



VOLUME 1, edition 2

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## Inclusive Recreation Resources

Following are a few resources offered by the Active Living Alliance For Canadians with Disabilities that may be useful and helpful to schools, communities, camps, and recreation professionals.

### Moving to Inclusion – The Abridged Version

This helpful resource includes an introductory booklet and nine disability specific booklets. The nine specific disabilities address: amputation, cerebral palsy, deaf or hard of hearing, intellectual, disability, multiple disabilities, physically awkward, visual impairment, students who use a wheelchair, and skiing for students with a disability. Each specific booklet is an abbreviated form of the comprehensive version. Ideal for a quick reference tool, all contained in one binder.

Cost: \$25.00 (English)

### Words With Dignity

Mark your page with this handy laminated book mark, listing appropriate terms to use when referring to persons with a disability. No office, school or camp should be without one!

Cost: \$5.00 (per bundle of 20)

### Fit For All

Physical activity and active living are key to the quality of life for all Canadians. Be sure to post this attractive, one page, laminated, reference guide around your office, school, or camp. The mini poster lists tips to help ensure that your community, events or camps are accessible to all.

Cost: \$5.00 (per 5 mini-posters) or \$1.25 each

### Reversing The Barriers

Anyone needing help overcoming common barriers that persons with a disability experience will find this resource invaluable. Traditional hurdles are identified and solutions are recommended to encourage participation for persons of ALL abilities.

Cost: \$5.00 (Bilingual)

## Professional Development Opportunities

### Youth Development through Recreation Canadian Symposium

April 24 - 26, 2003

Calgary, Alberta, Canada

*Radisson Hotel Calgary Airport*

#### Purpose

The purpose of the symposium is to provide a forum for advancing knowledge about the contributions of recreation programs and services to meeting the needs of youth in our communities. While the specific focus of the symposium will be on youth that are living in high-risk environments, many of the issues relate to planning prevention-oriented programs for youth from any setting.

#### Partners

The Alberta Recreation and Parks Association (ARPA), The City of Calgary, Boys and Girls Club Community Services, YMCA Calgary

This symposium is based on the National Prevention through Recreation Services School model that has been successfully operating in the United States for the last 5 years.

For more information: [www.sport.ab.ca](http://www.sport.ab.ca)

### 6<sup>th</sup> Annual Prevention through Recreation Services School

A certified continuing education program sponsored by the National Recreation and Parks Association.

6-8 February 2003

*Chattanooga, Tennessee*

#### Topics will include:

- ✓ Community partnering from a grassroots perspective
- ✓ Grants, resources and youth development
- ✓ Programming for girls
- ✓ Measuring tools and program evaluation
- ✓ Adaptive leisure
- ✓ And more...

For more information visit:

<http://www.chattanooga.gov/cpr/Preven>

If you would like to order or receive information on these or other resources contact:

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New Brunswick E3B 7G5

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## ASSET BUILDING – WHAT IS IT AND WHY DOES IT MATTER?

*“Adults underestimate youth and their ability to do good in society, but I think kids are the ones who are going to change the world”*  
Craig Kielburger, 15 year old founder of Free the Children, a worldwide anti-child labor group

In an effort to identify the elements of a strength-based approach to healthy development, Search Institute, an independent, nonprofit, organization whose mission is to advance the well-being of adolescents and children developed the framework of developmental assets.

These 40 assets are positive experiences, relationships, opportunities, and personal qualities that young people need to grow up healthy, caring, and responsible. Created in 1990, the framework is grounded in research on child and adolescent development, risk prevention, and resiliency. Surveys consistently show that young people who experience more of these assets are more likely to make healthy choices and avoid a wide range of high-risk behaviors. The relative absence of these assets in the lives of young people in every community studied has prompted hundreds of communities to mobilize on behalf of young people.

This framework identifies 40 critical factors for young people's growth and development. When drawn together, the assets offer a set of benchmarks for positive child and adolescent development. The assets clearly show important roles that families, schools, congregations, neighborhoods, youth organizations, and others in communities play in shaping young people's lives.

### External Assets

The first 20 developmental assets focus on positive experiences that young people receive from the people and institutions in their lives. Four categories of external assets are included in the framework:

- ✓ Support-Young people need to experience support, care, and love from their families, neighbors, and many others. They need organizations and institutions that provide positive, supportive environments.
- ✓ Empowerment-Young people need to be valued by their community and have opportunities to contribute to others. For this to occur, they must be safe and feel secure.
- ✓ Boundaries and expectations-Young people need to know what is expected of them and whether activities and behaviors are "in bounds" and "out of bounds."
- ✓ Constructive use of time-Young people need constructive, enriching opportunities for growth through creative activities, youth programs, congregational involvement, and quality time at home.

