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If I play sport...

- I will have more self-confidence
- I will be happier and healthier
- I will respect myself and others
- I will develop positive relationships with friends and leaders
- I will learn to be strong

(Team Spirit Aboriginal Girls in Sport)

1. ABORIGINAL COMMUNITY SPORT DEVELOPMENT GRANT

Where can I get funding assistance?

The Aboriginal Community Sport Development Grant Program (ACSDGP)

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

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

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

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

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

2. WHY A TOOLKIT FOR PLANNING COMMUNITY SPORT?

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

The toolkit is designed to help communities determine, develop, provide, and evaluate their sport program needs so that more children and youth are active in sport for life.

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

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

3. WHERE CAN I GET HELP WITH THIS TOOLKIT?

Within Saskatchewan, a strong sport system exists to help your community with its sport development plans. Local Districts for Sport, Culture and Recreation offices listed below are available to assist you with this toolkit as well as the application and follow-up forms.

Northern Sport, Culture and Recreation District	(306) 425-3127
Lakeland District for Sport, Culture and Recreation	(306) 953-1623
Rivers West District for Sport, Culture and Recreation	(306) 446-6776
Prairie Central District for Sport, Culture and Recreation	(306) 726-2087
Parkland Valley Sport, Culture and Recreation District	(306) 786-6585
South West District for Culture, Recreation and Sport	(306) 628-1019
South East Sport, Culture and Recreation District	(306) 842-2188
Regina and Saskatoon	(306) 975-0819

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

4. COMMUNITY SPORT FOR CHILDREN AND YOUTH PLANNING TOOLKIT

How to Use This Toolkit - 4 Steps to Success

The toolkit "Sport for Children and Youth Planning Toolkit" is a four step process to plan an effective sport program in your community. These steps will guide you through discussion that identify and prioritize your needs, design your sport program, deliver the program, and evaluate success. The questions and information provided in each of the worksheets will assist you in creating a sport plan for your community. When working through the worksheets ensure you are getting feedback from the people in your community who will be involved in the sport program.

TIME TO COMPLETE: This process of completing the application and follow-up for the program should take a few meetings with community partners to assist you in the process. You can contact your local District office to get a facilitator (please refer to "Where can I get help with this Toolkit").

NOTE: The application and follow up will need to be completed in a separate document. The steps provided in this toolkit are in place to provide the applicant with additional information and tips to assist with grant completion.

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

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

Step 1 - Understanding Needs & Determining Priorities

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

Step 2 - Designing Your Sport Program(s)

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

Step 3 - Delivering Your Sport Program(s)

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

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

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



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

Alwyn Piche, Volleyball Athlete, La Loche

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

Step 1: Understanding Needs and Determining Priorities

IDENTIFY THE CHILDREN AND YOUTH IN YOUR COMMUNITY				
<p>How many children and youth does your entire community have in each stage of LTAD: (please insert the number beside the following)</p> <p>TIP Your school or community census is the best source of information for the section. Or check with Statistics Canada at www.statcan.gc.ca (home address) or call 1-800-263-1136.</p>				
Active Start:	Male (0-6yrs):		Female (0-6yrs):	
Fundamentals:	Male (6-9yrs):		Female (6-8yrs):	
Learning to Train:	Male (9-12yrs):		Female (8-12yrs):	
Training to Train	Male (12-16yrs):		Female (11-15yrs):	
IDENTIFY YOUR COMMUNITY'S ASSETS AND STRENGTHS				
<p>What is available in your community - talk to schools, youth and community people and recreation departments. Identify what programs are currently provided for children and youth.</p>				
<p>In what sport programs do the children and youth in your community currently participate: (include gender and season) Example: Hockey League - primarily males - fall/winter/spring</p>				
Sport	Gender	Age	Season	
<p>What types of support do you currently have in your community to help in the creating structured sport programs: (such as coaches, volunteers, facilities) Example: Certified Wrestling Coach, Track, Area</p>				
IDENTIFYING THE GAPS				
<p>The steps previously gathered the information about the ages of children and youth and what your community has available for use. The next steps will help you better understand what sport program is needed by children and youth in your community?</p>				
<p>TIP Are sport activities provided for all children and youth? Are girls involved in these programs? Do the children and youth have several program options?</p>				
<p>Looking at the population of children and youth in the first question, what age group would benefit the most from additional sport programming? Why?</p>				
<p>Looking at the population of children and youth in the first question, what gender(s) would benefit the most from additional sport programming? Why?</p>				

