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Points of Interest

Alberta Recreation and Parks Aboriginal Pre-Conference Session

Fundamentals of Long term Athlete Development

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From the Desk of the Executive Director

On behalf of the ISCA Board of Directors and staff, I wish to take this opportunity to wish each of you and your loved ones a very Merry Christmas.

In early September 2010 you received information regarding the cancellation of the 2011 NAIG. NAIG members approved the motion to develop and stage 15 North American Indigenous Sport Championships in the summer of 2012.

I recently return from NAIG Board of Director meetings. To date no Province or State have expressed interested in hosting an event. The application deadline to host an event has been extended to January 31, 2011. Please keep in mind that there is no funding available or hosting or travelling to

these events.

The ISCA Board of Directors will be meeting to discuss the potential of hosting various provincial championships in 2011.

If you have any questions, please feel free to contact me.

Ted Hodgson
Executive Director

403-202-6539



Safe Communities Innovation Fund

The Safe Communities Innovation Fund ("SCIF") is part of the government's response to reducing and preventing crime in Alberta.

The goals of SCIF are:
To reduce and prevent crime and social disorder (see glossary for definition) through:

1. community and police partnerships;
2. innovative community-based initiatives; and
3. development of crime reduction and prevention plans for municipalities, regions or Ab-

original communities.

The Indigenous Sport Council (Alberta) has submitted an application to enhance youth capacity and self esteem through promoting and developing the physical, spiritual, cultural, and mental health, of youth aged 6-18 residing in Metis Settlement and First Nation communities facing issues of substance abuse, violence and high risk behaviours.

As well there will be a focus on creating safe communities

and reclaiming a greater sense of community.

The ISCA if successful will work with the following identified communities/ organizations:

- Dene Tha First Nation
- Driftpile First Nation
- Gift Lake Metis Settlement
- Kehewin Cree nation - One-health
- Kikino Metis Settlement
- Montana First Nation
- Piikani Youth Centre

Indigenous Sport Council (Alberta) Mandate and Board of Directors

Mandate

To encourage and promote the physical, spiritual, and cultural health, and fitness of Indigenous Youth within the Province of Alberta;

To encourage, foster and develop emotional, mental, spiritual and physical well – being in Indigenous Youth in Alberta;

To encourage development of self-esteem, pride, dignity, confidence and self – discipline in Indigenous Youth;

To increase awareness and un-

derstanding of Indigenous peoples, their cultures and communities;

To encourage and promote Indigenous Youth to pursue higher levels of education;

To identify and promote indigenous community development through the implementation of leisure and recreation programming.

Board of Directors

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Charlton Weasel Head

Métis Settlements of Alberta

Cory Cardinal
Hector Lamouche

Treaty Eight

Shelly Hamelin

1 Positions Vacant

The Power and Promise of Recreation in Aboriginal Communities Thursday October 21, 2010 Jasper Park Lodge

The theme of the Pre-Conference Session was:

“Harvesting our collective assets to deliver the power and the promise of recreation”

Approximately 30 participants were in attendance at this session hosted by Alberta Recreation and Parks Association (www.arpaonline.ca), their ACE Communities initiative (www.acecommunities.ca), and the Indigenous Sport Council Alberta (www.aboriginalsports.org), and the Alberta Ministry of Tourism, Parks and Recreation.

Session hosts were Janet Naclia, Brenda Herchmer, Trudy Yellow Fly, Wayne Page, and Chris Szabo.

.Participants generated the following topics for meeting break-out sessions.

Future Leaders
Kids at Hope
Structuring a Youth Council Programs for Children Age 6-12

Impact of Policy on Aboriginal Recreation and Sport
Funding (grants) for Culture Programs

Motivating Volunteers/ Coaches

Outdoor Cultural Parks
Youth Success Stories
Youth Leadership
Benefits of Organized Sports

Proceedings from the session can be obtained by contacting either Trudy Yellow Fly (trudy@aboriginalsports.org) or Wayne Page (waynepage@shaw.ca)

Participants Closing Comments included:

- interactive ideas stood out, learning from each other
- will start up a youth council – made an important connection
- Kids at Hope stood out for me – made contacts
- renewed interest in my job
- a lot of interest in recreation for youth (municipal councilor) found that there are resources out there
- success stories – renewed my motivation
- a lot of us have the same commonalities (youth, healthy lifestyles)
- policy – now know where it needs to go
- all have the same goal need to work together more – invite others to share and