### Internal Assets

A community's responsibility for its young does not end with the provision of external assets. There needs to be a similar commitment to nurturing the internal qualities that guide choices and create a sense of centeredness, purpose, and focus. Indeed, shaping internal dispositions that encourage wise, responsible, and compassionate judgments is particularly important in a society that prizes individualism. Four categories of internal assets are included in the framework:

- ✓ Commitment to learning-Young people need to develop a lifelong commitment to education and learning.
- ✓ Positive values-Youth need to develop strong values that guide their choices.
- ✓ Social competencies-Young people need skills and competencies that equip them to make positive choices, to build relationships, and to succeed in life.
- ✓ Positive identity-Young people need a strong sense of their own power, purpose, worth, and promise.

### The Power of Asset

On one level, the 40 developmental assets represent everyday wisdom about positive experiences and characteristics for young people. In addition, Search Institute research has found that these assets are powerful influences on adolescent behavior—both protecting young people from many different problem behaviors and promoting positive attitudes and behaviors. This power is evident across all cultural and socioeconomic groups of youth. There is also evidence from other research that assets have the same kind of power for younger children.

Yet, while the assets are powerful shapers of young people's lives and choices, too few young people experience enough of these assets. The average young person surveyed experiences only 18 of the 40 assets. Overall, 62 percent of young people surveyed experience fewer than 20 of the assets. In short, most young people do not have in their lives many of the basic building blocks of healthy development.

### Everyone's an Asset Builder

The good news is that everyone can build assets. It's not just the responsibility of families, schools, social service agencies, or other institutions—though they all have important roles. -Everyone—from a child to a grandparent to a caring neighbor—can start building assets today with the young people in your family, neighborhood, community, or place of business.

**The information on this page was referenced from the Search Institute. For additional information on assets and asset building consult the Search Institute website at [www.search-institute.org](http://www.search-institute.org)**

## Recreation and youth websites

Youth Assisting Youth  
[www.yay.org](http://www.yay.org)

YMCA Youth Gambling Project  
[www.ymcatoronto.org/gambling/](http://www.ymcatoronto.org/gambling/)

ACTive – Canada’s strategy for the development of girls and women through physical activity and sport  
[www.ACTivestrategy.ca](http://www.ACTivestrategy.ca)

Nova Scotia Youth Secretariat  
<http://youth.ednet.ns.ca/>

## Support for the Transformation of Competitive Culture in Recreation Programming

*Competition Defined: Mutually exclusive goal attainment.  
In other words – I can only win if you lose.*

In North America it is not uncommon to lose 80-90% of participants in organized sport by age 15 (Orlick, “Winning through competition”, pp.129-131). In an overwhelming number of cases the reason for withdrawal from competitive sport is that the activity got too serious and as a consequence lacked the ‘fun’ element.

Many associate competition with fun. However when examined within the context of recreational programming, whose purpose is to encourage participation, perhaps a more cooperative approach should be given serious consideration. If there are clearly defined winners and losers within a program, we run the risk of excluding half of our participants. Youth, especially girls, benefit from positive social and physically active programs. These types of offerings increase self esteem and decrease levels of anxiety in young people when done in a cooperative, inclusive environment.

Some suggestions on how we can all begin to create a more cooperative culture within our programs:

- a. Modify Scoring
  - ✓ Keep but downplay the score. Focus only on skill development, fun and cooperation in your comments.
  - ✓ Do not keep score at all. Focus only on skill development, fun and cooperation in your comments.
  - ✓ Modify the scoring so that it is impossible for anyone to keep track of the score.
  - ✓ Modify the scoring so that it is a reflection of the entire group activity, even if there are two teams.
- b. Modify the Groupings
  - ✓ Ensure that no identifiable groups are teams (for example boys against girls, green group versus red group or clic A against clic B)
  - ✓ If you are keeping teams, ensure that all players rotate to all positions. ‘Star players’ in ‘key positions’ sends a clear message to the rest of the players.
  - ✓ If you are keeping teams, rotate the player through both teams.
- c. Modify the Activity
  - ✓ Find cooperative games that do not pit one team or player against each other.
  - ✓ Have players develop games that are fun, challenging and that require strategy AND that require every single person work together to achieve the goal of the activity successfully.

### Sample activities

#### *Not Quite Soccer*

In this game you will set up 3 lines of 4 people (4 forwards, 4 midfielders and 3 defense with a goalie), per team. After very five minutes of play, each and every line on both teams moves in the same direction 1 line toward 1 end of the field. One teams’ forwards will become the other teams’ forwards, who will be shifting to play midfield. In essence, the entire group is rotating through all positions on both teams.