<p>Is your community using all the supports and/or resources available? (i.e. is your school gym open after hours, do parents help out in your community, do you have trained coaches in your community, etc.)</p>	
<p>WHAT ARE THE BARRIERS THAT PREVENT CHILDREN AND YOUTH IN YOUR COMMUNITY FROM PARTICIPATING IN SPORT Voicing the barriers that exist within your community will help you to address them. For example, if some families face financial problems, a possible solution would be to either access or start a KidSport program to help with the costs involved with the sport. NOTE: The examples in Appendix D will help you identify the barriers and provide solutions.</p>	
<p>Barriers: (Please select below) Example: We do not have trained coaches in the community.</p>	<p>How can they be addressed: (please describe) We can access the Aboriginal Coaches and Officials program to community members that can help out.</p>
<input type="checkbox"/> Cost	
<input type="checkbox"/> Transportation	
<input type="checkbox"/> Access (facilities/equipment)	
<input type="checkbox"/> Participants require necessary skill	
<input type="checkbox"/> Disability	
<input type="checkbox"/> No one to go with	
<input type="checkbox"/> Other	
<p>WHAT ARE OUR COMMUNITY SPORT NEEDS Is it a sport that is currently provided in your community but needs more structure? It is important to talk to the children and youth about their needs.</p>	
<p>Please list potential sport: Example: Wrestling</p>	<p>How was this sport identified as a need: We have a certified coach and the youth have expressed an interest.</p>
<p>What are the top three barriers the children and youth in your community struggle with: (please list below)</p>	
1)	
2)	
3)	
<p>Below is a list of the top ten benefits of sport. Please use this list to identify the top three benefits that you believe would help children and youth of your community deal with the barriers, and describe why they are important for your community:</p>	
<p>1) Keeps children and youth active 2) Fosters positive youth development 3) Enhances academic achievement 4) Teaches positive values and skills 5) Promotes positive lifestyle choices 6) Provides positive role models 7) Enhances mental health 8) Builds social capital (friendships, networks, and fun) 9) Contributes to quality of life in Saskatchewan communities 10) Renews Aboriginal Culture</p>	



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

Benefit	Why is this benefit important to your community?

COMMUNITY VISION OF SPORT

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

What is your organizations vision for sport in your community? What do you want it to look like?

Imagine your community 5-10 years from now. (please describe below)

CREATE A LIST OF SPORT PROGRAM IDEAS AND SET YOUR SPORT PROGRAM PRIORITIES

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

(on the worksheet, use the column on the far right to rank your priorities)



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

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

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

Step 2: Designing Your Sport Program

SUPPORT NEEDED	
Is the sport program new or existing?	
<input type="checkbox"/> New sport program OR <input type="checkbox"/> Existing sport which will be further developed (explain)	
ADDRESSING PRIORITIES	
Which of the following planning initiatives were key to determining this program as a priority initiative for Aboriginal people within the community: (please check)	
<input type="checkbox"/> Improving the education, health, and/or well-being of Aboriginal children, youth and families by decreasing barriers to sport activities;	
<input type="checkbox"/> By actively involving those to whom the programs and services were to be provided in the development, management and delivery of the programs;	
<input type="checkbox"/> By addressing community-identified needs;	
<input type="checkbox"/> Demonstrating cultural sensitivity, reflecting input of the community;	
<input type="checkbox"/> By integrating and coordinating with other community programs and services of a similar nature.	
<input type="checkbox"/> To strive for sustainability to ensure a long lasting impact for community	
<input type="checkbox"/> Other: (please explain) _____	
What partners have you identified to support the sport program?	
(i.e. people to help out, school, District, Provincial Sport Governing Body, etc.)	
PARTICIPANTS	
Using the data from the answers in Step 1, please check who the sport program going to support:	
<input type="checkbox"/> Both males and females <input type="checkbox"/> Males <input type="checkbox"/> Females	
What age(s) are the participants:	How many children and youth will participate:
How will your program recruit participants? (please describe below)	
DEVELOPMENTALLY APPROPRIATE SPORT	
What stage of the Long Term Athlete Development Model will your community implement to meet the needs and priorities of children and youth in your selected sport?	
 Use the "Developmentally Appropriate Sport" information provided in Appendix B	
<input type="checkbox"/> Active Start <input type="checkbox"/> Fundamentals <input type="checkbox"/> Learning to Train <input type="checkbox"/> Training to Train	

What do you need to do in order to provide the sport program at this stage?

