

SPORT ORGANIZATION GUIDE

Engaging Indigenous Participants

A GUIDE TO ACTION – GUIDE 1 OF 2

Indigenous Long-Term Participant Development Pathway



Sport for Life



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Foreword

Spencer O'Brien is a Canadian Olympic snowboarder who competes in Slopestyle. A Six-time Winter X Games medalist including the 2016 Gold medal in Slopestyle, Spencer has won gold at the 2013 FIS World Championships and also claimed the 2012 World Snowboarding Championships.

From the time I began snowboarding at age 11, I have loved the sport. In the beginning it was just a hobby that I did on the weekends with my family, but as the years went on I realized how deep of a passion I had for it. As I grew into the sport, snowboarding gave me a platform upon which I could push myself and test the limits of my capabilities. In the 17 years since I started, I have participated in competitions around the world. I represented Canada in the 2014 Sochi Olympics, won a gold medal at the 2016 X Games, and have been crowned World Champion twice. So many of these accomplishments were possible because of sport organizations like Canada Snowboard were inclusive of my participation as an Indigenous athlete.

I belong to the Haida/Kwakw'wakw Nation, and I am one of only a handful of Olympians who come from a First Nation in Canada. I am proud of my heritage and where I come from, and I know there are so many more incredible Indigenous athletes who need to be given a chance, an opportunity to be involved in sport. I strongly believe that more work needs to be done by sport organizations across Canada to ensure Indigenous athletes have the opportunity to participate in the sports they love—whether that participation leads to a pursuit of excellence in their given sport or the desire to lead a healthy and active lifestyle. A great example of this is Canada Snowboard's Indigenous Snowboard program delivered in partnership with the First Nations Snowboard Association.

Further, I encourage all sport leaders to read the Indigenous Long-Term Participant Development Pathway Sport Organization Guide and Competition Guide, and take action to ensure their organizations are considerate of participation of Indigenous athletes at all levels.



Introduction

Sport has been an integral part of the culture of First Nations, Inuit, and Métis peoples throughout history. Sport means different things to different Indigenous peoples, and traditional games have both spiritual and practical purposes.

However, Indigenous peoples across Canada have had different experiences with systemic and overt forms of discrimination, including (but not limited to) racism within the mainstream sport system. Many aspects of the mainstream system also do not necessarily align with Indigenous needs. These experiences, along with many other barriers, have made participation in sport challenging for Indigenous peoples. In response, an Indigenous sport system has emerged to serve the Indigenous population.

Indigenous peoples want to engage in sport opportunities and they have a right to participate in the mainstream sport system. But they need to be welcomed to participate, and if provided with appropriate opportunities, they may develop into talented and exceptional athletes. Over the last century, Canadian sport has benefitted from Indigenous athletes representing Canada

at international competitions and events. Many Indigenous athletes have played professionally in major leagues and events around the world, however, the number represents only a small portion of the Canadian Indigenous population.

In Canada today, over half of all Indigenous peoples live outside their traditional communities, often in urban settings where much of the mainstream sport system is available and at its strongest. National Sport Organizations (NSOs) and Provincial/Territorial Sport Organizations (PTSOs) have a responsibility to ensure that their sport is accessible to participants. In order for sport organizations to create the best quality experience in Indigenous sport and recreation, they must first acknowledge that parts of the mainstream sport pathway do not support the needs and priorities of Indigenous peoples and then take corrective action.

Indigenous leaders from across Canada have identified three key outcomes to be measures of successful implementation:

1. Indigenous children develop the skills, motivation, and desire to be active.
2. More Indigenous athletes reach higher levels of excellence through a pathway of developmentally appropriate training, competition, and recovery programs.
3. The quality of sport and physical activity programs improves, resulting in an increased number of Indigenous people who are active for life.

Engaging Indigenous Participants in Sport provides background information, guidance and tools for sport organizations to adapt programs and services to respond to the needs and goals of the Indigenous athlete and achieve these outcomes.

This guide will give sport organizations an appreciation for and the knowledge to maximize collaboration with the Indigenous sport system, as well as provide the steps to map out how the mainstream sport system can support Indigenous athletes as they move between systems. By using this guide, sport organizations will improve the quality of the sporting experience for Indigenous athletes. By improving their experiences, sport organizations will benefit from enhanced

capacity through mutually beneficial partnerships with Indigenous sport leadership, increased athlete and coach participation, and potential increases in podium performances.

The Prime Minister of Canada, the Right Honourable Justin Trudeau, underlined the importance of working with Indigenous peoples in Canada by stating in the Mandate Letter's presented in November 2015 to Cabinet Ministers that:

"No relationship is more important to me and to Canada than the one with Indigenous Peoples. It is time for a renewed, nation-to-nation relationship with Indigenous Peoples, based on recognition of rights, respect, co-operation, and partnership." (Trudeau, 2015)

Further, the Truth and Reconciliation Commission of Canada's final report provided Calls to Action that identified sport and recreation as tools for social development to improve the health and well-being of Indigenous individuals and communities (Truth and Reconciliation Commission of Canada, 2015a).

Clearly, everyone has a role to play in actively engaging Indigenous peoples to participate in sport. The time is now to make a difference.

1

Indigenous Peoples in Canada

Cultural Awareness

Sport organizations need to be aware of and appreciate the diversity of Indigenous cultures across Canada. Knowing, understanding, and acknowledging the varying characteristics of Indigenous peoples across Canada is part of the foundation for successfully engaging the Indigenous community in sport.

The following excerpt is from the Government of Canada's Indigenous and Northern Affairs Canada department:

“Aboriginal peoples” is a collective name for the original peoples of North America and their descendants. The Canadian constitution recognizes three groups of Indigenous peoples: Indians (commonly referred to as First Nations), Métis and Inuit. These are three distinct peoples with unique histories, languages, cultural practices and spiritual beliefs. There are more than a 1.4 million people in Canada identifying themselves as an Indigenous person (Indigenous and Northern Affairs Canada, 2013).

Indigenous communities are located in urban, rural and remote locations across Canada. They include:

- **First Nations** or Indian Bands, located on lands called reserves in most cases
- **Inuit** communities located in Nunavut, Northwest Territories, Northern Quebec (Nunavik) and Labrador
- **Métis** communities located mainly in Alberta, British Columbia, Ontario, Manitoba and Saskatchewan
- **Urban** communities of Indigenous peoples (including Métis, non-status Indians, Inuit and First Nation individuals) in cities or towns which are not part of reserves (for example, the Indigenous community in Winnipeg). Half of all Indigenous peoples in Canada live in urban areas (Indigenous and Northern Affairs Canada, 2013).

There are hundreds of Indigenous communities across Canada and it is important to learn about them – who they are and where they are from.

Key Terminology

Indigenous	Indigenous means “native to the area.” In this sense, Aboriginal people are indeed indigenous to North America. As a proper name for a people, the term is capitalized to form “Indigenous peoples.” Its meaning is similar to “Aboriginal Peoples,” “Native Peoples” or “First Peoples” (National Aboriginal Health Organization, 2012).
First Nations	“First Nations people” refers to Status and non-status “Indian” peoples in Canada. Many communities also use the term “First Nation” in the name of their community. There are approximately 617 First Nation communities, which represent more than 50 nations or cultural groups and 50 Indigenous languages (Indigenous and Northern Affairs Canada, 2015a).
Band	A body of Indians for whose collective use and benefit lands have been set apart or money is held by the Crown, or declared to be a band for the purposes of the Indian Act. Each band has its own governing band council, usually consisting of one chief and several councilors. The members of a band generally share common values, traditions and practices rooted in their ancestral heritage. Today, many bands prefer to be known as First Nations (Indigenous and Northern Affairs Canada, 2016).
Band Council	This is the governing body for a band. It usually consists of a chief and councillors, who are elected for two or three-year terms (as established by the <i>Indian Act</i> or band custom) to carry out band business, which may include education; water, sewer and fire services; by-laws; community buildings; schools; roads; and other community businesses and services (Indigenous and Northern Affairs Canada, 2016).
Métis	The word “Métis” is French for “mixed blood.” Historically, the term “Métis” applied to the children of French fur traders and Cree women in the Prairies, and of English and Scottish traders and Dene women in the north. Today, the term is used broadly to describe people with mixed First Nation and European ancestry who identify themselves as Métis, distinct from First Nation people, Inuit or non-Indigenous peoples (National Aboriginal Health Organization, 2012).
Inuit (singular- <i>Inuk</i>)	Inuit are the Indigenous peoples of Arctic Canada. They live on four territories: Nunatsiavut (Labrador), Nunavik (Quebec), Nunavut and the Inuvialuit Settlement Region of the Northwest Territories. The Indigenous peoples of the central and eastern Canadian Arctic, Nunavik (northern Quebec) and Labrador call themselves “Inuit.” Inuit of the Mackenzie Delta in the Western Arctic call themselves “Inuvialuit.” Both words mean “the people” in their own dialect (Indigenous and Northern Affairs Canada, 2015b).

Indian	“Indian” collectively describes all the Indigenous peoples in Canada who are not Inuit or Métis. The continued use of the term “Indian” is mainly for legal reasons. Such terminology is recognized in the <i>Indian Act</i> and in the <i>Constitution Act</i> when making reference to this particular group of Indigenous peoples. Some people find the term “Indian” outdated and offensive and prefer to identify themselves as First Nations people. The term “First Nations” came into common usage in Canada in the 1970s as a more respectful replacement, but there is still no legal definition for this term (National Aboriginal Health Organization, 2012).
Status Indian	A Status or Registered Indian is a person who is listed in the Indian Register. The Indian Register is the official record identifying all Status Indians in Canada. The Indian Act sets out the requirements for determining who is a Status Indian (National Aboriginal Health Organization, 2012).
Treaty Indian	Treaty Indians are Indians who are registered or affiliated with a treaty band and are descendants of Indians who signed treaties with the Crown (National Aboriginal Health Organization, 2012).

Brief History

The history of Indigenous peoples in Canada is rich and diverse. This history stretches long into the past before the arrival of the European newcomers with diverse interactions among different peoples, flourishing trade and fierce conflict, and competition for lands and resources. The history of First Nations, Inuit and Métis is essentially the very history of Canada as they have played—and continue to play—important roles in its development and its future.

The relationship between the Crown and Indigenous peoples in Canada is one which has been in near constant evolution since it was first established over 300 years ago. It has been impacted by commercial and economic pressures, by shifting alliances and external threats, as well as by policies of protection and subordination.

On October 7, 1763, King George III issued a Royal Proclamation for the administration of British territories in North America. The Royal Proclamation of 1763 set out the core elements of the relationship between First

Nations and the Crown, established the recognition of First Nation rights in Canada, and laid the foundation of the treaty-making process and Canada’s territorial evolution (Aboriginal Affairs and Northern Development, 2013).

