off locations could be established at neighbourhood schools.</li> <li>• Provide free childcare services for adult programs.</li> <li>• Employ an Aboriginal leader or Elder to instruct or participate in program.</li> </ul>
Create Strong Partnerships with Aboriginal Organizations	<ul style="list-style-type: none"> <li>• Establish working relationships with program coordinators at STC, WBYL, SIMFC, FSIN, Saskatoon Sports Council, etc. to develop and deliver programs.</li> <li>• Participate in networking forums involving Aboriginal organizations.</li> <li>• Establish a presence on boards and committees that deal with Aboriginal issues.</li> <li>• Share information on City of Saskatoon Aboriginal programs with other service providers and propose cross-promotional opportunities for all programs.</li> </ul>
Enhance Relationships with Both School Systems	<ul style="list-style-type: none"> <li>• Approach the Catholic and Public School Boards to explore possible communication opportunities (see Communications Plan for further details).</li> <li>• Consider booking gym and classroom space to deliver City of Saskatoon programs.</li> <li>• Investigate opportunities to use neighbourhood schools as centralized program pick-up and drop-off sites.</li> <li>• Assist Community School coordinators to build their capacity to offer sports and recreation programs.</li> <li>• Work with the Catholic and Public School Boards, as well as program delivery agents, to develop a multilateral approach to program.</li> <li>• 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.</li> </ul>

Table 8.1 – Programming Possibilities (continued)

Recommendation	Programming Possibilities
Create an Aboriginal Youth Leadership Development Program	<ul style="list-style-type: none"> <li>• Create a multi-phase leadership development program where youth and young adults are given the opportunity to develop leadership skills necessary to become youth leaders for recreational programs. The program could run as a summer employment program or a seasonal program with clinics or workshops throughout the year.</li> <li>• Provide opportunities for youth to learn the skills required to coach or referee sports such as volleyball, basketball, soccer, swimming, track and field, and flag football.</li> </ul>
Child and Youth Programming	<ul style="list-style-type: none"> <li>• Offer more ‘Learn To’ programs, especially for lacrosse, volleyball, track &amp; field and basketball.</li> <li>• Work with the Saskatoon Tribal Council and Saskatoon Sports Council to ensure that sports clinics compliment and supplement each other throughout the year.</li> </ul>
Establish Relationships with Areas Reserves	<ul style="list-style-type: none"> <li>• 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.</li> <li>• Provide these organizations with information on the sports and recreation programs available in Saskatoon. If possible, give presentations to their recreation committees.</li> <li>• Work with these bodies to determine the best ways to communicate information about programs to their members.</li> </ul>
Support and Enhance Programs for People at Risk	<ul style="list-style-type: none"> <li>• Contact organizations such as STC Family Centre, Urban First Nations Healing Initiatives, Creative Healing for Urban Members (CHUMS), Providers of Aboriginal Lifestyle Support (PALS), Central Urban Metis Federation Inc., First Nations Childcare Centre, etc to explore possible opportunities to incorporate sports or recreation components into their programs.</li> <li>• Provide facilities or funding support to existing programs such as the Peacekeepers Program, which are targeted at people at risk.</li> </ul>
Emphasize In-house Aboriginal Presence	<ul style="list-style-type: none"> <li>• Strive to employ more Aboriginal people in positions that develop and operate Aboriginal programming.</li> <li>• Ensure that people in these positions are highly visible within the Aboriginal community to demonstrate and reinforce the City’s competencies in this area.</li> </ul>

Table 8.1 – Programming Possibilities (continued)

Recommendation	Programming Possibilities
On-going Consultation with Aboriginal Community	<ul style="list-style-type: none"> <li>• Maintain relationships developed in Recommendation 2.</li> <li>• Employees working in Aboriginal programming positions should participate in community outreach programs, networking forums and committees.</li> <li>• Employ regular surveys, open discussions and talking circles in current programs and activities.</li> </ul>
Communication	<ul style="list-style-type: none"> <li>• See Aboriginal Communications Strategy &amp; Plan.</li> </ul>
Differences Between First Nations, Metis & Inuit Cultures	<ul style="list-style-type: none"> <li>• Ensure that all three cultures are represented or acknowledged in activities that incorporate culture or traditions.</li> <li>• Represent all three cultures in communications material.</li> </ul>
The Role of Culture	<ul style="list-style-type: none"> <li>• Maintain the culturally based programs currently offered by the City of Saskatoon, but emphasize or promote the partnerships that exist within the program.</li> <li>• Ensure that any future culturally based programs are developed and delivered in partnership with an appropriate Aboriginal organization.</li> <li>• Whenever possible, incorporate small cultural elements into all Me Ta We Tan program and activities. <ul style="list-style-type: none"> <li>• Integrate traditional Aboriginal arts &amp; crafts, foods, music or games into appropriate programs</li> <li>• Employ Aboriginal instructors or Elders to lead or participate in the programs</li> <li>• Feature Aboriginal people or imagery in communication materials</li> </ul> </li> </ul>
Program Activity and Structure	<ul style="list-style-type: none"> <li>• Maintain the selection of registered and drop-in programs.</li> <li>• Whenever possible, allow for late registration and/or drop-in participation in programs.</li> </ul>



## **9.0 Aboriginal Sport, Culture and Recreation Program Plan**

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### **9.1 Introduction**

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This section presents a review of the current Aboriginal sport, culture and recreation activities offered by Community Development and Leisure Services. The mix of research methods – focus groups, one-on-one interviews and research of comparable jurisdictions – have been used to evaluate current programs, propose program modifications and identify new program offerings that should result in increased participation. The review outlines which programs and activities to maintain, improve or create. It includes recommendations regarding price, location and timing of programs.