(i.e. try to access the sport specific Long Term Athlete Development for your sport. It will assist you in determining program priorities such as, skills needed and training requirements for athletes at a given stage)

For example a Learning to Train soccer program would provide the following:

- 1) Equal playing time for all players to try all team positions
- 2) A focus on developing speed, flexibility and skills
- 3) A season that lasts 16-20 weeks

SEASON/PRACTICES

During what months will the program run: _____

How many weeks will the program run: _____

How many times per week will the team practice: _____

LEAGUES AND COMPETITIONS

Will the sport program be part of a league, if so which one?

Will the team the team participate in competitions, if so how many and where?

Competition	Date	Location

FACILITY

Where will the team practice? (please list below)

Does your community have free access to the facility?

Yes No

Yes No

COACHES

How will you recruit coaches? (please explain)



The key role of the coaches is to help children and youth learn to love the game. Parents, older youth, teachers, and community leaders are all potential coaches.

Number of coaches required:
(provide number below)

Do your coaches require training?



The Aboriginal Coaches and Officials can help. For contact information go to www.saskcoach.ca

Yes No

OFFICIALS	
How will you recruit officials? (please explain)	
Number of officials required: (provide number below)	Do your officials require training?
	 The Aboriginal Coaches and Officials can help. For contact information go to www.saskcoach.ca
	<input type="checkbox"/> Yes <input type="checkbox"/> No
PEOPLE TO HELP OUT	
How many people will you need to help out with the program? (example: drivers, fundraising initiatives, coaching, etc.)	
How will your program recruit people to help you? (please explain)	
 When asking people to help, be specific about the job that needs to be done.	
Will any training be required to ensure that the people helping you are supported? (please list potential training support) (example: the on-line volunteer training center at www.ovtc.ca has a fundraising course that can support your needs)	
SAFETY	
What measures will you take or have taken to ensure the safety of the participants? (please explain below) (Example: Emergency Action Plan, insurance, equipment safety checks, etc.)	
 Check with the provincial sport governing body, your community's recreation department, and community schools, to discover the safety measures they use that can assist you.	
 The Sport Medicine and Science Council of Saskatchewan provides professional sport consulting services to all level of athletes in areas such as sport first aid, injury care and prevention. For more information visit www.smscs.ca	
Do you have liability insurance?	<input type="checkbox"/> Yes <input type="checkbox"/> No
If you answered no in the previous questions, please indicate how you will get insurance:	
Where can you get this insurance... Becoming a member of a PSGB will include liability insurance for the coach and athletes. Most memberships range from \$5-40 per person. You also benefit in other ways. For a list of benefits, visit the Sask Sport website at www.sasksport.ca Please note: that a list of Provincial Sport Governing Bodies and eligible sports can be found in Appendix F	

NUTRITION AND HEALTH

What will the community do to encourage healthy eating and healthy living?

TIP You may want to talk with a nutritionist, health promotion worker, or public health nurse in your community for information and ideas.

TIP The Canada Food Guide for First Nations, Inuit and Métis people from Health Canada is a valuable resource available at 1-866-225-0709 or by email at www.healthcanada.gc.ca/foodguide.

TIP The Sport Medicine and Science Council of Saskatchewan provides professional sport consulting services to all level of athletes in areas such as sport nutrition and mental training.