The impact of treaty-making in Canada has been wide-ranging and long standing. The treaties the Crown has signed with Indigenous peoples since the 18th century have permitted the evolution of Canada and form the basis for the ongoing treaty relationship. This treaty-making process, which has evolved over more than 300 years between Indigenous and non-Indigenous peoples in Canada, has its origins in the early diplomatic relationship developed between European settlers and Indigenous peoples. These diplomatic proceedings were the first steps in a long process that has led to today’s comprehensive claims agreements between the Crown and Indigenous peoples (Aboriginal Affairs and Northern Development, 2013).

The Indian Act

The *Indian Act* is the principal statute through which the federal government administers Indian status, local First Nations governments and the management of reserve land and communal monies. It was first introduced in 1876 as a consolidation of previous colonial ordinances that aimed to eradicate First Nations culture in favour of assimilation into Euro-Canadian society. The Act has been amended several times, most significantly in 1951 and 1985 (Henderson, 2006). Parliament passed Bill C-31 in 1985 which removed discriminatory provisions, eliminated the links between marriage and status, gave individual bands greater control in determining their own membership,

The Numbered Treaties

Between 1871 and 1921, Canada undertook a series of land surrender treaties throughout its new territories. The Numbered Treaties set aside reserve lands for First Nations and granted them annuities and the continued right to hunt and fish on unoccupied Crown lands in exchange for Indigenous title. Also included in these new treaties were schools and teachers to educate First Nations children on reserves; farming, hunting and fishing equipment; and ceremonial and symbolic elements, such as medals, flags and clothing for chiefs (Aboriginal Affairs and Northern Development, 2013).

Constitution Act

The Constitution Act in 1982 patriated Canada's constitution. As part of the Act, Section 35 recognized and affirmed existing Indigenous and treaty rights in Canada including the protection of the activities,

and defined two new categories of Indian status. While the government would continue to determine status, bands were given complete control over membership lists (Aboriginal Affairs and Northern Development, 2013).

The *Indian Act* pertains only to First Nations peoples, not to the Métis or Inuit and outlines governmental obligations to First Nations peoples, and determines "status" — a legal recognition of a person's First Nations heritage, which affords certain rights such as the right to live on reserve land (Henderson, 2006).

Throughout the negotiations and in the text of the Numbered Treaties, First Nations were encouraged to settle on reserve lands in sedentary communities, take up agriculture and receive an education. The Numbered Treaties included land surrenders on a massive scale and solidified Canada's claim on the lands north of the shared border with the United States and secured and facilitated access to the vast and rich natural resources of Northern Canada (Aboriginal Affairs and Northern Development, 2013).

practice, or traditions integral to the cultures of Canada's Indigenous population. It also included protection for Indigenous title which protects the use of land for traditional practices.

Self Government

In 1995, the government launched the Inherent Right Policy to negotiate practical arrangements with Indigenous groups to make a return to self-government a reality. This process involved extensive consultations with Indigenous leaders at the local, regional and national levels, and took the position that an inherent right of Indigenous self-government already existed within the Constitution. Accordingly, new self-government agreements would then be

partnerships between Indigenous peoples and the federal government to implement that right. The policy also recognized that no single form of government was applicable to all Indigenous communities. Self-government arrangements would therefore take many forms based upon the particular historical, cultural, political and economic circumstances of each respective Indigenous group (Aboriginal Affairs and Northern Development, 2013).

Residential Schools and the Truth and Reconciliation Commission

The establishment and operation of residential schools were a central element of Canada's Indigenous policy and began in the 1870s. Indigenous children were removed from their families and homes, sometimes forcibly, and taken to residential schools where they were housed and educated under the authority of the Government of Canada. The Government of Canada was involved in the funding and operation of many of these schools, along with various religious organizations, including the Anglican, Presbyterian, United and Roman Catholic churches. Two primary objectives of the residential schools system were to remove and isolate children from their homes, families, traditions and cultures, and to assimilate them into the dominant culture. In all, some 150,000 First Nations, Inuit and Métis children were removed and separated from their families and communities to attend residential schools. While most Indian residential schools ceased to operate by the mid-1970s, the last federally run school closed in the late 1990s (Aboriginal Affairs and Northern Development, 2013).

After nearly a decade of negotiations, in 2007 the Government announced a landmark compensation package (the Common Experience Package) for residential school survivors, worth nearly \$2 billion. The settlement included a common experience payment, an independent assessment process, commemoration activities, measures to support healing and the creation of an Indian Residential Schools Truth and Reconciliation Commission to act as an independent body and to provide a safe and culturally appropriate place for former students and others affected by the residential school system to share their experiences (Aboriginal Affairs and Northern Development, 2013). On June 11, 2008, the Prime Minister apologized on behalf of the Government of Canada, and all Canadians, for the forcible removal of Indigenous children from their homes and communities to attend Indian residential schools (Harper, 2008).

The Truth and Reconciliation Commission of Canada's mandate was to inform all Canadians about what happened in Indian residential schools in Canada. The Truth and Reconciliation Commission of Canada documented the truth of survivors, families, communities and anyone personally affected by the Indian residential school experience. The Truth and Reconciliation Commission of Canada released a final report in 2015:

“For over a century, the central goals of Canada’s Aboriginal policy were to eliminate Aboriginal governments; ignore Aboriginal rights; terminate the Treaties; and, through a process of assimilation, cause Aboriginal peoples to cease to exist as distinct legal, social, cultural, religious, and racial entities in Canada. The establishment and operation of residential schools were a central element of this policy, which can best be described as “cultural genocide.”

Physical genocide is the mass killing of the members of a targeted group, and biological genocide is the destruction of the group’s reproductive capacity. Cultural genocide is the destruction of those structures and practices that allow the group to continue as a group. States that engage in cultural genocide set out to destroy the political and social institutions of the targeted group. Land is seized, and populations are forcibly transferred and their movement is restricted. Languages are banned. Spiritual leaders are persecuted, spiritual practices are forbidden, and objects of spiritual value are confiscated and destroyed. And, most significantly to the issue at hand, families are disrupted to prevent the transmission of cultural values and identity from one generation to the next.

In its dealing with Aboriginal people, Canada did all these things.”

(Truth and Reconciliation Commission of Canada p. 5, 2015b)

Canada’s relationship with Indigenous peoples has suffered as a result of the Indian residential school system. Healing and repairing that relationship requires education, awareness, and increased understanding of the legacy and the impacts still being felt for everyone involved in that relationship.

In order to redress the legacy of residential schools and advance the process of Canadian reconciliation, the Truth and Reconciliation Commission of Canada issued ninety-four calls to action. Of these, five (87, 88, 89, 90 and 91) are specifically categorized under Sports and Reconciliation. In addition, many of the remaining calls to action have implications for sport.

Truth and Reconciliation Commission of Canada (2015b) |Calls to Action for Sports and Reconciliation:

87. We call upon all levels of government, in collaboration with Aboriginal peoples, sports halls of fame, and other relevant organizations, to provide public education that tells the national story of Aboriginal athletes in history.
88. We call upon all levels of government to take action to ensure long-term Aboriginal athlete development and growth, and continued support for the North American Indigenous Games, including funding to host the games and for provincial and territorial team preparation and travel.
89. We call upon the federal government to amend the Physical Activity and Sport Act to support reconciliation by ensuring that policies to promote physical activity as a fundamental element of health and well-being, reduce barriers to sports participation, increase the pursuit of excellence in sport, and build capacity in the Canadian sport system, are inclusive of Aboriginal peoples.
90. We call upon the federal government to ensure that national sports policies, programs, and initiatives are inclusive of Aboriginal peoples, including, but not limited to, establishing:
 - i. In collaboration with provincial and territorial governments, stable funding for, and access to, community sports programs that reflect the diverse cultures and traditional sporting activities of Aboriginal peoples.
 - ii. An elite athlete development program for Aboriginal athletes.
 - iii. Programs for coaches, trainers, and sports officials that are culturally relevant for Aboriginal peoples.
 - iv. Anti-racism awareness and training programs.
91. We call upon the officials and host countries of international sporting events such as the Olympics, Pan Am, and Commonwealth games to ensure that Indigenous peoples' territorial protocols are respected, and local Indigenous communities are engaged in all aspects of planning and participating in such events.

The history of Canada's Indigenous peoples is extensive and diverse and cannot be easily summarized. The authors have attempted to capture information about Canada's Indigenous peoples that would be the most relevant to the objective of this guide. The authors strongly recommend readers refer to the Resources Section at the conclusion of this guide for more information, and actively engage with Indigenous peoples directly to learn more about their remarkable history. The authors further encourage readers to take an active interest in the news and events of the day and to remain abreast of issues, stories, and Canada's reconciliation efforts with Indigenous peoples.

The Holistic Model

The medicine wheel is an ancient symbol that has been used by many Indigenous peoples throughout North and South America. The medicine wheel shows the interdependence of all facets of life. One of the important principles of the medicine wheel is that harmony and balance in all four directions is the goal of learning and change (Aboriginal Sport Circle and Coaching Association of Canada, 2003).

The medicine wheel has been traditionally used to represent the four cardinal directions of north, south, east and west; the four seasons of winter, spring, summer and fall; the four sacred medicines of tobacco, sage, cedar and sweetgrass; or the four aspects of nature—physical, mental, emotional and spiritual. The medicine wheel is not used in the same way by every community.

The Holistic Model (see Figure 1) was inspired by the medicine wheel and was adopted by the Aboriginal Sport Circle to reflect the different traditional teachings and interpretations from the many Indigenous communities throughout Canada. The Holistic Model is used to represent the four main aspects of each person in their development as participants and athletes: physical, mental (intellectual and emotional), spiritual, and cultural. When those aspects are in harmony and balance, participants will have greater success in their sporting experience. The Aboriginal Sport Circle has embraced the Holistic Model as foundational teachings for developing a holistic approach in sport.

The concepts behind the Long-Term Athlete Development Framework and Athlete Development Matrix are very similar to the concepts in the Holistic Model.

The Long-Term Athlete Development Framework, introduced in 2005 and revised in 2013, has been used by sport organizations to create a list of skills needed to be developed and performed by athletes at each stage of development. Underpinning the Long-Term Athlete Development Framework is an Athlete

Development Matrix (ADM); a comprehensive set of performance components which includes the physical capacities, psychological (mental) skills, technical skills and life skills necessary at each stage leading to a podium performance or to being competitive for life. Ensuring that athletes master stage-appropriate skills in each of the four domains is important, because too frequently, coaches at the higher levels find themselves having to provide remedial instruction to athletes who have missed learning critical skills earlier. It is the responsibility of each sport to ensure that participants have an optimal experience and consider what needs to be done in each of the different domains at every stage of the Long-Term Athlete Development Framework.