### **9.2 Current Program Evaluation and Recommended Modifications**

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In general, the range and selection of Aboriginal programs offered by the City of Saskatoon is relatively strong and well suited to the Aboriginal market. In many cases, the individual program adequately serves its target market. However, there are some areas where modifications could improve the success of the program. The following section provides a brief review and analysis of each program. Where necessary, the analysis provides recommendations to modify the program to better serve the needs of the target market and ultimately increase participation.

#### **Me Ta We Tan Drop-In Centres**

In general, the Me Ta We Tan Drop-In centres are well utilized and are believed to be good programs for Aboriginal youth. Registration and attendance numbers are fairly strong. From 2002 to 2003, overall attendance increased somewhat in the winter program and decreased slightly during the fall program.

Although the Me Ta We Tan Drop-In Centres generally operate in the core areas, some neighbourhoods with the highest number of Aboriginal people are not adequately served (see Table 2.12). Currently, there are no Me Ta We Tan Drop-In Centres operating in Confederation Park even though a significant percentage of youth living in this neighbourhood are Aboriginal (50%). Other neighbourhoods populated with a significant number of Aboriginal people without Me Ta We Tan Drop-In Centres include: Massey Place, Fairhaven, Westview and Pacific Heights. Conversely, Sutherland and Nutana, which have smaller Aboriginal populations, are offering the Drop-In Centres. The neighbourhood of Meadowgreen also has a relatively high population of Aboriginal youth (45.8%), but the Me Ta We Tan Drop-In Centre in that area only operates during the fall. The City should consider revising its Me Ta We Tan Drop-In Centre location schedule to ensure that it is adequately serving the neighbourhoods with the highest numbers of Aboriginal people.

Given the limited amount of programming available for youth on the weekends, particularly summer months, the City may consider operating the Centres on Saturdays and Sundays. The fall and winter programs are offered at appropriate times, but there is some concern regarding operation times throughout the summer. The Drop-In Centres open during the summer operate at inner city community schools, which are located in close proximity to the White Buffalo Youth Lodge. Because the WBYL offers a similar drop-in program during the same time (roughly 3:30 – 7:00 p.m.), these programs are essentially competing with each other. The WBYL cannot change its program schedule because its core operating hours begin at 3:30 p.m. Therefore, during the summer months the City should consider operating the Me Ta We Tan Drop-In Centres located close to WBYL earlier in the day (e.g. 12:00 p.m. to 4:00 p.m.). Furthermore, there are few afternoon programs available for youth during the summer. Evening programming could involve specific programs, rather than drop-in centres.

The primary research suggests that the Me Ta We Tan Drop-In Centres are generally perceived to be for younger youth, particularly those of age 14 and under. None of the focus group participants over the age of 15 currently participate in the program. The research also highlights the desire and need for drop-in gymnasium facilities for children aged 7 to 9. As such, the City should consider revising the target age range for the Drop-In Centres to include youth aged 7 to 14. Drop-in facilities should still be available for older youth, but a new program should be designed to target 15 to 18 year olds. In order to make the program more attractive to youth in this age range, the drop-in centres should operate in high school gymnasiums, rather than elementary school gyms. In both cases, the City should work closely with the WBYL to ensure that there is little program overlap of Drop-In centres, particularly for those located close to the WBYL.

In order to maintain an Aboriginal flavour throughout the Me Ta We Tan Drop-In Centres, the City should continue to offer traditional Aboriginal activities such as crafts, games, food, sports, music and special events. These activities should reflect First Nations, Métis and Inuit cultures and an Aboriginal leader or Elder should be involved.

### **Neighbourhood Youth Centres**

Several of the issues addressed above also pertain to the Neighbourhood Youth Centres. Some of the neighbourhoods with the highest number of Aboriginal people do not have Neighbourhood Youth Centres. In particular, there are no Neighbourhood Youth Centres operating in Meadowgreen, Confederation Park or Massey Place. Therefore, the City should consider delivering Me Ta We Tan and/or Neighbourhood Youth Centres in these neighbourhoods.

As discussed above, these Drop-In Centres are generally perceived to be for younger youth. The City should consider modifying the target age range for the Neighbourhood Youth Centres to include younger youth or repositioning the Centres as “cool” places for older youth.

Recognizing that Neighbourhood Youth Centres do not want to be exclusively Aboriginal, the City should consider incorporating elements into the program from various cultures, including Aboriginal ones.