EQUIPMENT

What equipment will be needed to run the program? (please list)	Does the community already own this equipment?	What equipment will have to be purchased? (please list)
	<input type="checkbox"/> Yes <input type="checkbox"/> No	
	<input type="checkbox"/> Yes <input type="checkbox"/> No	
	<input type="checkbox"/> Yes <input type="checkbox"/> No	
	<input type="checkbox"/> Yes <input type="checkbox"/> No	
	<input type="checkbox"/> Yes <input type="checkbox"/> No	

TRANSPORTATION

How will the participants get to practices, games, etc? (please list)	Please list the organizations access to vans, buses, etc. to transport the participants:	If transportation is needed, do you have volunteers to transport the participants? (please explain)

Step 3: Delivering Your Sport Program

SUPPORT NEEDED	
<p>In the previous step you were able to identify who can help you with your sport program, please list who will support you to deliver your sport program: (i.e. coaches, officials, helpers, fundraisers, etc.)</p>	
1)	5)
2)	6)
3)	7)
4)	8)
<p>Identify the role for each person listed above will have in the sport program? (example: coach will plan and deliver practices, helpers will chaperone children and youth, etc.)</p>	
Person	Responsibility
<p>PARENTS AND CAREGIVERS</p>	
<p>How will your sport program involve the parents, family members, or caregivers?</p>	
<p>TIP Encourage parents to watch practices, to help out as drivers or chaperones, and to encourage their child's sport participation.</p>	
<p> </p>	
<p>How will your sport program keep parents informed?</p>	
<p>TIP Parents need to know your coaching philosophy and how their children are progressing along the sport program. Try holding an information meeting at the start of the season and follow-up with regular letters sent home with the children.</p>	
<p> </p>	
<p>How will your sport program ensure parents are aware of fair play and how to be positive sport parents?</p>	
<p>TIP Provide parents with the Long Term Athlete Development parents guide which can be found by visiting www.ltad.ca</p>	
<p> </p>	

RECORD KEEPING

How will you keep records on your sport program? (i.e. attendance/participation, code of conduct forms, incident/accident reports)

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

RECOGNITION AND CELEBRATING SUCCESS

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

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

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

FUNDING ACKNOWLEDGEMENT

How will you promote this program and publicly acknowledge Saskatchewan Lotteries and others as the source of funding for your program? (please check below) Note: Logos are available through your local District office.

- posters
- TV
- newsletter
- newspaper
- banners
- radio
- speeches
- word of mouth
- other: _____

Step 4: Evaluating, Celebrating and Sustaining Your Sport Program

PROGRAM INFORMATION			
Note: this information will be required for the follow-up form and most of the information can be found in the application that was submitted previously.			
Sport Program: (i.e. name of sport)		Amount Granted:	
Brief description of the program:			
Start Date:		End Date:	
Is your program linked to an existing club or league?		<input type="checkbox"/> Yes <input type="checkbox"/> No	
If no in previous please explain:			
PARTICIPANT INFORMATION			
Number of athletes that participated by age and gender group: (please fill in table below)			
Age Range	Female	Male	TOTAL
What was the final percentage of Aboriginal participants:			
Are the program participants member of a Provincial Sport Organization?		<input type="checkbox"/> Yes <input type="checkbox"/> No	
If No in previous, please explain:			
Number of Coaches:		Were the Coaches trained through ACOP?	<input type="checkbox"/> Yes <input type="checkbox"/> No
If No in previous, please explain:			
Number of Officials:		Were the Coaches trained through ACOP?	<input type="checkbox"/> Yes <input type="checkbox"/> No
If No in previous, please explain:			

CELEBRATION					
Please briefly describe how the team celebrated their accomplishments:					
PROGRAM SUCCESS, CHALLENGES AND REDUCED BARRIERS					
What key barrier(s) to participation did your program successfully remove? (please fill in the table below by checking only those that you have addressed and briefly describe)					
Barrier	How/Please Describe				
<input type="checkbox"/> Cost					
<input type="checkbox"/> Transportation					
<input type="checkbox"/> Access (facilities/Equipment)					
<input type="checkbox"/> Participants require necessary skill					
<input type="checkbox"/> Disability					
<input type="checkbox"/> No one to go with					
<input type="checkbox"/> Other:					
Please rate the level to which you achieved the following in your program: (1= low to 5=high)					
	1	2	3	4	5
Improved the education, health, and/or well being of Aboriginal children, youth and families by decreasing barriers to sport activities					
Actively involved those to whom the programs and services were to be provided in the development, management and delivery of the programs					
Community- identified needs					
Integrated and coordinated with other community programs and services of a similar nature					
Strived for sustainability to ensure a long lasting impact for community					
Other (provide a description)					
Did you program go as planned? (please explain)					

Did the program meet the needs and benefits you wanted for the community's children and youth?