- will continue to be a part of ACE Communities makes my job easier – keeps me focused
- will start something for my son’s age
- happy to see young people from Friendship Centre – good to have their input
- learned about historical issues and networks
- learned about funding strategies
- learned about community issues
- this was a real motivator for me
- success stories stood out – good incentive
- learned about untapped resources

Fundamentals - Long Term Athlete Development - Canadian Model

Introduction

From ages 6-9 in boys and 6-8 in girls, children need to participate in a variety of well-structured activities that develop basic skills. However, activities and programs need to maintain a focus on fun, and formal competition should only be minimally introduced.

Objective: Learn all fundamental movement skills and build overall motor skills.

This is a critical stage for the development of physical literacy, and it is during this time that the foundations of many advanced skills are laid down.

Skill development for children this age is best achieved through a combination of unstructured play in a safe and challenging environment; and quality instruction from knowledgeable teachers/leaders/coaches in community recreation activities, schools, and minor sport programs.

Skill development during this stage should be well-structured, positive and FUN, and should concentrate on developing the ABCs – of Agility, Balance, Coordination and Speed, plus rhythmic activities.

Hand and foot speed can be developed especially well by boys and girls during this stage and if this window of opportunity to develop speed is missed, body speed later in life may be compromised.

This is a great age for children to take part in a wide range of sports – and they should be encouraged to take part in land-based, water-based and ice/snow based activities at different times of the year.

It is important that all children including those with a disability, master fundamental movement skills before sport specific skills are introduced.

Strength, endurance and flexibility need to be developed, but through games and fun activities rather than a training regimen.

Learning to “read” the movements going on around them and make sound decisions during games are critical skills that should be developed at this stage.

Things to think about:

Children this age should not specialize in a single sport. Although they may well have a preferred sport that they take part in once or twice a week, they should take part in other sports or activities at least 3 to 4 times per week. Children this age have a strong sense of what is “fair” and should be introduced to the simple rules and ethics of sports. Basic tactics and decision making can be introduced.

Using equipment that is the right size, and that fits well makes learning activities much more enjoyable and also safer. Equipment swaps and rentals are one way to keep the cost of participation down – and this is particularly important for children with a disability who need specialized sports equipment.

Physical Literacy Activities

Encourage children to engage in unstructured physical play with their friends every day, regardless of the weather.

Continue to play catching, throwing, hitting, running and other physically

demanding games with both boys and girls. If possible, enrol children in programs that offer a wide variety of different activities (multi-sport programs) or in a wide range of different activities. Try as many different activities as possible.

Attend parent-teacher, or other school meetings and advocate for quality physical education programs in the school – with sufficient time allocated (recommended allocation 150 minutes per week – 30 minutes per day) taught by a qualified physical educator.

Don’t be concerned with the score. At this age many programs that include competition don’t keep score. This puts the focus of the program on learning and having fun, rather than on doing whatever it takes to win matches, games and leagues.

Don’t believe the myth that early specialization in sports such as soccer or hockey will lead to far greater performance later in life. Developing all-round athletes at this age is far better, but remember that a few sports (such as gymnastics and figure skating) do require early specialization.

A Hop, Skip and a Jump: Enhancing Physical Literacy: A great resource for early childhood educators!

A user-friendly resource manual intended to promote increased daily physical activity and enhance the physical literacy development of preschool children. It offers 50+ ready to use, fun filled activities .

Tips To Reduce Your Rink's Electrical Demand Charge

The following article is from *Leisure Lines* a publication from Alberta Recreation Facility Personnel Association.

What is a demand charge?

The monthly electrical demand charges are usually based on the peak electrical use recorded during any 20 minute interval that exceeds 50 kilovolt-amperes (kava) during the billing period.

In almost all artificial ice rinks and curling rinks electrical demand is high enough (greater than 50 kava) that the rink must pay electrical demand charges.

The demand charge will be a large part of the bill if the customer uses a lot of power over a short period of time, and a smaller part of the bill if the customer uses power at a more constant rate throughout the month.

For example, a customer using 200 kava over half an hour uses the same amount of electricity as a customer using 100 kava over one hour. Both ultimately used the same amount of electricity, but the first customer demanded electricity at a rate of 200 kava per half hour. The second customer demanded electricity at a rate of 100 kava per half hour over a longer period of time. The first customer's demand - or rate at which that customer requires the electric energy to be delivered - was twice that of the second customer.