The concepts behind the Long-Term Athlete Development Framework and ADM are very similar to the concepts in the Holistic Model. The similarities make the Holistic Model a helpful tool for sport organizations to refer to when communicating important concepts about a sport specific athlete development pathway to Indigenous participants. Table 1 and Section 3 of this guide provides guidance on how to use the Holistic Model in combination with a sport's ADM and other Long-Term Athlete Development related materials.

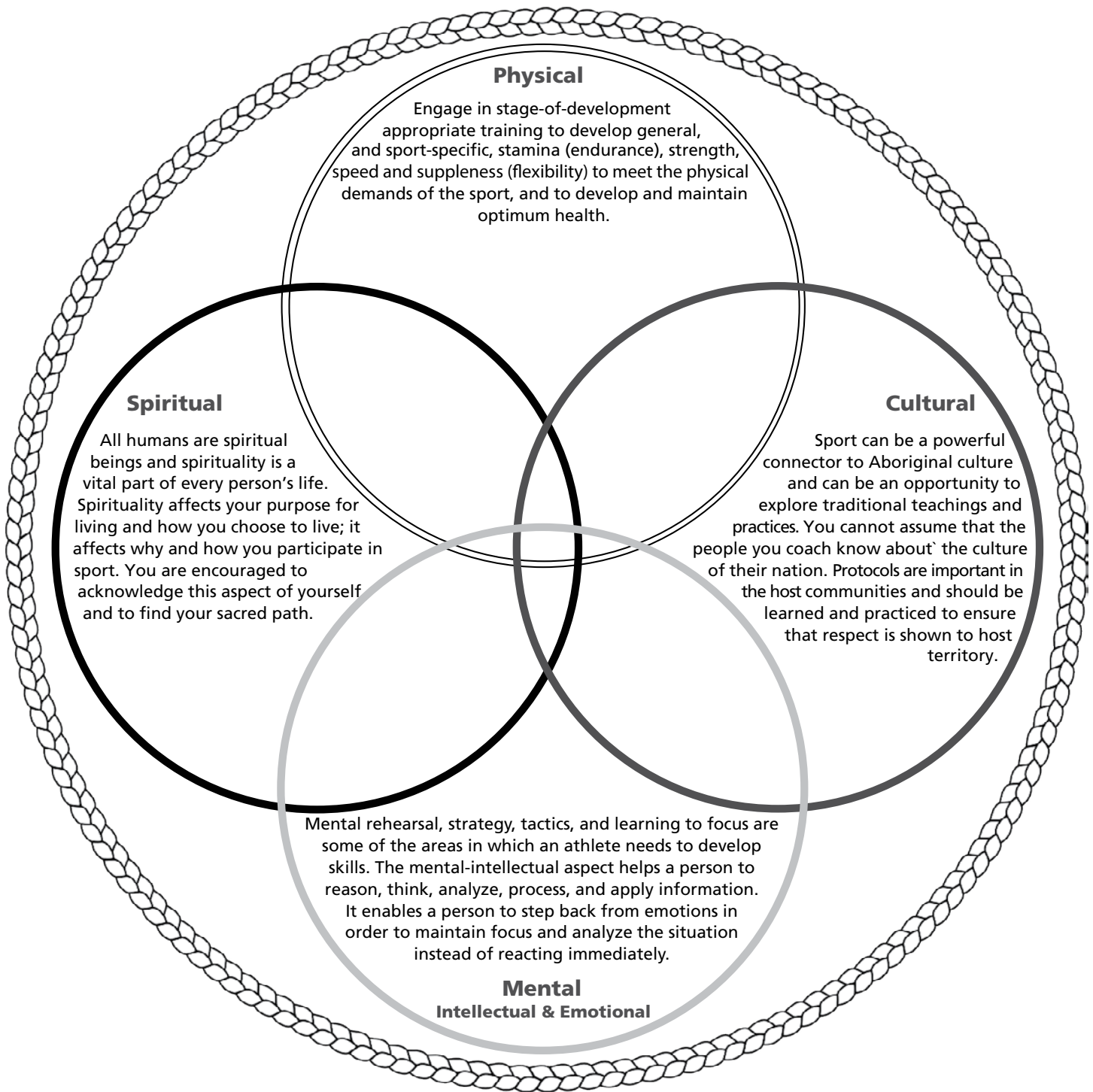


Figure 1: The Holistic Model (adapted from Aboriginal Coaching Modules, Module 1)
The Holistic Model was developed by Rick Brant and generously given to the Aboriginal Sport Circle for its use.

Table 1: Alignment of the Holistic Model with the Athlete Development Matrix

<i>The Holistic Model</i>	<i>Athlete Development Matrix</i>
<p>Physical – Engage in stage-of-development appropriate training to develop general, and sport-specific, stamina (endurance), strength, speed and suppleness (flexibility) to meet the physical demands of the sport and to develop and maintain optimum health.</p>	<p>Physical Capacities – Engage in stage-of-development appropriate training to develop general, and sport-specific, stamina (endurance), strength, speed, and suppleness (flexibility) to meet the physical demands of the sport and to develop and maintain optimum health, including injury prevention.</p> <p>Technical Skills – Execute stage-of-development appropriate fundamental movement skills, foundation sport skills and sport-specific technical, tactical and strategic skills. Focus is on developing and enhancing skill performance under pressure.</p>
<p>Mental (Intellectual and Emotional) – Mental rehearsal, strategy, tactics, and learning to focus are some of the areas in which an athlete needs to develop skills. The mental-intellectual aspect helps a person to reason, think, analyze, process, and apply information. It enables a person to step back from emotions in order to maintain focus and analyze the situation instead of reacting immediately.</p>	<p>Psychological (Mental) Skills – Learn stage-of-development appropriate mental skills that enable the athlete to enhance personal performance in both training and competition. Skills include, but not limited to focus and attention control, effective visualization and emotional control under performance pressure.</p>
<p>Spiritual – All humans are spiritual beings and spirituality is a vital part of every person’s life. Spirituality affects a person’s purpose for living, choices on how to live and it affects why and how a person participates in sport. Athletes are encouraged to acknowledge this and to understand their sacred path.</p>	<p>Life Skills – Learn stage-of-development appropriate emotional, social and life skills to enable athletes to function effectively as individuals and harmoniously as group members; enabling them to focus on key educational, relationship and sport activities.</p>
<p>Cultural – Sport can be a powerful connector to Indigenous culture and can be an opportunity to explore traditional teachings and practices. Athletes cannot be assumed to know about the culture of their nation. Protocols are important in the host communities and should be learned and practiced to ensure that respect is shown to host territory.</p>	

The Indigenous Sport System

The Indigenous sport system, a system separate from that of mainstream sport, has emerged to address the marginalization that was occurring in many mainstream sport systems. The Indigenous sport system offered Indigenous participants and coaches the opportunity to be engaged in sport and to be supported in the ways that they needed in order to have a positive sport experience. However, the

Indigenous Sports

Long ago, the survival of many Indigenous peoples depended on their skills as hunters. The children were taught these skills at an early age either by members of the community or by playing among themselves. Games filled an important role in educating the young by cultivating life skills together with their physical and social development.

Many mainstream sports came from Indigenous roots. Examples include lacrosse, hockey, basketball, canoe, archery, track and field, and more. It is important

Indigenous sport system has limitations. The number of participants and the access to increasingly competitive opportunities are limited due to a smaller population and other factors such as resources and distance. As such, for Indigenous athletes to continue to thrive, they need to have access to the mainstream sport system—while having their unique needs supported as Indigenous athletes.

to know, understand and respect the history of these sports as some have traditional significance to Indigenous peoples.

In order to support the competitive experience of the Indigenous participant, most regions (each province and territory) in Canada have an Indigenous competitive option for sports. Nevertheless, there are still significant barriers for Indigenous athletes many of whom live in rural communities.

Indigenous Sport Organizations

Indigenous sport organizations develop and deliver sport to Indigenous peoples only.

The Aboriginal Sport Circle is a multisport service organization that serves as the national voice for Indigenous sport development in Canada. Established in 1995, the Aboriginal Sport Circle has member organizations from the regions of Canada.

Regional organizations are often provincial or territorial entities. These are referred to as a Provincial/Territorial Indigenous Sport Body (PTASB). In some cases, the PTASB may be part of the provincial/territorial government sport branch or designate. PTASBs expand access to sport and recreation for Indigenous peoples within each of their respective regions.

Indigenous sport and recreation is often driven at the community level through friendship centres, band facilities, staff and community volunteers. These organizations are sometimes referred to as Indigenous sport clubs.

As a result of the multiple sport systems and organizations, an Indigenous athlete's sport experience may be impacted by a number of sport governing agencies or organizations (see Figure 2).

A list of PTASBs can be found at www.aboriginalsportcircle.ca.

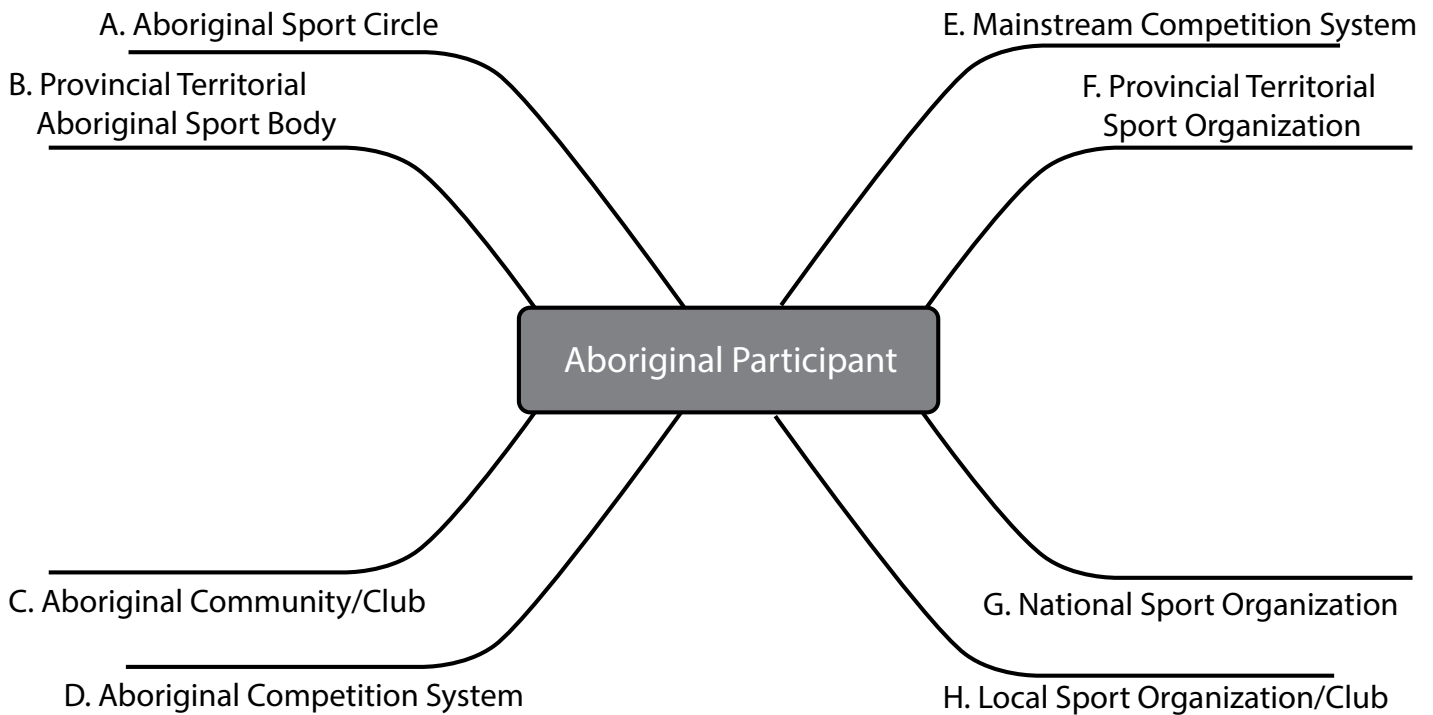


Figure 2: Organizations Impacting Indigenous Participants

The Indigenous Long-Term Participant Development Pathway

The Indigenous Long-Term Participant Development Pathway (see Figure 3) attempts to demonstrate how the two sport systems could be interconnected and work together to the benefit of the Indigenous athlete. It may be to the benefit of an Indigenous athlete to develop through the Indigenous sport

system as they have better or more consistent access to the cultural support needed for them to progress. As their skills improve, they may need to move to the mainstream sport system to develop their skills further, and continue into high performance, which is a single stream to international high performance success.