Describe the program successes:

Describe the challenges you may have encountered. Remember, challenges can help us discover a new way to do things and improve our programs.

Recommendations: Describe what will happen during the sport next year/season, and what changes will be made, if any?

**How will you ensure your program will run next year? Where will you get the funding?
Will you have the same coaches and volunteers?**

Other comments/notes:

Appendix A - Glossary of Terms

Aboriginal:

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

First Nations:

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

Métis:

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

Vision:

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

Outcomes:

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

Assets:

A useful or valuable quality, person, or thing

Resources:

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

Barriers:

A limit or boundary of any kind

Sustainability:

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

League:

An association of sports teams that organizes matches for its members

Club:

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

Tournament:

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

Intramural:

Involving only students at the same school or college; being within

Appendix B - Canada's Long Term Athlete Development Model

What is Developmentally Appropriate Community Sport?

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

What are the stages of Long Term Athlete Development?

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

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

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

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

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

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

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

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

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

Note: Canada's Long Term Athlete Development model is a guide to help communities with designing and offering developmentally appropriate sport and recreation programs for children and youth. Many things should be considered in providing appropriate sport programs, including children's physical, mental, emotional, and spiritual needs. For further information on Canadian Sport for Life and the Long Term Athlete Development Model go to www.canadiansportforlife.ca

Appendix C - Resources to Support You

1. Great Resource Guides

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

Community Resource Guide

www.saskaboriginalresources.ca

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

Children in Sport - A Resource Manual for Sport Leaders

www.sasksport.ca

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

Children in Sport - An Orientation Guide for Sport Leaders

www.sasksport.ca

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

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

Fair Play - It's Your Call - A Resource Kit

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

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

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

Clubmark

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

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

2. Information on How to Form a Club

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

Sport Manitoba

www.sportmanitoba.ca/downloads/How_to_Start_a_Club.pdf

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

Sportweb

www.sportweb.ca

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

Leisure Information Network (LIN)

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

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

3. Volunteer Online Training

Online Volunteer Training Centre

www.ovtc.sk.ca

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

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

4. Great Books to Read about Children in Sport

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

Straight Talk about Children in Sport By Janet LeBlanc and Louise Dickson

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

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

Give Your Kids a Sporting Chance - By Kevin Spink

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

Sport Parent - By Tom Hanlon

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

Parents Complete Guide to Youth Sports - By Nathan Smith, Ronald Smith, Frank Smoll

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

5. National Programs & Initiatives

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

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

6. Other Sport Initiatives and Supports

Sport Medicine and Science Council of Saskatchewan

www.smscs.ca

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

Long Term Athlete Development Model

www.ltad.ca

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

Respect Ed for Sport, Culture & Recreation

This goal of this program is “Supporting Participation – Free from Abuse and Harassment”. The program offers a number of services to sport, culture and recreation members, including; educational workshops on risk management, abuse and harassment; support for leaders, coaches and instructors; assistance in developing and implementing abuse and harassment policies; and response procedures at the grassroots level. For more information contact Noreen Murphy at (306) 975-0898 or email nmurphy@sasksport.sk.ca

Preventing Sport-Related Injuries

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

Sport Medicine and Science Council of Saskatchewan - www.smscs.ca

Australian Sport - www.ausport.gov.au/fulltext/2000/vic/spifs.asp

Sports Injury Info - www.sportsinjuryinfo.com/

Safe Kids USA - www.usa.safekids.org/tier2_rl.cfm?folder_id=178

High Five

www.spra.sk.ca

HIGH FIVE® is a quality standard of Saskatchewan Parks and Recreation Association Inc. designed to support the safety, well-being and healthy development of children in recreation and sport programs. We do this by providing parents and professionals with tools, training and resources that promote and support the principles of healthy child development.