The demand charge reflects this higher cost of service.

Following are some ways to reduce your rink's demand charges.

1. Avoid demand charges for one month in the fall by not starting the refrigeration compressors until after the meter has been read.
2. Similarly, avoid one month's electrical demand charges by not running the refrigeration compressors once the meter has been read in the month of shutdown for the season.
3. Add power factor correction to help reduce the peak electrical demand for rinks with artificial ice.
4. In cold weather consider operating only one refrigeration compressor at a time. This can result in significant savings to your demand charges and overall electricity use.

5. Rink start-up is typically when the greatest electrical demand peak is reached. This sets the minimum bill for the next 11 months. Make every effort to minimize the use of non-essential electrical equipment such as drink coolers, refrigerators, freezers, etc. during this critical start-up period.

6. When replacing electrical motors on the ice plant and brine pump, choose the highest efficiency (called premium efficiency) motors.

7. Stage big-power activities, like starting the ice plant and turning on arena lights, at least 20 minutes apart.

8. Install demand-limiting equipment and controls (usually within computerized energy management system) that senses when a new demand peak is approaching and immediately warns building

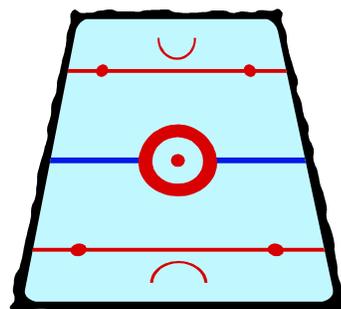
operator or automatically shuts off non-critical loads.

9. Speak with your power company to determine if adding a separate service for the ice plant is cost effective.

10. Disconnect your ice plant meter during off-season months.

11. Shave ice as part of daily maintenance to maintain 1" ice thickness. The amount of power required to keep ice frozen increases incrementally based on its thickness.

--Sask Power Energy Management Resources



Basics of Proposal Writing

Often as the recreation director/ leader you are required to develop grant applications or develop proposals for funding from other sources. This section is intended to provide you with some ideas to complete this task.

In order for any proposal to be successful you must have a clear understanding on why your project should be initiated.

Is it for a cause?

Is there a need for the service/ program/ facility you are proposing?

What is the need?

Who will it benefit?

Why are they going to need it?

Proposals are not just requests. They are persuasive, logical, propositions loaded with solid factual support. If drafted correctly, they are tools you will use to *sell yourselves* to a foundation, an agency, a company, a board, some level of government or to an individual.

In order for the decision makers to support a project, the applicant must convince them that **it is unique** and will meet a genuine need at a reasonable price.

The applicant must show that the organization has the **ability to successfully implement such a project.**

To find the right foundations/ corporations to approach, as indicated previously you first need to develop a case resource file. Once you have completed that process you must now describe in detail the priorities for which you are seeking funding. Past donors are the most likely source of future support.

Organization and Project Description Worksheet

1. What is the major subject area of your organization?
2. What additional subject areas are you involved in?
3. What is the main subject area of this particular proposal?
4. What related subjects does the proposal deal with?
5. What population groups are served by your organization?

6. What population groups will benefit from this proposed project?

7. What type of support are you seeking (i.e. ... project, seed money, building etc. ...)?

8. What geographic areas will be served by the project?

9. Will the project have any impact beyond the community where it will be operated?

10. How much will the project cost in total?

11. How much foundation/ corporation support are you seeking?

12. What other sources of support will be used to meet project costs?

13. Who has supported or expressed an interest in your organization's programs?

It is suggested that your proposal be prepared and written in the following order:

Issue Definition: an accurate and specific definition of the problem.

Objectives: the establishment of feasible, measurable objectives.

Methods: the choice of appropriate means to address the problem and meet the objectives.

Evaluation: a plan to evaluate progress and impact.

Future Funding: a plan to meet future or on-going funding requirements, if any.

Budget: a budget that will give an investor confidence.

Introduction: an introduction to the organization that inspires confidence and enthusiasm.

Summary: a clear and concise summary of the above on which a funder could base a decision if it were the only piece read.

For further information refer to the Indigenous Sport Council (Alberta) resource manual entitled: *Alberta Aboriginal Sport and Recreation Resource Manual*