“Some view the Canadian and Aboriginal sport systems as working like a double helix; there are places at which the two systems intersect, but there are others where they depart... specifically the mainstream Canadian sport system and the all-Aboriginal or all-Native sport system... the connection between the two systems is often characterized by tension.” (Forsyth & Giles, 2013)

The ability for an Indigenous participant to shift back and forth and up and down between and within the two systems is very dependent on the sport, as well as the opportunities available in their region. Each Indigenous participant will secure their place in these systems according to the support that they receive and the level of comfort they experience.

One of the biggest challenges Indigenous athletes face moving from the Indigenous system to the mainstream system is misalignment between the athlete’s needs (e.g. stage of development) and the programs, services and competitions offered in the mainstream system. Occasionally, some remedial skill development may be required in order for that participant to find success in the mainstream system.

Additional supports may be necessary to help an Indigenous athlete (and coach) transition into the mainstream system to help overcome the barriers and challenges that may arise because of differences in the two systems. An athlete or coach may feel frustrated with having to receive remedial skill development as a result of moving between the Indigenous and mainstream systems as they had previously felt confident and competent in their skills. Supports that help Indigenous athletes to continue to stay engaged and find success in their sports participation are necessary to ease the transition.

Figure 3 demonstrates how collaboration could work in order to best support the Indigenous athlete.

FROM PLAYGROUND TO PODIUM:

SUPPORTED BY FAMILY, FRIENDS, INSTRUCTORS, VOLUNTEERS, AND COACHES

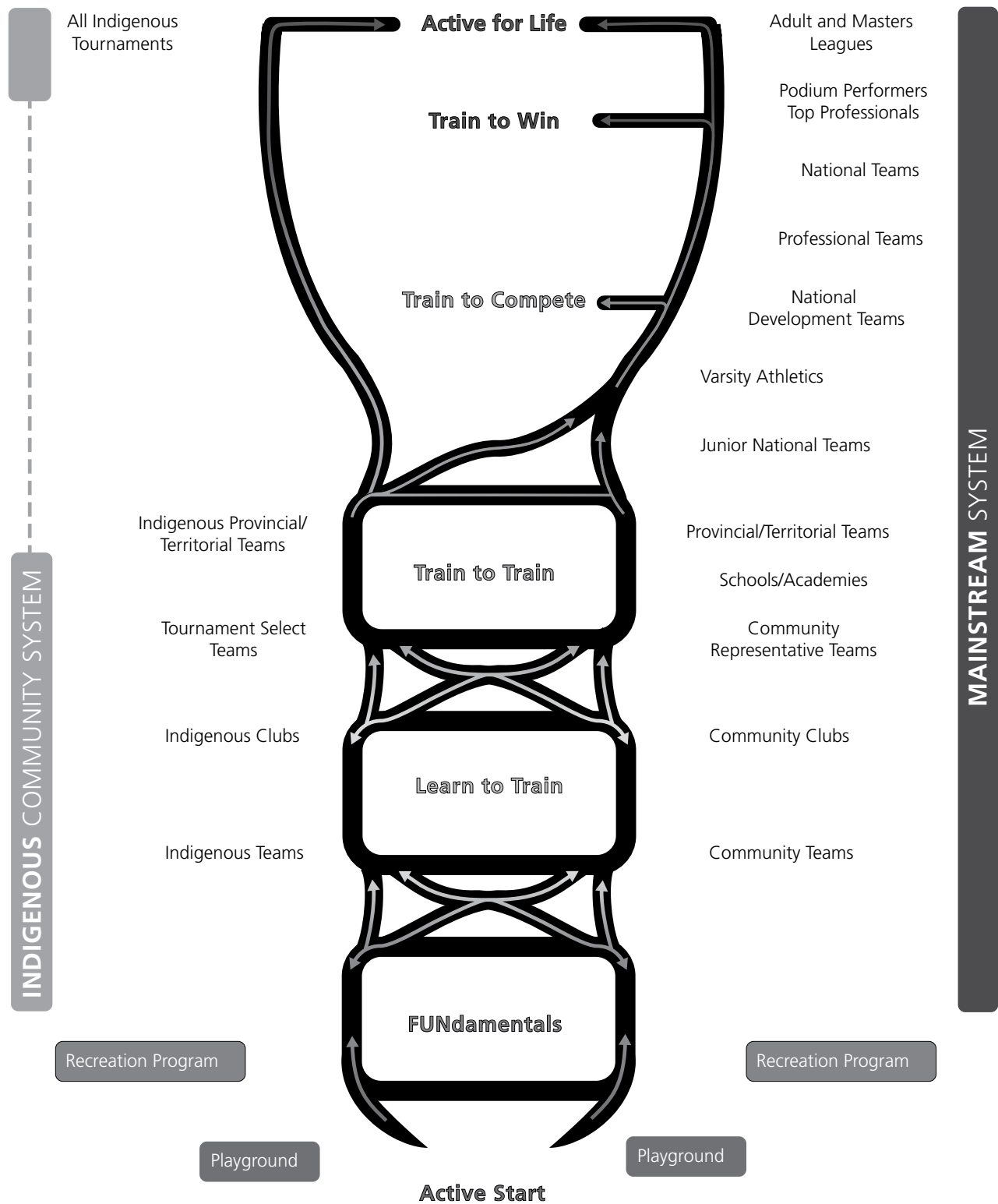


Figure 3: Two Streams Model

2

Sport Ingredients for Success

In *Section 1*, readers were provided with key terminology, reviewed a brief history of Indigenous peoples in Canada, and learned of the importance of pursuing reconciliation. In addition, readers learned about the Holistic Model and the Indigenous sport system.

In *Section 2*, readers will review and take stock of their technical and organizational capacities prior to creating a plan to engage Indigenous peoples. Sports should be able to generate an organizational ‘snapshot’ of their technical and cultural status. The following foundation of quality sport and organizational readiness will enable sports to build a more effective strategy to engage Indigenous peoples.

Long-Term Athlete Development Framework

The Long-Term Athlete Development Framework supports training, competition, and recovery programs based on developmental age — the physical, mental and emotional maturation of the individual — rather than chronological age. The Framework is athlete-centered and designed to serve the best interests of each athlete’s long-term development, encouraging

growth in skills and achievement while ensuring each individual remains engaged in sport.

Sport organizations that are further along in their efforts to align their sport systems with Long-Term Athlete Development may find that these materials or milestones will facilitate their efforts to design a strategy to engage Indigenous peoples in sport.

Technical Resource List

- ❑ Long-Term Athlete Development Framework
- ❑ Parasport and Discipline specific framework(s)
- ❑ Sport specific ADM
- ❑ Stage specific assessment tools
- ❑ Podium Pathway and Gold Medal Profile (GMP); (for Own the Podium targeted sports)
- ❑ Coaching Association of Canada – National Coaching Certification Program (NCCP) contexts associated with the Learn to Train through Train to Win stages of Long-Term Athlete Development, have the ADM, Podium Pathway, and GMP information embedded in the curriculum
- ❑ Long-Term Athlete Development Implementation and Alignment Plan

The absence of these milestones does not preclude an organization from taking the next steps towards building an engagement strategy with Indigenous partners.

Even if an organization has not reached this stage of their Long-Term Athlete Development alignment plan, it is important to recognize that the most important key to success will be the engagement process and the strength of the relationship built between the sport organization and the Indigenous community.

Given their importance for Canadian sport overall, the development of these materials and the achievement of these Long-Term Athlete Development milestones must nevertheless remain a significant priority for all sports.

Sports are advised to revisit their Indigenous engagement strategies periodically as these Long-Term Athlete Development steps are completed.

The Role of the Coach and Technical Leaders in Supporting Indigenous Athletes

Coaches and other technical leaders play a critical role in successfully engaging and retaining people in sport. Often coaches are among the closest representatives of the sport to the athlete and parents. However, coaching and working with Indigenous athletes may be a new area for many coaches and it is important to set them up for success.

As such, sports should enhance the training and professional development expectations of coaches through the use of the NCCP and specifically the Aboriginal Coaching Modules (ACM).

What are the Aboriginal Coaching Modules?

The ACM is a professional development training tool for Indigenous and non-Indigenous coaches who coach Indigenous athletes. The ACM is part of the NCCP.

The ACM is particularly important for sports in areas where Indigenous participants are most likely to enter the sport's athlete development pathway, for example at the stages aligned with Competition Introduction, Competition Introduction Advanced, and Competition Development contexts. The ACM could be added as a portfolio piece or requirement for demonstrated professional development.

The materials in the ACM have been developed by the Aboriginal Sport Circle and Coaching Association of Canada (2003) to meet the following:

- Provide culturally relevant training workshops to Indigenous coaches and community sport leaders;
- Elevate the capacity of Indigenous and non-Indigenous coaches to coach Indigenous athletes;
- Improve the quality of the sport experience for Indigenous athletes;
- Improve the coach's understanding of, and ability to apply, Indigenous culture to sport and to coaching techniques and tactics;
- Allow Indigenous communities greater accessibility to the NCCP;
- Increase the number of NCCP certified Indigenous coaches; and
- Make the wisdom of Indigenous culture available to both Indigenous and mainstream sport.