Everybody Gets to Play

www.spra.sk.ca

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

Canada’s Physical Activity Guides

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

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

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

Appendix D - Potential Barrier - Possible Solution

POTENTIAL BARRIER	POSSIBLE SOLUTION
We are having trouble using the toolkit	Please contact your District office on page 2.
We don't know how to involve more community partners	<p>Community partners can come from all over the community, and may or may not be sport enthusiasts.</p> <p>Partners may include the school(s), recreation departments, other community clubs and groups, health, justice, and businesses. They may help you with access to youth, volunteers, funding, promotion, and facilities and equipment.</p> <p>Consider why each partner would want to be involved (i.e. to provide help, to help promote, to provide equipment, etc.) and how the program benefits their needs (i.e. youth staying in school). Then ask or sell them on these reasons!</p>
We don't know how to involve the children and youth in the planning	Ask the children, youth, and family members what they want and what their barriers are for participating in sport. Go to the children and youth directly (at the youth centre, school, store, wherever they hang out!) They will appreciate being asked and that leaders want to provide them with sport opportunities.
There are no trained coaches in our community to lead sports programs	Access the Aboriginal Coaches and Officials program to train caregivers, parents, and retired athletes.
We don't have enough people to help out with our sport programs	<p>Ask parents, caregivers, and community members to help out. Sometimes the person just needs to be personally asked!</p> <p>Food brings people together! Include snacks or a meal with meetings, etc.</p>
We don't have enough money	<p>Eligible communities can access the Aboriginal Community Sport Grant.</p> <p>There are other funding programs that could support your sport development plans. Visit www.saskaboriginalresources.ca</p>
We organize sports but the children and youth don't show up	<p>Be sure it is a sport they are interested in and that the sport is developmentally appropriate.</p> <p>Find out why they are not attending, maybe they need a ride.</p> <p>Promote the opportunity and what is important to them. (i.e. chance to be with friends, play in tournaments, etc.)</p> <p>Go to the school or youth centre to recruit participants.</p> <p>Be consistent! Cancel as little as possible. Make it fun!</p>
We don't have a facility to play in	<p>Can the sport be played where you have access now (modified)? (i.e. outdoor rink)</p> <p>Ask a neighbouring community to use their facility.</p> <p>Can you set up a partnership agreement to use facilities in the community? (i.e. The school at no cost)</p> <p>Is it a scheduling problem? Can you meet with the school or community recreation to get access?</p>

POTENTIAL BARRIER	POSSIBLE SOLUTION
We don't have all the equipment we need	<p>Can you host a community fundraiser to get the equipment?</p> <p>Can someone in the community help you get the equipment. (i.e. school)</p> <p>Access a KidSport program or consider starting the program in your community</p> <p>Check with the provincial sport governing body or District to see if they can help you find equipment</p> <p>Check to see if there are other grants or businesses that might want to sponsor you to purchase equipment</p>
We don't have a league to play or know where we can play other teams	<p>Contact your Sport, Culture and Recreation District to help connect you with other community leagues and/or teams to participate/compete against, or to develop a league</p> <p>Contact the provincial sport governing body (i.e. Saskatchewan Soccer Association) to see what clubs, leagues, etc. are near you</p>
We don't know how we can travel to other communities or areas to participate/ compete	<p>Ask for help! Find out if the recreation department, community or school has a van you could use. Are parents and family members willing to drive the participants?</p> <p>Ensure that you have considered the funds you need to travel. (i.e. gas, etc.)</p> <p>Ensure that you have considered safety and insurance for your travel needs.</p>
The parents don't want to get involved	<p>Recruit parents, older siblings, and other family members to help as coaches, managers, drivers, record keepers, etc. Try and define what you need ahead of time, and communicate the specific task required to those helping out.</p> <p>Thanks and recognize your helpers for their support!</p>
We want to encourage the children and youth to eat healthy. Who can help?	<p>Talk with a nutritionist, health promotion worker or public health nurse in your community for information and ideas.</p> <p>Access the Canada's Food Guide for First Nations, Inuit and Métis people from Health Canada</p>
How can we keep the program going every year	<p>When community support is solid, a program can usually keep going from year to year.</p> <p>Ensure the community sees the value in the program(s) for the children and youth</p> <p>Try to have money budgeted for the sport every year, i.e. through the community or by fundraising.</p> <p>When a program is well organized and consistent, participation is less likely to drop off</p>