### **Girls on the Move**

The Girls on the Move program is designed for female youth who are uncomfortable participating in sports and recreation programs with males. In general, the program is well received and has experienced strong participation numbers. The program is appropriately located in various neighbourhoods throughout the inner city at suitable times for the target market. In order to maintain an Aboriginal theme, Aboriginal food, arts and crafts and activities should be incorporated into the program. The City may also consider providing transportation for girls living in other areas of the city.

### **Powwow Song & Dance**

Currently, the City of Saskatoon (through SIMFC) and the WBYL both offer Powwow Song & Dance (WBYL's program is called Powwow Singing & Dancing). However, the SIMFC program is targeted towards adults and families, while the WBYL program is largely geared toward youth. In addition, both programs are offered on different nights. By operating the program through the Saskatoon Indian & Metis Friendship Centre, the Song & Dance program is more appealing to Aboriginal participants. This partnership should be emphasized in communication material as it validates the program and allows for an increased comfort level. Overall, attendance for the City of Saskatoon Powwow Song & Dance program is up slightly from 2002 to 2003. As such, this program should be maintained as is.

### **Drama & Performing Arts**

The Drama & Performing Arts program is appropriate for its target market and should continue to operate at its current time and day. The program is delivered through the WBYL, a centralized location that is convenient and comfortable for participants. To enhance the program, the City should consider establishing a relationship with the Saskatchewan Native Theatre Company. A partnership with this organization could aid in instruction and performance opportunities for this program.

### **Open Gym**

Currently, there are no Me Ta We Tan Youth Centres operating at any schools in Confederation Park and very few Neighbourhood Youth Centres in Pacific Heights and Massey Place. Given the relatively high Aboriginal population in these neighbourhoods, providing programming at Cosmo Civic Centre is necessary. As the primary research indicates, youth want opportunities to participate in sports and recreation activities in a safe open gym environment. The Civic Centre provides a centralized location to deliver



an after school program for youth living in these areas. As such, the open gym program at Cosmo Civic centre should continue to operate as is.

### **Aboriginal Lifeguard Program**

Although the attendance for this program is low, this program should be maintained. The objective of the program is in-line with the strategic recommendation to develop Aboriginal leaders and instructors. In order to increase awareness, the City should partner with other Aboriginal organizations, such as the WBYL or Western Region 2A Métis Youth Council Inc. to deliver this program. Associations with these organizations can be used to promote the program and encourage participation. Transportation to and from the lessons should be supplied, as well as swimsuits and towels for those that require them. Aboriginal instructors should be provided whenever possible.

### **Learn to Swim Program**

This program is also in-line with the Youth Development recommendation, and as such should be maintained. Moreover, attendance numbers are strong and have increased slightly from 2002 to 2003. Currently, the participating schools provide transportation and towels are provided by the swimming facility. In order to ensure the program is accessible for all children, swimsuits should also be provided. The City may consider delivering this program in partnership with Aboriginal organizations such as Joe Duquette School or the SIMFC. This program should be linked to the Aboriginal Lifeguard Program, whereby benefits of lifeguard certification are promoted to participants. Given the importance of learning these skills at a young age, the City should consider offering this program to children as young as 8 or 9.

### **Travelling Arts & Craft Program**

The Travelling Arts & Craft Program provides opportunities for children to participate in and learn about traditional and cultural activities. The program is offered on a rotating basis at playgrounds and Youth Centres throughout the city. Currently, there is fairly good coverage of neighbourhoods with high Aboriginal populations. On average, the program operates at two to three core neighbourhoods per week. Overall, the program has experienced strong participation numbers. Given the rotating nature of the program, it may be difficult for children and/or parents to know when and where the program is operating. The City may consider scheduling the programs at regular and consistent locations. In the very least, program schedules should be given to children that participate in any of the programs so that they are aware of the upcoming sessions.

### **Victoria Park Playground Program**

Although there are no participation statistics available for this program, the primary research supports its continued delivery by the City. Children and youth indicate that they enjoy swimming and related-recreational activities. This program also allows for

parents or family members to attend, which also corresponds with the primary research. Offering this program at Riversdale pool is the logical location, as it is located close to many of the core neighbourhoods. The program should be offered in the afternoon during the summer months, as there are few other programs delivered at this time. The program should incorporate a range of cultural activities that are instructed or organized by an Aboriginal youth leader. In order to increase participation, the City should also offer transportation for children living in distant neighbourhoods such as Confederation Park or Massey Place.

### **Traditional Mitt Making and Metis Sash Making**

There is a need and desire within the community for opportunities to learn more about Aboriginal cultures. Programs such as the Traditional Mitt Making and Metis Sash Making provide opportunities for Saskatoon residents to learn about specific topics within the Aboriginal culture. As discussed in the strategic recommendations, culturally based programs should be delivered by Aboriginal organizations or by the City in partnership with an Aboriginal organization. This will ensure proper instruction and authenticate the program to the target market. A partnership may involve City of Saskatoon facilities and an instructor from an Aboriginal organization. In either case, the partnership or relationship between the two organizations should be emphasized.