The ACM provide training around cultural considerations and are valuable for coaches working in Indigenous communities or with Indigenous participants. Pairing the ACM with sport-specific content provides a platform for coaches to engage Indigenous participants in the sport in a more culturally appropriate manner. The trained coach creates safer environments for learning and a structure that also enlists and supports the next generation of skill developers.

The ACM is not only for coaches

The ACM is also useful for technical and sport leaders to:

- Increase awareness of and support for the ACM among Indigenous communities and the mainstream sport community in Canada;
- Enable coaches and communities to embrace culturally sensitive practices so they can better meet the diverse needs of Indigenous athletes in Canada;
- Install coaches at all levels of sport with ACM training; and
- Create opportunities for positive dialogue between administrators, facilitators, coaches, and athletes about how the ACM should evolve to meet the constantly changing needs of young Indigenous athletes.

Assessing Organizational Readiness

Sport organizations would be well served to conduct an assessment of their current readiness to engage Indigenous peoples within several key business and technical areas of their sport system (see Table 2 and Appendix A).

A typical sport organization is engaged in many activities—projects, events, and ongoing initiatives—and new initiatives must be viewed within the larger picture of organizational plans and priorities.

To maximize an initiative’s potential for success, sports must examine how an initiative fits within that larger

organizational view and determine if any conflicting priorities exist that may impact the availability of the partners and resources needed (e.g. expertise, money). Knowing and understanding how engaging Indigenous participants in sport fits into that bigger picture will influence how sports proceed.

When assessing organizational readiness, sports need to consider:

- Has the sport previously delivered programming for Indigenous peoples?
- Has the sport previously delivered programming in Indigenous communities?
- What resources are available (e.g. time, people, funding) to support Indigenous athletes?
- What resources are available to identify the sports’ population and diversity?
- Who are the sports’ partners in delivering programming to Indigenous athletes?
- What other priorities are competing for resources that could impact the delivery to Indigenous athletes?
- Are there other partners from other jurisdictions that can support the delivery of programming to Indigenous athletes?
- What is the level of knowledge, understanding and support of the staff and volunteers?
- How will success be measured and evaluated?
- What is achievable as a result?

What is your sport organization’s readiness to undertake the project? Completing Table 2 (and Appendix A) will allow sports to survey the current status of their sport’s Operational Objectives and Measures. This information will create the baseline for future assessments of progress.

By assessing organizational readiness, sports will have a greater understanding of their present status, their intended outcomes and prioritization. Further, it is recommended that sport organizations consider collaborating with Indigenous sport partners throughout the assessment.

Table 2: Organizational Readiness

Operational Objectives	Measurables - Key Performance Indicators	Actual
People	Coaches - ACM Trained	
	Indigenous Officials	
	Indigenous Athletes	
	Indigenous Board Members	
	Indigenous Coaches	
Partners	Aboriginal Sport Circle	
	Indigenous Technical Leaders	
	Provincial/Territorial Indigenous Sport Bodies, Friendship Centres	
	Motivate Canada	
	Canadian Olympic Committee, Canadian Paralympic Committee	
Places	National Sport Organizations, Provincial/Territorial Sport Associations, Sport Centres	
	National	
	Provincial	
	Municipal	
	Community	
Policies	Rural	
	Policies to support priority	
	Self-identification	
	Financial	
	Team selection	
	Integrated Support Team (IST)	
	First Nations, Indigenous Friendship Centres, Métis Chartered Communities, Inuit	
National Sport Organizations, Provincial/Territorial Sport Organizations, National Sport Organizations, Provincial/Territorial Indigenous Sport Bodies		
Programs	National Sport Organizations, Provincial/Territorial Sport Organizations, National Sport Organizations, Provincial/Territorial Indigenous Sport Bodies	
	Participation - growth	
	Accessible	
	Long-Term Athlete Development / Indigenous Long-Term Participant Development Pathway aligned	
Promotion	First Nations, Indigenous Friendship Centres, Métis Chartered Communities, Inuit	
	Provincial/Territorial Sport Organization, Provincial/Territorial Indigenous Sport Body	
	National Sport Organization	
	Capacity to promote	
	Collaborate	
Participation	Number of impressions	
	First Nations, Indigenous Friendship Centres, Métis Chartered Communities, Inuit	
	Provincial/Territorial Sport Organization, Provincial/Territorial Indigenous Sport Body	
	Indigenous participation	

Assets and Barriers

Indigenous peoples face a number of barriers that deter them from pursuing involvement in sport. In addition, sports themselves are fraught with barriers both invisible and overt that deter many people from becoming engaged, participating in or continuing in a sport. When assessing a sport’s assets and barriers, organizations need to consider:

- What staff or volunteers can help? What training will be needed?
- What governance support is there for this work?
- What partners are engaged in working with Indigenous athletes or organizations? What Indigenous partners does the organization have or could cultivate?
- What resources are available (e.g. time, people, funding) to support this work? Where is programming offered that might have a high percentage of Indigenous participants or potential participants? What has already been learned in those programs?
- What policies are in place that will help this work or hinder it?
- What marketing is being done? Is it inclusive? What can be done to enhance that attractiveness of the marketing to diverse populations?
- What percentage of participants are Indigenous? How can the information be found? How can Indigenous participants be engaged to be open about self-identifying?

How would your sport organization’s assets and barriers be rated? Completing Table 3 (and Appendix B) will allow organizations to survey the current status of their sport’s assets and barriers to engagement, recruitment, and retention by organizational objective. Consider doing this assessment for each stage of your sport’s Long-Term Athlete Development. In order to complete this, a wide variety of partners will need to be consulted with including Indigenous participants to fully determine assets and barriers.

Table 3: Assets and Barriers

	<i>Assets</i>	<i>Barriers</i>
People		
Partners		
Places		
Policies		
Programs		
Promotion		
Participation		

Assessing the Climate and Culture of Your Sport

An important element of organizational readiness is the sport’s climate and culture. When assessing a sport’s climate and culture, organizations need to consider the sport’s capacity with respect to engaging Indigenous peoples in each of these key areas:

- People
- Partners
- Places
- Policies
- Programs
- Promotion
- Participation

How would your sport organization’s climate and culture be rated? Completing Table 4 (and Appendix C) will allow organizations to survey the current status of the sport’s climate and culture to engagement, recruitment, and retention by organizational objective. Consider doing this assessment for each stage of the sport’s Long-Term Athlete Development Framework.

Table 4: Assessing Climate and Culture

	<i>Developing</i>	<i>Improving</i>	<i>Succeeding</i>	<i>Leading</i>
People				
Partners				
Places				
Policies				
Programs				
Promotion				
Participation				

Long-Term Athlete Development: Stage by Stage Planning and Implementation

The Long-Term Athlete Development stage by stage approach is a guide to build the engagement plan. Within each Long-Term Athlete Development stage, the necessary **technical leadership** is identified along with the tools, planning tips, and communication pathway.

Documenting the **plan** is key to ensuring that results, outcomes, and expectations can be shared with partners and monitored by the organization. The overall plan should appear as a component of a sport's overall strategic and/or operational plan. Having a well-designed plan will also ensure the sport can demonstrate its strong commitment to engagement with the Indigenous community. Potential Indigenous partners should be able to see where they fit into the vision and how to contribute to the outcomes.

Communication is most important to successfully engage with the Indigenous community and PTASBs. The organization will require a strategy to ensure that the overall plan to engage Indigenous participants is well communicated at each stage of development and

that key messaging is delivered in a manner consistent with the organization's objectives. The organization will therefore require a communication plan that addresses both internal and external communications.

Table 5 shows a Long-Term Athlete Development stage by stage sample of the essential resources and a suggested pathway to engage key people and partners. It is a reference of who needs to be engaged in the communication at each stage, as well as a potential sequencing to ensure each partner has been engaged at each step, guaranteeing multiple perspectives have been incorporated into the plan.

Table 5: Long-Term Athlete Development Stage by Stage Sample

	<i>Learn to Train</i>	<i>Train to Train</i>	<i>Train to Compete</i>	<i>Train to Win</i>
TOOLS NEEDED/TO BE WORKED ON	1. LTAD (sport specific)	1. LTAD (sport specific)	1. LTAD (sport specific)	1. LTAD (sport specific)
	2. ADM (if available)	2. ADM (if available)	2. ADM (if available)	2. ADM (if available)
	3. Holistic Model (and how it ties to the Sport's ADM)	3. GMP (if Available)	3. GMP (if available)	3. GMP (if available)
	4. Coach context (Competition introduction curriculum updated with Indigenous Cultural competencies) & ACM	4. Holistic Model (and how it ties to the Sport's ADM)	4. Holistic Model (and how it ties to the Sport's ADM)	4. Holistic Model (and how it ties to the Sport's ADM)
	5. Complete Organizational Readiness checklist (Appendix A)	5. Coach context (Comp Intro Advanced curriculum updated with Indigenous Cultural competencies) & ACM	5. Coach context (Comp dev curriculum) & ACM	5. Coach context (Comp dev advanced / Comp HP individual curriculum) & ACM
	6. Complete Organizational Readiness checklist (Appendix A)	6. Complete Organizational Readiness checklist (Appendix A)	6. Complete Organizational Readiness checklist (Appendix A)	6. Complete Organizational Readiness checklist (Appendix A)

Table 5: Long-Term Athlete Development Stage by Stage Sample (continued)