Appendix E - Eligible Sport Programs

- Archery
- Athletics (High Jump, Hurdles, Long Distance Running, Long Jump, Pole Vault, Shot Put, Sprinting, Weight Throw)
- Badminton
- Baseball
- Basketball
- Baton Twirling
- Blind Sports (Bowling, Curling, Goalball, Lawn Bowling)
- Bowling
- Boxing
- Broomball
- Canoe/Kayak
- Cheerleading
- Curling
- Cycling
- Darts
- Diving
- Deaf Sports (Bowling, Curling, Darts, Golf, Lawn Bowling, Hockey)
- Fencing
- Field Hockey
- Figure Skating
- Football
- Golf
- Gymnastics
- Handball
- Hockey
- Horse Federation (Equestrian, Therapeutic Riding)
- Horseshoe
- Judo
- Karate
- Lacrosse
- Lawn Bowling
- Martial Arts
- Racquetball
- Ringette
- Rowing
- Rugby
- Sepak Takraw
- Skiing (Alpine, Biathlon, Cross Country, Freestyle, Skiing for Disabled, Snowboard)
- Soccer
- Softball
- Special Olympics (Bowling, Swimming, Athletics, Floor Hockey, Figure Skating, Curling, Soccer, Speed Skating, Softball)
- Speed Skating
- Squash
- Swimming
- Synchronized Swimming
- Table Tennis
- Taekwondo
- Team Handball
- Tennis
- Triathlon
- Volleyball
- Water Polo
- Water Ski/Wakeboard
- Weightlifting
- Wheelchair Sports (Athletics, Basketball, Paracanoe, Rugby, Sledge Hockey, Tennis, Waterskiing)
- Wrestling

Appendix F - Sask Sport Inc. Member Organizations

Since its inception in 1972, Sask Sport Inc. has strived to ensure Saskatchewan residents of all ages can participate in the sport of their choice at their own ability level. By participating in sport, people are receiving much more than just a good workout – they are increasing their physical fitness levels, improving their health, decreasing healthcare costs, boosting the economy, and creating friendships that will last a lifetime. Children who participate in sport learn the value of hard work, dedication, teamwork and responsibility, which are values that will make them future leaders in our communities. Simply put, Sport - It's More Than A Game.

Sask Sport Inc. came into existence when the provincial amateur sport community realized there was a need to work together to develop common programs and fundraising initiatives. From a dozen organizations at its founding convention, Sask Sport Inc. has grown to more than 70 active and affiliate members, representing more than 300,000 registered participants throughout the province.

The scope of the amateur sport community in Saskatchewan is enormous. Member organizations coordinate sporting activities and distribute funds to clubs, teams and athletes in communities throughout the province. Provincial sport organizations also provide governance, professional guidance, ensure safety, provide insurance, set rules, raise funds, acquire sponsorships, and train athletes, coaches and officials. Saskatchewan is home to almost 19,000 certified coaches and over 15,000 certified officials.

These sport organizations provide program services to approximately 6,000 local sport organizations and teams, which support a variety of programs and services such as skills clinics, high performance training, sport science, medical services and leadership development. As well, sport organizations initiate programs that are directed at increasing participation by under-represented groups such as youth at risk, people with disabilities, aboriginal people, women, northern residents, the economically disadvantaged and seniors.

Saskatchewan Sports Organizations

Provincial Sport Governing Bodies (PSGBs) foster, develop, promote and regulate the playing and officiating of their sport. They provide professional guidance, ensure safety, sanction events, oversee competition, provide insurance, set rules, raise money, acquire sponsorships and train athletes, coaches and officials.

The Provincial Sport Governing Bodies are as follows:

Saskatchewan Archery Association	www.saskarchery.com
Saskatchewan Athletics	www.saskathletics.ca
Saskatchewan Badminton Association	www.saskbadminton.ca
Saskatchewan Baseball Association	www.saskbaseball.ca
Basketball Saskatchewan	www.basketballsask.com
Saskatchewan Baton Twirling	www.saskbaton.com
Saskatchewan Blind Sports Association	www.saskblindsports.ca
Bowls Saskatchewan Inc.	www.bowls.sk.ca
Bowling Federation of Saskatchewan	www.saskbowl.com
Boxing Saskatchewan Inc.	www.boxingsask.com
Saskatchewan Broomball Association	www.saskbroomball.ca
Canoe Kayak Saskatchewan	www.saskcanoe.ca
Saskatchewan Cheerleading Association	www.sca.ca
Coaches Association of Saskatchewan	www.saskcoach.ca
Saskatchewan Curling Association	www.saskcurl.com
Saskatchewan Cycling Association	www.saskcycling.ca
Saskatchewan Darts Association Inc.	www.saskdarts.com
Saskatchewan Diving Inc.	www.divesask.ca
Saskatchewan Deaf Sports Association	www.deafsportssask.org
Saskatchewan Fencing Association	www.saskfencing.com
Saskatchewan Field Hockey Association	www.saskfieldhockey.ca