Offering the program in the evenings is appropriate, as this time accommodates most adults. In order to increase participation, the City should consider providing childcare and possibly transportation. Other classes that the City may consider offering include Moccasin, Dream Catcher, and hand drum making. To determine other areas of interest, input from participants of current programs should be solicited.

### **Aboriginal Modelling**

The Aboriginal Modelling program provides opportunities for children and youth to learn about the art of modelling. The program is well suited for its intended market and has fairly strong participation numbers. By delivering the program through the SIMFC, the partnership between the City and SIMFC is reinforced. Delivering this program in the evenings is suitable as this time accommodates parents who may want to attend. This program should be maintained as is.

### **Aquasize**

The Aquasize program is one of the few fitness programs available for adult women. It provides an opportunity for women to exercise in a comfortable environment with other Aboriginal women. By incorporating traditional Aboriginal music and games into the sessions, the program maintains its Aboriginal theme. Currently, this program is offered at the YMCA. In order to increase participation, the City may consider moving the program to the Cosmo Civic Centre, providing transportation and offering free childcare.

The City should continue to offer this program in the evenings, throughout the fall and winter.

### **Break Dancing**

The primary research demonstrates that there is strong interest in break dancing among Aboriginal youth. Offering the program right after school is the most appropriate time for many youth. Because the program is delivered exclusively through the Cosmo Civic Centre, however, youth in other areas of the city may not be able to attend. Therefore, the City should consider offering this program at other locations as well. Possible locations include the WBYL or inner city community centres. Transportation should be provided and an Aboriginal leader or instructor should be present if possible.

### **Learn to Play Lacrosse**

Similar to the 'Learn to Swim' program, this program corresponds with the Youth Development recommendation and as such, should be continued. Moreover, the primary research and high attendance numbers demonstrate the strong interest in this sport. Because this program is offered exclusively at the Cosmo Civic Centre, the City may consider offering transportation to and from the activity for youth that do not live nearby. If participation continues to rise, the program should be split into two levels to accommodate different levels of skill and/or age. The City should also consider moving the program to another day (Monday or Thursday evenings), as there are a number of other programs currently being offered on Tuesday. By offering the program on a different day, more youth may be able to attend.

### **Step Aerobics**

The Step Aerobics program is another positive fitness activity for Aboriginal adults. It provides an alternative to the Aquasize class, while offering an opportunity to learn about traditional and contemporary lifestyles of Aboriginal people. The primary research with adults supports the notion of incorporating cultural information with recreational activities. The program should continue its partnership with the FNUC. The City may also consider offering this program in the evening to accommodate those adults that cannot attend during the day. To increase participation, transportation and childcare should be provided.

## **9.3 Additional Programming**

In addition to recommendations provided above, there are a number of opportunities to provide additional programming for each of the target segments. The following section outlines a list of programs and activities that the City of Saskatoon may consider providing in addition to its current program selection. The suggested programs and activities are based on the program inventory review and feedback received in the interviews and focus groups, as well as the comparable jurisdictions review.

## Children

Focus group participants and high-level interviewees stress the importance of starting sports and recreation participation at a young age. However, there is generally not enough programming available for Aboriginal children under the age of 10. Unfortunately, it can be very difficult to reach and engage this segment due to their age and the parental consent and/or participation often required. Given these limiting factors, more programs should be developed that involve parents and children. This would also help to satisfy the desire of many parents to be involved in family sport and recreation activities.

Other activities that children in this target market like to participate in, but are not currently being offered include track & field, swimming, lacrosse, golfing and hip-hop dancing. Given the importance of starting young, the City may consider extending its “Learn To” programs to include children in this age range and these sports. In mainstream sports programs, these particular sports are offered to children as young as 4 or 5.

Children in this age group also enjoy an open gym atmosphere where they are free to participate in a range of activities. Other than the after school and open gym programs offered at the WBYL, there are no other programs for children in this age range. Although many children participate in the WBYL programs, children that live in distant neighbourhoods may not be able to attend. As such, the City should consider offering an open-gym type program in neighbourhoods that have a high Aboriginal population, but are not located close the WBYL.

Although not cited by focus group and interview participants, the City should consider offering summer sports and recreation day camps. The Saskatoon Sport Council offers a similar program, but only a limited number of at-risk youth are able to attend. Other cities, such as Winnipeg, deliver summer day camps with great success. These camps provide opportunities for youth to experience and participate in sports and recreation activities they normally aren’t exposed to. Summer camps also provide a positive alternative to undesirable behaviour such as gang involvement.

In general, programming for children should be delivered after school in order to maximize attendance numbers. There is a limited amount of programming for children on Saturdays and Sundays, as well as throughout the summer when children are out of school. If the City develops new programs for children in this age range, it should consider operating them during these times.

## Girls Aged 10-14

The City of Saskatoon and the other sports and recreation delivery agents provide a good selection of sports and recreation programs for Aboriginal girls between the ages of 10 and 14. In addition to the program selection currently offered, there are a number of

other activities that girls in this age range would also like to participate in. These activities include track & field, swimming, ringette and broomball. The absence of these programs provides an opportunity for the City to deliver such programming. Initially, the City may consider operating “Learn to” programs for these sports to test actual interest. Once adequate participation is established, the City may consider developing regular programming.