#### *Almost Baseball*

Six to eight batters are behind the batting cage, while the rest of the players take positions in the field. The person who comes up to bat has as many pitches as it takes to hit the ball. They run the bases until they are tagged out or make it home. If they make it to a base and stay, the next batter’s hit can move them closer to home. When a play makes it home, or gets tagged out they go into the field and replace a fielder who then comes in to join the batting group. No score is kept.

## National Youth Model Update

In August 2002, an update on the status of the National Youth Program and Services Model for Canadian Forces (CF) communities was distributed. The update outlined several key accomplishments that had been realized since December 2001, culminating with the delivery of a proposed CFPSA National Youth Programs and Services Model.

In September 2002, DPSPR and DMFS received a report, prepared by the SMC Group, which presented a proposed CF Youth Model.

The proposed Model recommends enhancements to existing planning, development and delivery strategies for youth programs and services.

To achieve these enhancements the Model presents strategic, programming, planning and evaluation principles on which to achieve the desired outcomes.

The elements of the proposed youth delivery model include:

*The vision for success: Youth from Canadian Forces families receive seamless and quality programs and services wherever they live, whatever their needs.*

*The Model's values: Needs driven, youth first and youth focused; and respecting and valuing the needs and contributions of all staff, volunteers and other groups and organizations.*

*The operating principles: Committed to a transparent process; strive for excellence; visionary and pro-active; inclusive; and working together.*

*The founding pillars of the Model: youth driven and youth engaged; national scope and local focus; integrated and collaborative process; holistic approach; and asset-based perspective.*

*The overarching outcomes: youth make positive lifestyle choices; youth contribute to the larger community; youth have access to information; and youth have meaningful relationships with peers and adults.*

*The core programming components: youth leadership development; connecting youth; healthy choices; and youth support.*

Since the delivery of the Model, the CFPSA has been in the process of finalizing the recommendations made in the report; preparing a communication strategy; and investigating sponsorship and funding opportunities.

Key activities related to the Model include:

- a. preparing for a transitional launch of the core programming components;

- b. assembling a National Youth Advisory Group and youth team;
- c. determining support and resource requirements;
- d. developing strategies to foster new leaders;
- e. supporting partnerships and sponsorship development; and
- f. striving to secure funding which will enhance provision strategies.

Throughout these processes, the CFPSA will continue to communicate the status and milestones of the Youth Model's implementation. It is expected that in early 2003, information on the launch of the Model will be available, as well as an initial information package on the framework and principles governing the Model. Also, in early 2003 PSP offices and MFRCs will receive one copy in each official language of the "CF Youth on the Move" video. Lastly, early in 2003, data collected as part of the development of the Model will be forwarded electronically to all locations. This package will include a report on Canadian youth trends and the interim report produced by the SMC Group.

At this time, the CFPSA would like to acknowledge the following locations for their contributions to the development of the Model:

*Halifax; Greenwood; Shearwater; National Capital Region; Petawawa; Comox; Esquimalt; Montreal; and Valcartier.*

In addition, the CFPSA would like to thank those who completed and/or participated in the collection of data through the Base Staff and Volunteer Survey and the Inventory Survey.

The participation of these locations contributed to the overall success of the development of the Model by identifying the necessary support and resource requirements needed to address the interests of youth from military families. We hope to be able to continue to rely on your support as we strive to enhance youth services by fostering cooperative and collaborative partnerships.

Finally, the CFPSA would like to thank SISIP Financial Services for sponsoring the development of the Youth Model.

**Questions? Please contact Anne-Marie Vaz, DMFS 8 at (613) 992-2328, or Laurie Ogilvie, NRYSM at (613) 995-7802.**

## B-I-N-G-O

By Cheryl Layden, TFBH PSP Manager

I am not normally one to visit the local BINGO hall for a regular game. Nor are most of the people who choose to play the game here in-theatre. As a matter of fact, until my time here in Bosnia-Herzegovina I have never even played the game. Okay, that's not quite true, I used to play car bingo on long trips as a kid but it never really counts until there is money involved. Let me tell you, BINGO in-theatre is another story all itself! It has become part of our Sunday routine. It's right up there with sleeping in late, walking to the Castle, going to the CD shop and cleaning the ISO. So has heckling the caller or setting out good luck charms on the table. Passing time in-theatre is the only thing that counts and BINGO gets you through Sunday night, that and the ice cream bars that are only available on Sunday night. So if you're heading for Bosnia get out you dabber and start practicing your **shhhs**. The jackpot has yet to be won!



We hoped you liked the second edition of the Rec Room. If you have any comments or wish to submit articles please contact Lara Rooke, NRYSC at (613) 002-4642 or Laurie Ogilvie, NRYSM at (613) 995-7802.