	<i>Learn to Train</i>	<i>Train to Train</i>	<i>Train to Compete</i>	<i>Train to Win</i>
COMMUNICATION PATHWAY	<ul style="list-style-type: none"> Regional Coaches Local Administrators PTASBs PTSOs 	<ul style="list-style-type: none"> Regional/Provincial Coaches Local/Provincial Administrators PTASBs PTSOs NSOs Engaged 	<ul style="list-style-type: none"> Provincial/National Dev Group/Next Gen Coaches PTASBs PTSOs Multi-Sport Organization groups – Canadian Sport Institute’s, Integrated Support Team (Physiologist, Strength and Conditioning, Sport Psychologist, technicians, etc.) 	<ul style="list-style-type: none"> National Team Coaches & Integrated Support Team PTASBs PTSOs Multi-Sport Organization groups – Canadian Sport Institute’s, Integrated Support Team (Physiologist, Strength and Conditioning, Sport Psychologist, technicians, etc.)
	<i>Learn to Train</i>	<i>Train to Train</i>	<i>Train to Compete</i>	<i>Train to Win</i>
PLAN	<p>Clear outcomes that are mutually beneficial for all partners.</p> <p>Some examples including:</p> <ul style="list-style-type: none"> Skills developed Participation increased Accessibility enhanced and sustained Cultural competency developed Long-term vision for sport participation that is achievable in the region 	<p>Clear outcomes that are mutually beneficial for all partners.</p> <p>Some examples including:</p> <ul style="list-style-type: none"> Skills developed, measured, and monitored Participation increased Accessibility enhanced and sustained Cultural competency developed Long-term vision for sport participation that is achievable in the region 	<p>Clear outcomes that are mutually beneficial for all partners.</p> <p>Some examples including:</p> <ul style="list-style-type: none"> Skills developed, measured, and monitored Participation increased and retained Accessibility enhanced and sustained Cultural competency developed Long-term vision for sport participation that is achievable in the region 	<p>Clear outcomes that are mutually beneficial for all partners.</p> <p>Some examples including:</p> <ul style="list-style-type: none"> Skills developed, measured, and monitored Participation increased and retained Accessibility enhanced and sustained Cultural competency developed Long-term vision for sport participation that is achievable in the region
	<i>Learn to Train</i>	<i>Train to Train</i>	<i>Train to Compete</i>	<i>Train to Win</i>
TECHNICAL LEADERSHIP	<ol style="list-style-type: none"> NSO Technical Leadership with strategic plan and organizational support & PTSO (engaged) PTASBs Regional Indigenous and Technical Leadership Regional Indigenous community & Elder support Regional Athlete/Parent/ Grandparent Supported 	<ol style="list-style-type: none"> NSO Technical Leadership with strategic plan and organizational support & Driven by PTSO PTASBs Regional Indigenous and Technical Leadership Regional Indigenous community & Elder support Regional Athlete/Parent/ Grandparent Supported 	<ol style="list-style-type: none"> Driven by NSO Technical Leadership with strategic plan and organizational support & in full partnership with PTSO PTASBs Regional Indigenous and Technical Leadership Regional Indigenous community & Elder support Regional Athlete/Parent/ Grandparent Supported 	<ol style="list-style-type: none"> Driven by NSO Technical Leadership with strategic plan and organizational support PTSO (awareness is key) PTASBs Regional Indigenous and Technical Leadership Regional Indigenous community & Elder support Regional Athlete/Parent/ Grandparent Supported

Planning for Success

Strategic Thinking

Competing priorities and looming deadlines often create pressure to hurry planning so that people can get started on the 'doing'. Patience is required. If the planning process is rushed and concluded too quickly,

sport organizations may fail to consider all the options, opportunities or constraints; subsequently, sports may invest resources into actions that will not produce the intended impact.

The following are a few additional strategic elements that need to be considered as sports develop engagement strategies and identify priorities:

1. Sustainable System and Capacity Building

- When investing resources (e.g. time, human, funding) into an initiative or series of initiatives, consider if the investment will result in long-term change.
- It may take more time and require more funding, but the change that results will be embedded into the culture and therefore be more sustainable.

2. Integrated Planning

- Check to see if other groups are undertaking similar initiatives. Is there an opportunity to create efficiencies and therefore a bigger system impact by collaborating?

3. Leveraging Opportunities

- Look ahead, and identify events on the horizon that could add value to current programs and ultimately lead to bigger impacts.

4. Principles of Change Leadership

- Change leadership strategies need to be factored into all phases of an initiative. Engage, consult, and involve Indigenous partners throughout so that they become active supporters and promoters of the initiative.

5. Return on Investment

- Consider carefully where and how to invest resources (e.g. time, people, funding). Is it better to make smaller investment in multiple actions or invest a larger amount in just a few?

6. Planning Your Initiative

- A plan is like a roadmap. Begin by identifying the starting point and the final destination. Map out the route between the two by identifying the actions and milestones that need to be reached along the way in order to arrive at the final destination.

Like a roadmap, a plan will take the sport from step to step, with each step informing the next. Each *key task* includes one or more *action*, *actions* create *outputs*, *outputs* lead to *outcomes* and *outcomes* lead to *impacts*, both direct and indirect.

Actions

The next step is to list the key tasks/actions—in other words, the actions/activities that need to be undertaken in order to achieve a desired output. Typically, these fall into five categories:

1. **Awareness:** inform and promote; tend to be the most utilized because they are inexpensive and easy to implement; however, to be effective they need to be used in combination with other types of action.
2. **Regulatory:** new structures and rules; utilized often and although generally perceived as effective, they can also create resistance and may result in unintended consequences.
3. **Educational:** formal learning activities and tools; generally perceived as effective, however, the impact is often not clearly measured.
4. **Administrative:** changes to organizational procedures; are typically effective as they then become embedded in organizational culture.
5. **Recruitment:** increasing the number of participants (athletes, coaches, volunteers) in the different stages of development.

Using the planning tool (see Table 6 and Appendix D), identify what initiative will be activated with the sport organization and Indigenous partners and begin by listing three actions or activities for the initiative to create a draft plan.

- Questions to Consider:**
1. How will the quality of the output be ensured?
 2. Who needs to be involved?
 3. What are the change leadership actions that need to be factored in?

Table 6: Planning Tool

PLANNING TOOL				
<i>Planning Your Activation Project</i>				
<small>Your Vision:</small>				
<small>Key Task:</small>				
<small>Actions:</small>	<small>Output:</small>	<small>Outcome:</small>	<small>Impact Object:</small>	<small>Impact Object:</small>
<small>Strategic Context: the Action/Structure/Partners/Method and continue to ensure the desired Outcome/Outcome/Impact</small>				
<small>Consider the program logic: "If we do Action X AND achieve Output Y, THEN we will achieve Outcome Z which will contribute to achieving our impact."</small>				

PLANNING TOOL
<i>Planning Your Activation Project</i>
<small>Measures: identify 1 or 2 good measures for each of the Action, Outcome, Outcome and Impact. "We expect to derive by: (date)"</small>
<small>How does your logic flow? "If... THEN" connections between Output and Outcome, and between Outcome and Impact</small>
<small>Between Output & Outcome:</small>
<small>Between Outcome and Impact:</small>

3

Adapting and Implementing Programs

Getting Started

In Section 1, readers were provided a brief history of Indigenous peoples in Canada and overview of the Indigenous sport system. In Section 2, the foundation for quality sport and organizational readiness was explored to enable sports to build a more effective strategy to engage Indigenous peoples.

Section 3 of this guide provides advice on how sport organizations can use the Holistic Model to create programs and services which will lead to improved inclusion of Indigenous participants. The sport organization should be open to make linkages between the performance components in the Holistic Model and the ADM. This section also provides support and resources to improve communication and build relationships with Indigenous partners to better engage Indigenous peoples in the sport.

Building Relationships with an Indigenous Community

In order to truly build Indigenous engagement, it is important to include Indigenous peoples in the dialogue. Meaningful and respectful consultation with the Indigenous community is of vital importance to successfully engaging Indigenous participants in the sport.

Sport organizations should engage Indigenous leaders and/or people with experience working with Indigenous participants to incorporate promising practices that work well with Indigenous participants based on successful programs or activities. Specifically invite leaders from PTASBs, North American Indigenous Games Council, Indigenous Coaches, Indigenous Leaders, Elders, Traditional Knowledge Keepers, or other leaders who work within the Indigenous communities to be involved in the design and planning of the engagement strategy.

Build relationships and partnerships with and within Indigenous organizations that will open access to the guidance and support needed by the sport to make informed decisions and to design successful strategies and programs. Indigenous organizations are an excellent resource to support the sport's learning of protocols and culture. These connections will give credibility to a sport's attempts to increase its engagement with Indigenous sport participants. A reminder that these relationships need to be mutually beneficial – the relationship will need to offer benefits to the Indigenous organization as well as to the sport organization.

Creating a working relationship with the PTASB will assist sports in gaining understanding of the various Indigenous cultures within their province or territory.

The PTASBs may be able to assist in the identification of Indigenous athletes, officials, coaches, and regional competitions and also be great partners to build capacity within that region and sport.

Maintaining a relationship with the North American Indigenous Games Council and the PTASB increases the likelihood that opportunities and challenges for both parties can be addressed. One of the key principles when working with a PTASB is to ensure that there is a collaborative link between the NSO and the

Building Relationships

Building trust is a vital element of a strong and productive relationship with Indigenous peoples. In addition to being knowledgeable of Indigenous peoples' history and culture, learning and respecting Indigenous traditions is important. Welcoming cultural traditions as part of the sport experience is a way to increase Indigenous engagement and participation – this may include the incorporation of traditional practices or celebrations.

PTSO. This will ensure that the system is developing appropriately. For example, it is not advisable that the NSO engage the PTASB without the knowledge of the PTSO and each sport organization should be involved to develop the relationships.

The relationship will need to offer benefits to the Indigenous organization as well as to the sport organization.

To build relationships, it is important to start by showing respect for Indigenous traditions and the way things are done. When meeting for the first time, be sure to learn in advance how the person wishes to be addressed. Learning the protocol and respecting the cultural traditions of each community is crucial to attracting and keeping Indigenous athletes in sport. Consequently, it is important to learn as much as possible about the Indigenous communities in order to successfully engage Indigenous peoples in sport programs.

The following are some considerations to think about when building relationships, to think about regarding communications and interactions with Indigenous peoples based on content developed by the Canadian School of Public Service (2015):

1. Ask how Indigenous peoples would prefer to be addressed.
2. Be sensitive to Canada's history with Indigenous peoples.
3. Never refer to First Nations as stakeholders.
4. There are a number of words that should be avoided as they may inadvertently cause an adverse situation – *first contact, contact, colonial, institutional, white paper*.
5. Do not use acronyms.
6. Speak with respect about facts, not opinions.
7. Be prepared to work in and experience highly emotional environments when working with Indigenous peoples.

Respecting History and Culture

Sport organizations should appreciate that there may be significant sensitivities when working with Indigenous peoples—in particular, sensitivities around language, and arbitrarily imposing mainstream solutions and programs on Indigenous peoples. Many of these sensitivities are born of Canada’s history with Indigenous peoples. For these reasons, it is crucial that when approaching Indigenous relationships, that Indigenous peoples are asked what is needed and wanted, and that advice is sought on how to approach

the Indigenous organizations that a sport may wish to work with. **Ask before doing!**

Honouring traditional protocol is important part of respecting Indigenous peoples. In all societies, there are protocols. For example, greeting protocols are often seen when heads of state visit other heads of state. Acknowledging a nation’s cultural practices is a sign of respect. This is also true when working with Indigenous peoples.

The following are some recommendations from the ACM to do this, and should be approached in consultation with a local Elder or Band Council:

- Take time to learn about the culture of the individual and the community.
- Speak with the Elders or Traditional Knowledge Keepers and learn the community’s protocol and traditions.
- Find ways to include the cultural aspect into programs.
- Consider introducing ceremonies, song, and dance as a way of celebrating achievement or honouring guests. Ask Indigenous partners when and how this can be an appropriate and respectful way of including their traditions.
- Learn about and honour the protocol of the host community when traveling (Aboriginal Sport Circle, 2003).

Etiquette and Protocol Tips

Above all else, when considering collaboration please ensure that necessary effort is put in to understanding etiquette and protocol with intended Indigenous partners. Organizations will garner support and build relationships with the intended community by understanding and respecting their culture and traditions.