As discussed above, the City should consider offering summer sports and recreation day camps for girls in this age range. For most activities, boys and girls in this age range can participate together.

Programming for youth in this age range should be delivered after school in order to maximize attendance numbers. There is a limited amount of programming for youth on Saturdays and Sundays, as well as throughout the summer when youth are out of school. If the City develops new programs for girls in this age range, it should consider operating them during these times.

### **Boys Aged 10-14**

Overall, there is a relatively wide array of programs available for Aboriginal boys between the ages of 10 and 14. However, there are a number of other activities that are in demand, but are not currently offered by any organization. These activities include baseball, outdoor basketball, swimming, and track & field. This presents an opportunity for the City to offer some or all of these types of activities. The City may consider operating “Learn to” programs for these sports to test actual interest. The City should also consider offering summer sport and recreation day camps, as discussed above.

Because lacrosse has become very popular with this segment, more programming may be required to satisfy the demand. In addition to the “Learn to Play Lacrosse” program, the City may consider creating a lacrosse league for boys in this age range. Skateboarding is another recreational activity that is growing in demand. Many boys indicate they would like the opportunity to skateboard more. Even though there are excellent skateboarding facilities located in Riversdale, many boys are intimidated to go there because they are leery of real or perceived harassment from gangs or older boys.

As mentioned above, programming for youth in this age range should be delivered after school in order to maximize attendance numbers. There is a limited amount of programming for youth on Saturdays and Sundays, as well as throughout the summer when youth are out of school. If the City develops new programs for boys in this age range, it should consider operating them during these times.

### **Girls Aged 15-18**

There are a number of solid sports and recreation programs available for Aboriginal girls between the ages of 15 and 18. In addition to the program selection currently offered,

there are number of other activities that girls in this age range would also like to participate in. These activities include dancing, indoor/outdoor hockey, soccer and track & field. In some instances, girls in this age range are able to play these sports on school teams or city leagues. However, these opportunities usually exist for girls that are skilled enough or can afford to play on a school or city team. Those that are under-skilled or underprivileged do not have an opportunity to participate. As such, the City should consider providing programming for these types of activities.

Programs and activities should be scheduled after school and in the evenings to accommodate different lifestyles. In general, there is a limited amount of programming for girls in this age range on the weekends and during the spring and summer. Therefore, if new programs are developed, the City should consider operating them during these times. Programs that operate within a school facility should be delivered in a high school. Activities that take place in elementary schools are often associated with children's programs. Girls in this age range have left elementary school and do not want to return to those schools to participate in programs that may be perceived as children's or elementary school programs.

### **Boys Aged 15-18**

Overall, there is relatively wide array of programs available for Aboriginal boys between the ages of 15 and 18. However, there are a number of other activities that boys in this age would also like to participate in. These sports include football, track & field, hockey, golf and lacrosse. In some instances, boys in this age range are able to play these sports on school teams or city leagues. However, these opportunities usually exist for boys that are skilled enough or can afford to play on a school or city team. As with girls of this age, boys that are under-skilled or underprivileged do not have an opportunity to participate. This presents an opportunity for the City to offer some or all of these activities.

Similar to girls in the same age range, programs and activities should be scheduled shortly after school and in the evenings to accommodate different lifestyles. There is a limited amount of programming for boys in this range on the weekends and during the spring and summer. Additionally, there is also a need for more late night programs. Several interview and focus group participants indicate that providing late night programs and activities will help prevent youth from participating in undesirable and gang-related activities. Therefore, if new programs are developed, the City should consider operating them during these times. As with girls in this age range, programs and activities that operate within a school setting should take place in a high school. Boys aged 15 to 18 do not want to participate in sports and recreation activities in their old elementary schools.

### **Adults/Families**

Within the Adults/Families segment, there is an opportunity and a need to provide adult-specific programming, as well as programming for adults with children (families). Currently, both sub-groups of this segment are inadequately served.

Although there are several good sports and recreation programs targeted toward Aboriginal adults, there are not enough programs available to meet the needs of this growing segment. Many Aboriginal adults and seniors recognize the need for physical activity and are looking for recreational activities to participate in. In addition to the programs currently offered, other activities that adults would like to participate in include floor and ice hockey, bowling, softball, walking and swimming. Given the high proportion of Aboriginal parents, it is necessary to ensure that adult programming is designed in a family-friendly manner. In the very least, childcare should be provided at all adult-specific sports and recreation programs.

With regards to family-specific programming, there are very few programs available for parents and children or families in general. Focus group participants indicate they would like to see more opportunities for children/youth to be involved in activities with adults. Moreover, barriers such as lack of money or childcare, as well as this segment's penchant for family or group-based activities, reinforce the need for 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. Sports and recreation activities that this segment would like to participate in include family swims, playground activities, skating and bowling.