Football Saskatchewan	www.footballsaskatchewan.ca
Saskatchewan Golf Association	www.saskgolf.ca
Gymnastics Saskatchewan	www.gymsask.com
Saskatchewan Handball Association	http://nonprofits.accesscomm.ca/sha/
Saskatchewan Handgun Association	www.saskhandgun.ca
Saskatchewan Hockey Association	www.sha.sk.ca
Saskatchewan Horse Federation	www.saskhorse.ca
Horseshoe Saskatchewan Inc.	www.saskhorseshoe.ca
Judo Saskatchewan	www.judosask.ca
Saskatchewan Karate Association	www.saskarate.com
Saskatchewan Lacrosse Association	www.sasklacrosse.net
Saskatchewan Martial Arts Association	http://saskmaa.com
Saskatchewan Racquetball Association	www.racquetballsask.ca
Saskatchewan Provincial Rifle Association	www.saskrifle.ca
Ringette Association of Saskatchewan	www.ringettesask.com
Saskatchewan Rowing Association	www.saskrowing.ca
Saskatchewan Rugby Union Inc.	www.saskrugby.com
Saskatchewan Sailing Clubs Association	www.sasksail.com
Saskatchewan Games Council	www.saskatchewanangamescouncil.ca
Saskatchewan High School Athletic Association	www.shsaa.ca
Skate Canada Saskatchewan	www.skatecanadasaskatchewan.com
Saskatchewan Skeet Shooting Association	www.shotgunsports.sk.ca
Saskatchewan Ski Association	www.saski.ca
Saskatchewan Provincial Small Bore Association	www.spsba.ca
Sepak Takraw Saskatchewan	www.sepaktakrawsask.com
Soaring Association of Saskatchewan	www.soar.sk.ca
Saskatchewan Soccer Association	www.sasksoccer.com
Softball Saskatchewan	www.softball.sk.ca
Special Olympics Saskatchewan Inc.	www.specialolympics.sk.ca
Saskatchewan Amateur Speed Skating Association	www.saskspeedskating.ca
Saskatchewan Sports Hall of Fame Museum	www.sshfm.com
Sport Medicine and Science Council of Saskatchewan	www.smscs.ca
Sport Parachute Association of Saskatchewan Inc.	www.skydive.sk.ca
Saskatchewan Squash Inc.	www.sasksquash.org
Swim Saskatchewan Inc.	www.swimsask.ca
Synchro Saskatchewan	www.synchrosask.com
Saskatchewan Table Tennis Association	www.skttta.ca
Saskatchewan WTF Taekwondo Association	www.saskwtf.com
Saskatchewan GTF Taekwon-Do Inc.	www.saskgtf.com
Saskatchewan Team Handball Federation	www.saskhandball.com
Tennis Saskatchewan	www.tennissask.com
Saskatchewan Amateur Trapshooting Association	www.shotgunsports.sk.ca
Saskatchewan Triathlon Association	www.triathlonsaskatchewan.org
University of Regina, Faculty of Kinesiology and Health Studies	http://kinesiology.uregina.ca
University of Saskatchewan, College of Kinesiology	www.usask.ca/kinesiology
Saskatchewan Volleyball Association	www.saskvolleyball.ca
Water Polo Saskatchewan	www.wpsask.ca
Water Ski and Wakeboard Saskatchewan	www.wswsask.com
Saskatchewan Weightlifting Association	www.saskweights.ca
Saskatchewan Wheelchair Sports Association	www.swsa.ca
Saskatchewan Amateur Wrestling Association	www.saskwrestling.com

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