The following excerpt is based on content developed by the Canadian School of Public Service (2015):

Culture & Protocol

1. Be sure to acknowledge the people and if needed their territory, and/or the territory of the Indigenous peoples.
2. When working with Indigenous peoples, keep in mind that individuals can be uncomfortable if asked to make decisions for the group.
3. When a spokesperson is speaking for their Nation, it is important to recognize that they are speaking on behalf of those who have passed on and those who are yet unborn.
4. When working with Indigenous peoples and lands, look to facilitate long-term community planning based on sustainability principles.
5. When working with Indigenous peoples plan sufficient time for a meeting, especially if it requires decisions.
6. In new relationships, be sure to let people finish what they are saying.
7. Creativity is welcomed.
8. Take extra care in the first encounter especially at the handshake phase.
9. Humour is very important.
10. Some individuals avoid direct eye contact.
11. Refusing food or drink from the hosting First Nation may be considered disrespectful.
12. Smudging is a spiritual ceremony and is optional.
13. Ask permission before taking a photograph.
14. Gifts and tobacco are customary and show respect. Ask how best to utilize these to demonstrate respect.
15. Costume and regalia may be worn by certain members of an Indigenous group, and on certain occasions.
16. Do not confuse potluck with potlatch.
17. When working with Indigenous peoples consider working on developing interpersonal relations and affiliations.

Regardless of the above suggestions, it is important to work with the Indigenous leaders with whom a relationship has been developed to get guidance on the correct protocol.

Communications

The Indigenous Long-Term Participant Development Pathway document is a roadmap for developing sport and physical activity among Indigenous peoples.

The Indigenous Long-Term Participant Development Pathway document is the Sport for Life Society's Long-Term Athlete Development Resource contextualized for an Indigenous audience. As more Indigenous peoples and communities become familiar with Long-Term Athlete Development through the use of the Indigenous Long-Term Participant Development Pathway, sport organizations would be wise to use Indigenous Long-Term Participant Development

Pathway as a reference tool, particularly when sports are building communication materials.

There are two areas of communications to focus on while undertaking a strategy to engage Indigenous peoples in sport. The first is to present externally that the organization is diverse (e.g. who are the athletes, coaches and leaders?). The second area of communications is to share, respect, and collaborate—to engage Indigenous organizations and leaders in the work that is being undertaken.

Here are a few suggestions to get started in the right direction:

- Ensure balanced content and visual evidence of Indigenous coaches, athletes, officials and leaders in newsletters, reports, magazines, logs and media guides, on web pages, and in coaching and teaching curriculum.
- Share policies, resources, program models, mentoring opportunities and other promising practices within the sport, and with other organizations. Connect with other sport organizations to profile the sport's engagement initiative and to learn about others. Several sports such as Canada Snowboard, Canadian Lacrosse Association, Canoe Kayak Canada and Basketball Canada have initiatives to welcome and engage Indigenous participants into their programs.
- Collaborate with provincial/territorial and community sport and multisport organizations to build participation and leadership development pathways for Indigenous participants. Develop on and off ramps that support Indigenous participants in transitioning between stages of development, sport systems, sports, into different roles (e.g. from athlete to coach, official, administrator).

The examples in Figure 4 are from the Canada Snowboard and First Nations Snowboard Association strategic plans. These examples showcase how each organization shares communication of their strategic plans and works together nationally to implement the desired outcomes.

3 KEY STRATEGIC PILLARS FOR 2015-2022

HISTORY: Aaron Marchant envisioned FNST in 2003 with the help of many, including the former Chair of the organization, Steve Podborski. After Vancouver Whistler won the bid to host the 2010 Winter Olympic Games his vision became a reality. The Aboriginal Youth Sport Legacy fund was established and continues to be the main funder of FNST today.

GROWING THE TEAM

- Aggressively pursue partnerships with industry, first nation communities, resort, and key stakeholders to drive increased membership and program initiatives.
- Strive to produce not only high performance athletes, but we aspire to create healthy role models as well.
- Enhance access to coaching and career training programs. Give our riders an opportunity to train and become certified instructors and coaches.
- Deliver competition opportunities aligned with long term athlete development in collaboration with member and industry partners.
- Provide a pathway for athletes and coaches to develop from first contact through podium performance.
- Access opportunities to collaborate with foster care programs across Canada. Providing a healthy outlet for at risk youth.

ORGANIZATIONAL EFFECTIVENESS

- The FNSEA and Canada Snowboard are partnered to deliver the Aboriginal Snowboard Program (ASP) nationwide.
- Seek and maintain strategic partnerships within both government and industry to optimize the brand, communications, programs and events.
- Hold an annual coaching clinic for all divisions members and managers. Increasing the number of trained First Nation coaches, learning facilitators and event officials.
- Deliver aligned policies, procedures and programs at national, provincial/territorial and club levels through the athlete pathway.
- Increase awareness of the opportunities available to Aboriginal people in the sport of snowboarding.
- Ensure financial systems and processes are maintained to safeguard the assets of the organization.
- Diversify revenue sources to ensure sustainability and support of sport development and high performance programs.

RECREATION AND HIGH PERFORMANCE

- The REC Divisions introduce the sport of snowboarding to youth aged 6-17yrs. The REC team is a feeder program into our High Performance Team (HPT). The team receives 10 days of on snow training with Canada Snowboard certified Coaches
- The High Performance Team (HPT) consists of experienced snowboarders who have an aspiration to compete. The HPT members compete at Provincial, NorAms and Canadian Nationals. The Team is coached in the disciplines of Slope Style, Giant Slalom and Boardercross.
- HPT members are required to sign athlete agreement which holds our athletes to a C+ average in school, drug and alcohol free, good community standing and 90% attendance to all FNST activities. In return our members earn their seasons pass, equipment and coaching.
- The FNSEA has developed an All Girls Snowboard Program which piloted at Cyprus Mountain in 2012. These programs were introduced to assist the transition of our REC team girls to a competitive level. The Program gives the youth specific training, goal setting and mental training in a comfortable environment.

2022 GOALS

The goals set forth represent the proposed targets that will guide the growth, performance, reach and financial strategy.

AREA OF FOCUS	PRIMARY MEASURE	TARGET
GROWTH	Registered FNST Members	Already Canada's Largest Snowboard Body with over 400 members
Performance	FNST Riders at the Train to Compete Level	10 Women
		10 Men
REACH	Communication Platforms	Social Media Coordinator Position created 2014 Website Redesign and CLOUD based communication platform
FINANCIAL	Funding Diversification	+25% Unrestricted Revenue

MISSION

To improve the quality of life and empower First Nations youth using the winter sport of Snowboarding as a fundamental tool for social change

VISION

To be recognized as one of the worlds largest snowboarding bodies dedicated not only to snowboarding but to producing healthy Role Models for First Nations Communities

VALUES

- PERFORMANCE** > Focus on achievements at all stages of competitive snowboarding.
- EXCELLENCE** > Strive for athletes, divisions, coaches, officials, judges and technical leaders to perform to their potential.
- TRAINING** > Create career training and employment opportunities for first nation youth
- PASSION** > Integrate our unique first nation cultures into the sport in a holistic approach to create stronger athletes
- LIFESTYLE** > Support the culture of snowboarding to contribute to the health, self esteem and happiness of all those who participate.

Special thanks to the Canada Snowboard for their contribution to this project.
For More info please visit:
www.fnriders.ca

FIRST NATIONS SNOWBOARD ASSOCIATION

2015-2022 STRATEGIC PLAN

Figure 4: Canada Snowboard and First Nations Snowboard Association Strategic Plans (next 2 figures)

3 KEY STRATEGIC PILLARS FOR 2014-2022

FROM PARK TO PODIUM - LTAD PATHWAY

1. ACTIVE START
2. FUNDAMENTALS
3. LEARN TO RIDE
4. TRAIN TO TRAIN
5. TRAIN TO COMPETE
6. LEARN TO WIN
7. TRAIN TO WIN
8. ACTIVE FOR LIFE

GROWING THE SPORT

- Align with Provincial/Territorial associations to increase participation and retention in programs, clubs and events.
- Aggressively pursue partnerships with industry, resort, and key stakeholders to drive increased membership and program initiatives.
- Enhance coaching, officiating and judging programs and initiatives to support the delivery of our high performance athlete pathway.
- Deliver competition opportunities aligned with long term athlete development in collaboration with member and industry partners.
- Provide a pathway for athletes and coaches to develop from first contact through podium performance.
- Integrate innovative and interactive technologies that provide new and enhanced value propositions for members and participants of programs and events.

ORGANIZATIONAL EFFECTIVENESS

- Diversify revenue sources to ensure sustainability and support of sport development and high performance programs.
- Seek and maintain strategic partnerships within both government and industry to optimize the brand, communications, programs and events.
- Bring the brand to life through creative and innovative promotional programs, unique content and communications strategies to increase visibility and engage new fans and followers.
- Deliver aligned policies, procedures and programs at national, provincial/territorial and club levels through the athlete pathway.
- Ingrain risk management strategies into all levels of the organization.
- Ensure financial systems and processes are maintained to safeguard the assets of the organization.

HIGH PERFORMANCE

- Create innovative and unique training environments utilizing technology, technical expertise and world class facilities.
- Focus energy, attention and resources for optimal return on investment to produce podium results.
- Identify, develop and recruit coaches and integrated support team staff that foster achievement, progression and produce strong results.
- Utilize sport science and analytical evidence to directly enhance high performance athlete progression.
- Collaborate with our sport and funding partners to support high performance athletes beyond the competitive pathway.
- Align sport development and high performance programs to increase clarity of the athlete pathway.

Canada Snowboard has identified three key pillars that are ingrained in the organization providing a framework to support the high performance athlete pathway. Each pillar has essential goals and outcomes needed to support and measure the success achieved.

2022 GOALS

The goals set forth represent the proposed targets that will guide the growth, performance, reach and financial strategy.

AREA OF FOCUS	PRIMARY MEASURE	TARGET
GROWTH	Registered Participants	7,000*
PERFORMANCE	2018 Olympic / Paralympic Medals	3 Olympic 1 Paralympic
	2022 Olympic / Paralympic Medals	4 Olympic 4 Paralympic
REACH	Communication Platforms	2014 Digital Reach Metrics DOUBLED**
FINANCIAL	Funding Diversification	+25% Unrestricted Revenue

*2014 Benchmark 3,000 participants
**Based on 2014 Metrics of reach

MISSION

To develop and lead competitive snowboarding in Canada.

VISION

To be recognized as a world leading snowboard nation.

VALUES

- PERFORMANCE** > Focus on achievements at all stages of competitive snowboarding.
- EXCELLENCE** > Strive for athletes, clubs, coaches, officials, judges and technical leaders to perform to their potential.
- PROGRESSION** > Embrace creativity and the pursuit of development through all stages of competitive snowboarding.
- PASSION** > Inspire through the passion that is inherent in Canadian snowboard athletes.
- LIFESTYLE** > Support the culture of snowboarding to contribute to the health and happiness of all those who participate.