Walking is also a popular and affordable physical fitness activity enjoyed by many Aboriginal adults and families to some extent. Cold weather and safety issues sometimes inhibit adults and parents from walking. Given these issues, the City should consider offering an indoor walking program at the Field House for Aboriginal adults and families. The program could include information on nutrition and health. In order to ensure an Aboriginal flavour, the program could be led by an Aboriginal instructor or incorporate Aboriginal music or activities. The program should be free and childcare should be provided. The City may also consider offering transportation to and from the Field House.

More than any other segment, many Aboriginal adults express a desire for more culturally-based programming. Many people are looking for opportunities to learn more about their culture and history. Culturally-based programs should be designed for both adult-specific and family groups. This supports the recommendation that the City should partners with Aboriginal organizations to deliver sports, recreation and cultural programs.

## Appendix I Completed High-Level Interviews

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<b>F. NAME</b>	<b>L. NAME</b>	<b>TITLE</b>	<b>ORGANIZATION</b>
Louis	Oleke		C.U.M.F.I (Infinity House)
Shirley	Isbister	Vice President	C.U.M.F.I (Local 165 & Métis Women)
Chris	Brown		C/O Western Region 2A Métis Youth Council Inc.
Dwayne	Docken	Aboriginal Programmer	City of Saskatoon
Lisa	Thibodeau	Community Consultant	City of Saskatoon - Community Associations
Dianne	Wright	Community Consultant	City of Saskatoon - Community Associations
Dave	Whitenect	Community Consultant	City of Saskatoon - Community Associations
Dennis	Chubb	RIC Coordinator	Department of Community Resources & Employment Services
Fay	Norris		Family Healing Circle Lodge
Mary	Johnson		FSIN
Shelley	Landrie	Coordinator	Providers of Aboriginal Lifestyle Support
Glen	Pratt	Sport Development	Sask Sport
Jason	Johnston		Sask Sport
Cheryl	McCallum	Aboriginal Funding Coordinator	Saskatchewan Lotteries Trust Fund
Craig	Nyirfa	Aboriginal Liaison Officer	Saskatoon Police Services
Curtis	Warnar	Youth At Risk Sport Coordinator	Saskatoon Sports Council
Marvin	Sanderson	Sports & Recreation Counselor	Saskatoon Tribal Council
Brenda	Fraser	Aboriginal Head Start	Saskatoon Tribal Council - Family Centre
Todd	Standing	Labour Force Development Officer	Saskatoon Tribal Council Urban First Nations Services Inc.
George	Lafond	Special Advisor to the President on Aboriginal Initiatives	University of Saskatchewan
Roger	Maka	Professor of Native Studies	University of Saskatchewan
Louise	Humbert	Professor of Kinesiology	University of Saskatchewan
Donny	Speidel		White Buffalo Youth Lodge
Karen	Pine-Cheechoo	Director	White Buffalo Youth Lodge





## Appendix 2 Interview Guide

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The following interview guide consists of questions that were used during the high-level interviews. The questions have been categorized by topic and are in no particular order. Given the sensitive nature of the project and the varying levels of knowledge and awareness of the various contacts, the following questions were not asked of everyone or in the order listed below. For each contact, a series of questions were selected and modified appropriately to accommodate the individual being interviewed.

### Questions Pertaining to Programs

1. What do you know about the programs and activities that the City of Saskatoon offers to members of the First Nations / Métis community?
2. In your opinion, what groups of people do you think those programs are directed toward?
3. Do you think that these programs are being utilized by many members of First Nations/Métis community?
4. What do you think are the reasons that many members of the First Nations/Métis community do not participate in sport, culture and recreation activities or programs?
5. Why do you think they participate in sport, culture and recreation activities?
6. What would motivate them participate in sport, culture and recreation activities?
7. What programs and activities do you think members of the First Nations/Métis community would want to participate in?
8. How can the City of Saskatoon make their programs and activities more accessible or attractive to the various these groups?
  - price, free access, acceptable price ranges
  - location and timing of programs
  - seasonal differences, times of day
  - City of Saskatoon indoor leisure centres vs. First Nations / Métis facilities or community associations
9. How should the City evaluate the effectiveness or success of a program?

10. Your organization offers several sport, recreation and culture programs or activities. Which of these programs are well-received? Which programs are working? Which ones are not working? Why or why not?
11. Are there any groups that are being missed or not participating in the current programs? i.e. girls/boys, an age group, a certain community, etc. Do you know why they are not participating?
12. Are there any specific age groups or types of groups that you feel need to be offered specific programs? If so, what are these groups and what are the programs?
13. Do you see any gaps in the programs that are being offered? Are there any programs that are needed? (Prompt: timing/seasonal)
14. What role should the City play in the delivery of programs? Lead? Partner? Supporter? None?

### Questions Pertaining Market Segmentation

15. The City is trying to create programs that are directed toward various groups within the First Nations/Métis community that are based on common characteristics, which may or may not be the demographic categories of youth, adult and families. They hope to target groups of people that are most interested in becoming physically active. What groups do you think this would be? (i.e. youth in general, youth at risk, young mothers, families, females, males).
  - a. Is this a large group?
  - b. What are their barriers to participation?
  - c. Would this group be receptive to participating in programs offered by the City or Community Associations or would they prefer to participate in programs that are organized and delivered through First Nations/Métis organizations?
16. Should Métis and First Nations groups be targeted individually or together? Do they tend to keep separate in the city or do they mix? Do they tend to use different programs (cultural or sport) or do they use the same programs? Are there any noticeable differences in interest between the two groups?
17. What kinds of factors differentiate groups of people that you serve? For example, how do age, income, neighbourhood, gender, etc. affect how you deal with the people that are involved in your programs?
18. Are there any potential limitations or opportunities related to external factors (political, social, cultural, economic, competitive) or internal factors (facilities, equipment, staffing) that may impact the selection of target markets and the successful implementation of First Nations / Métis programs?

### **Questions Pertaining to Appropriate Methods of Collecting Data and Sourcing Respondents**

19. We will be conducting focus groups or interviews with important segments of the First Nations and Métis community to see direct input on recreational programming. Which segments of the community do you feel it is important that we speak to?
20. We would like to contact different groups to investigate their involvement in sport, culture and recreation, their motivations, barriers to participation, what programs they would like to participate in, etc. How would you recommend acquiring this type of information from the various groups (survey, focus group, interview)?
21. Where should the focus groups be held? Is there any protocol that we should keep in mind? Differences in First Nations/Métis?
22. For each of the groups identified, who should be collecting the information (Fast Consulting or Derek Rope)?
23. What would be the best way to reach these individuals in order to have them participate in a focus group/survey/interview?

### **Questions Pertaining to Communication**

24. What are the most effective ways to communicate new programs to First Nations / Métis people? Bulletin boards? School? Radio? Community publications? Different methods for reaching male/female? Youth/adult? Leisure Services Guide?
25. What is the most effective method(s) that you use to communicate with the group(s) that you serve? Why is it (are they) effective?
26. Who should communicate the programs that are offered? For example, should the City promote its programs directly to members of the First Nations/Métis community or would another organization have more credibility?



## Appendix 3 Moderator's Guide

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The following moderator's guide was used for the Adult focus group. An altered version of this guide was used for the individual youth groups, as well as the children interviews.

### INTRODUCTORY COMMENTS

- Focus group objective.
- Focus groups are a way for organizations to collect opinions in more detail than a typical telephone survey.
- They are exploratory – there are no right or wrong answers. Each person should speak for himself or herself. Not looking for consensus or agreement – don't hold back if your opinion is different from what others are saying.
- Taping of discussions.
- Ensure confidentiality. Assure participants that the data will be reported without any names attached.
- Introductions.

This evening we're going to be talking about participation in sports, culture and recreation activities. We want to discuss things like:

- What types of sports and recreation activities you currently participate in
- What types of programs and activities you would like to participate in
- Why you may or may not participating in sports and recreation
- Where you want to participate in sport, culture and recreation programs

For this project, we are particularly interested in talking with Aboriginal people to get a sense of how the City of Saskatoon can better design sports & recreation programs to meet your needs and wants, and how the City can communicate information about these programs.

1. I want to get a general sense of what types of physical activities or programs you or your families are currently involved in. What activities or programs do you participate in?
2. How often do you participate in these activities or programs?
3. Why do you participate in these activities or programs? (Probe for benefits)
4. Are there any other sports or recreational programs or activities that you would like to participate in, but aren't right now? (Probe for dance, fitness, sport and/or recreational activities)
5. What about culturally-based physical activities such as jigging & pow-wow dancing and singing? Are there other culturally-based physical activities that you would like to participate in? If so, what are they?

6. Now thinking about all the programs & activities that you are currently participating in, but would like to...why don't you participate in these activities or programs? Are there things preventing you from participating? Probe for:
  - location/accessibility
  - lack of transportation
  - childcare
  - time
  - cost (registration, equipment)
  - uncomfortable, lack of confidence, race
  - other
6. Who should be offering these programs? Should it be community organizations, Aboriginal organizations or the City of Saskatoon – or does it matter?
7. If the City were to offer these types of programs and activities, when and where should these they be held? (Probe for community centers, schools, City leisure centers, times of day)
8. How should these programs be structured? Should they be drop-in or scheduled at a specific time each week? Why? What about preferred days and times of day?
9. Should the programs be co-ed or would you prefer men's and women's programs and activities to be separate? For example, aerobics or swimming vs. volleyball or basketball. Why?
10. What types of programs or activities should have a fee? What should that fee be? What types of programs or activities should be free?
11. Who should be leading them? If there were Aboriginal people leading the programs or activities, do you think more people would participate?
12. Have you heard anything in regards to programs offered by the City of Saskatoon for adults or families? Have you heard anything about programs offered in your neighbourhood?
13. Do you think the facilities for sports & recreation programs within Saskatoon are adequate to meet your needs?
14. How did you hear about these programs?
15. Have you heard of MeTaWeTan? Can you tell me what it is? (Let's Play).

16. Does the name MeTaWeTan matter to you in terms of sports & recreation programs? Does the name encourage or discourage you from participating? (Do you think it is a good name for Aboriginal sport, recreation and culture activities?)
17. Would you like to see more sports and recreation programs and activities specifically geared toward Aboriginal adults? If so, which ones and what would that involve?
18. Do you think that offering these types of programs would encourage more Aboriginal adults to participate? Why?
19. Do you think there are certain sports and recreation activities that should involve a cultural element? If so, which activities & what would that involve?
20. The City of Saskatoon would like to encourage more Aboriginal people to participate in its sports and recreation programs. What things do you think it should do to help make this possible?
21. How do you think the City of Saskatoon should communicate these programs to Aboriginal adults in the City? (Probe for local organizations, schools, publications, etc.) Why do you think that?
22. In the future, do you think your level of participation in physical activity will stay the same, increase or decrease?

Thank you for your time and comments.

(Distribute honorariums.)





### Fast Consulting - Corporate Overview

Fast Consulting is a management consulting, market research and communications company. Our firm is in its fifteenth year of operation, and over this period of time we have specialized in strategic marketing plans, market assessments, communications strategies and quantitative and qualitative market research studies.

Our unique operational mix enables us to offer an integrated approach to our clients and their projects. There are three interlocking operational elements of Fast Consulting.

- ▶ **Strategic Management Consulting** – the development of strategic marketing plans, market assessments, segmentation strategies, feasibility studies and economic impact assessments.
- ▶ **Market Research** – the delivery of expert quantitative (statistical) and qualitative market research for myriad disciplines and applications.
- ▶ **Marketing and Communications** – our strategic alliance with DHS Communications ensures that our marketing strategies are bolstered by expert creative input. It also gives added strength to the design, production, and implementation of communication campaigns and public relations programs.

### Fast Consulting Staff Assigned to this Project

**Doug Fast, BA., CMC**, founded Anderson/Fast & Associates – now Fast Consulting – in 1989. Mr. Fast manages strategic planning and communications projects, and oversees the research division of the company. Mr. Fast is a graduate of the University of Saskatchewan with a Bachelor of Arts gained through the study of Economics, specifically econometrics. Mr. Fast is also a member in good standing of the Canadian Institute of Certified Management Consultants. Mr. Fast will be responsible for client liaison and will direct all primary research activities. He was involved in the design of the primary research and in the development of all final recommendations.

**Jonathan Potts, B.Comm.**, is a senior consultant specializing in strategic planning, brand development, market research, feasibility assessments and economic impact studies. A graduate of the University of Saskatchewan (major in Marketing), Mr. Potts has led a variety of projects, working closely with a diverse group of clients in several industry sectors. He is currently leading a project with four communities in northern Saskatchewan. For this engagement, Mr. Potts was responsible for client liaison, focus groups moderation, the market assessment, program development and the communications plan, as well as the development of the final recommendations.

**Jackie Duckering, B.Comm.**, graduated with Great Distinction from the University of Saskatchewan (Marketing and Biotechnology). Ms Duckering is experienced in strategic planning, market assessments, advertising plan development, secondary research, corporate positioning, and communications. Prior to joining our firm, she worked with Ag-West Biotech Inc. in Business Development and Regulatory Affairs. Ms. Duckering is responsible for the coordination and development of Fast Consulting's own business plan. She also conducts strategic planning and high-level market research for clients. For this project, Ms. Duckering conducted interviews with key organizations, as well as assisted in the demand analysis and the development of recommendations.

**Jaime Johnson, B.Comm.**, graduated with Distinction from the University of Saskatchewan in 2001, and joined the firm as a consultant at the beginning of this year. Prior to joining our firm, Jaime was employed by KPMG in Regina, where she was the Saskatchewan Marketing Coordinator. She has also worked as an Assistant Loans Officer with Student Affairs & Services at the University of Saskatchewan. Ms. Johnson conducts high-level primary and secondary research and develops marketing and communication strategies. For this engagement, Ms. Johnson conducted one-on-one interviews, developed the target market profiles and comparative analysis, as well as assisted in the program plan development and the communications plan.

**Derek Rope** is nearing completion of a Bachelor of Education degree from the University of Saskatoon. He is currently on leave to fulfill a full-time contract at the White Buffalo Youth Lodge (WBYL). Derek has been working at the WBYL in Saskatoon for the past three years as a front-line Recreational Counsellor. Prior to his employment at WBYL Mr. Rope worked with HRDC on a cross-cultural education initiative targeted on Saskatoon youth. In this role, Mr. Rope gave workshops and presentations on current issues facing First Nations, Metis and non-aboriginal youth. Mr. Rope has extensive experience in developing and implementing diverse and engaging sport, recreational and leisure programs for Saskatoon inner-city youth. Seconded by In-Motion in August 2002, Mr. Rope was a member of a research team formed to study the physical activity levels of the patrons of WBYL. During his time at WBYL, Derek has developed strong professional working relationship with outside agencies, such as the Saskatoon Tribal Council, community schools and Western Metis IIA Youth, to enhance program opportunity and delivery to youth. Derek has also worked as a cultural dance instructor with various adult groups throughout the city. This experience equips Mr. Rope has a wealth of information and an extensive network of contacts that was beneficial to the effective design and execution of this research project. In addition, Derek assisted in the moderation of focus groups and the collection of interview data.