Special thanks to the Canadian Olympic Committee for their contribution to this project
For credits and more information visit: www.CanadaSnowboard.ca

2014-2022 STRATEGIC PLAN

Figure 4: Canada Snowboard and First Nations Snowboard Association Strategic Plans (continued)

Using the Holistic Model to Support Program Design and Implementation

Skill development occurs in environments where the Indigenous participant feels safe to self-express and to take risks. Some sport programs may be complex and include opportunities for the development of physical capabilities and technical skills at the same time as psychological and life skills. These types of programs may not always be perceived as safe environments. Sport organizations should be aware of all the factors contributing to the training environment in a sport and consider eliminating judgement and deemphasizing the final score or outcome. For example, removing team cuts and judgement enhances the learning environment and Indigenous participant's feelings of safety.

The following four aspects of the Holistic Model can be used to support the design and implementation of programs within a sport. Sport organizations can use the content guidelines within each of the sections below, together with the worksheet (seen in Figure 1 and Appendix E), to transfer the information from the sport's Long-Term Athlete Development and ADM. As organizations transfer this information, two considerations should be remembered:

1. What are the athlete's needs for each of the four aspects?

2. What will be done to ensure that need is met through the program?

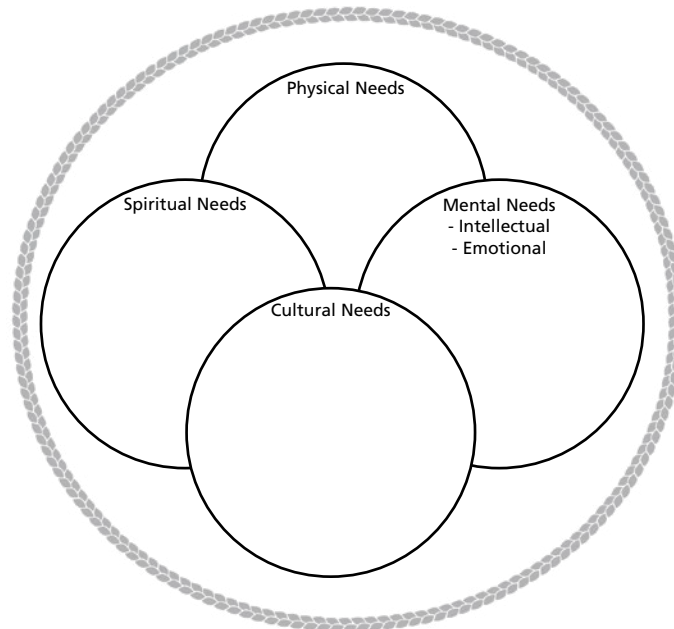


Figure 1: The Holistic Model

The resulting graphic should identify how the sport can support the Indigenous athlete within each of the four aspects, which connect well with the ADM (Physical Capabilities, Psychological (Mental) Skills), Technical Skills, Life Skills).

Physical

The physical is the most obvious aspect of sport and typically receives the most attention from coaches and parents. In developing the physical capacities of young participants, coaches and parents need to consider the following things:

- Analyze the participant's skills and correct techniques
- Prepare participants for competition using the right kinds of training methods
- Plan activities based on the growth and developmental needs of the participants
- Prevent and care for injuries
- Maintain equipment and facilities
- Teach safety procedures
- Guide youth in developing healthy lifestyles
- Proper nutrition, eating traditional foods, and drinking sufficient water
- Importance of personal hygiene

Cultural

To coach Indigenous participants, it is important to know and understand Indigenous values and how they relate to sport:

- Speak with Elders or Traditional Knowledge Keepers and learn the community's protocol and traditions
- Take time to learn about the culture of the community
- Find ways to include the cultural aspect into programs
- Introduce ceremonies, song, and dance as a way of celebrating achievement or honouring guests
- Learn about and honour the protocol of the host community when travelling

Mental – Intellectual and Emotional

The mental part of raising a young participant is just as important as the physical aspects. Mental rehearsal, strategy, tactics, and learning to focus are some of the skills that young participants need to develop. In the Holistic Model, there are two parts of the mental aspect: intellectual and emotional.

Mental-Intellectual

- The mental-intellectual aspect helps participants to reason, analyze, and apply information in their activity. It enables them to step back from their emotions and maintain focus without reacting prematurely or rashly.
- It is important for participants to learn to see how all things fit together – to learn about strategy and tactics, and then, to analyze their competition and know what to apply and when.
- Developing the mental-intellectual not only helps young people to succeed in sport – it also helps them to live a balanced life.
- Probably the best way of helping young people to develop their mental-intellectual aspect is to encourage them to stay in school. Through personal example, coaches and parents can often influence young people to continue their education. As well, some sport programs make attendance at school a condition of participating in the sport.

Mental-Emotional

- Young people need to know that emotions help them to understand how different situations and people affect them. Coaches and parents can teach young people to pay attention to their feelings and the feelings of others.
- Coaches and parents can quickly assess the general well-being of each participant by observing emotional behaviour. Pay attention to what happens among participants on the practice and playing fields. Watch how relationships and events affect their concentration and performance.
- If a participant has difficulty controlling excitement, fear, or anger, or holds these feelings inside, a coach, or sometimes an Elder or Traditional Knowledge Keeper, can help that individual to find ways to release these emotions appropriately.
- Coaches and parents can teach young people how to listen to and respect the feelings of others. When young participants learn to express their emotions in a way that does not hurt themselves or others, their actions become more effective.

(Continues on next page)

- Young people need to know that negative emotions, such as anger or jealousy, primarily harm the well-being of the individual holding these emotions. As well, these emotions are often symptoms of other problems.
- Indigenous participants demonstrate strong mental-emotional health when they express humility, positive self-esteem, and pride in Indigenous identity, and when they focus on solutions rather than problems.

Spiritual

Some young participants are uncomfortable talking about spirituality in sport. Coaches and parents may also share this discomfort. It may help to think about the spiritual aspect as “coaching philosophy.” Spirituality, like philosophy, helps us to think about basic life questions such as who we are and how we relate to others. It helps to put life events and sport into perspective.

Each participant’s connection with the natural world and the Creator is a deeply personal relationship. Whatever the beliefs of the participant, these beliefs need to be respected. For example, coaches should demonstrate an open and accepting attitude and allow young people to express themselves in their own ways. Coaches should encourage participants to be proud of and comfortable in sharing their life philosophy, spiritual beliefs, and practices. The coach should help participants in their own search, not push the coach’s own beliefs.

Coaches and parents can model and encourage the use of daily practices that ensure the participants are ready to face the day with a clear mind. Activities may include prayer, baths, smudging, sweats, meditation, daily goal setting, dreams, visions, imagery and visualization. These preparations can help young people set goals and reflect on their life in sport. They also develop skills that they can continue to practice throughout their lives.

Tips for Working with Indigenous Participants

Every participant will have their own, unique set of needs. However, there are some additional considerations that need to be taken into account when working with Indigenous participants that may not be immediately apparent, or that may take time to understand.

These are examples that Indigenous sport leaders shared during national consultations with the authors. These are reflections from each of their personal experiences, and while these may be common examples, they may not be applicable to all Indigenous participants.

- Long pauses when communicating with Indigenous peoples are examples of reflection while they thoughtfully consider and process information as it is learned. Part of this process may be to talk it over with the other Indigenous participants. It is an opportunity to process and confirm what they thought that they heard, but could have been inferred as being rude to the instructor/coach if there is not an understanding of the value of this interaction. Leave time for those discussions between the children, it will lead to increased success in trying the skills.
- Figure out how to engage Indigenous participants in a way that it is familiar to them and create a comfortable environment. Clear, authentic communication is important and will allow for relationships to be built with the Indigenous participants.
- There are sometimes invisible boundaries in working with Indigenous populations, and it can be hard to know that the boundary exists or when it has been crossed. As relationships are built, not just with the participant but also with their family then this will assist with information being shared when boundaries are crossed and will help with finding ways to re-engage the participant.
- Do not try to pretend to understand what their culture or situation is. Be open to learning and appreciate what they will share. Ask the participants.
- Finding ways to communicate messages via stories will help with understanding, Indigenous peoples share experiences through stories and it is a key method of learning for them.
- Developing trusting relationships with Indigenous participants or parents/guardians takes time and effort.
- To be open, and understand that each Indigenous person has had unique experiences.
- Try not to over generalize experiences or single out Indigenous participants to educate the group unless they are comfortable doing so.
- Not all Indigenous youth practice or have knowledge of Indigenous culture, issues, activities or events.
- Not all Indigenous youth will automatically embrace their heritage due to negative stereotypes of Indigenous peoples.

Be an Advocate

Building on the Indigenous Long-Term Participant Development Pathway, this Sport Organization Guide describes why change is needed and how leaders can become champions for initiating that change. It describes the steps that need to be taken to support the findings of the Truth and Reconciliation Commission of Canada – to be part of the ‘Call to Action’.

Sport organizations and Indigenous communities in Canada now have an Indigenous Long-Term Participant Development Pathway, which outlines the mainstream and Indigenous pathways for young athletes to follow. These pathways could lead to representing Canada and should lead to a healthy active life. The resources

have been created to address the glaring gap in our sport system, which results in low participation rates and under representation in national teams by Indigenous peoples.

Using these resources, champions of Indigenous sport can create constructive change. Champions should challenge coaching, officiating, and leadership policies and practices that exclude or discriminate against Indigenous peoples, and they should advocate for positive alternatives. Change will take time, and patience, and perseverance. However, by working with the Indigenous leaders across Canada, sport organizations can make the desired improvements.

Building Engagement and Advocacy Within the Sport System

The following initiatives will assist in building out the Indigenous engagement and programming in the sport system:

- Develop coaching, officiating and governance models that value all ethnic backgrounds and offer flexible alternatives to be engaged. Create workplace and volunteer environments that have psychological, social and physical safety to Indigenous leaders in developing their skills and improving competencies. All coaches and leadership in the organization should take the ACM through Coaching Association of Canada (for more information: <http://coach.ca/Indigenous-coaching-s17076>).
- Provide professional development and mentorship opportunities for Indigenous staff, coaches, officials, educators, and volunteers to increase their skills and confidence. If developed into a strategic and operational plan - the NSO Board of Directors, CEO, and staff will be supported and held accountable appropriately to deliver on equity policies etc.

Sample of Canada Snowboard’s Operations Plan Outputs Tied to Indigenous Long-Term Participant Development Pathway:

# of participants registered in Indigenous snowboard programs				
2015 Actual: 362	2016 Goal: 400	2017 Goal: 450	2018 Goal: 500	2019 Goal: 550

# of Indigenous Snowboard participants attending Train to Compete and beyond competition				
2015 Actual: 5	2016 Goal: 10	2017 Goal: 15	2018 Goal: 20	2019 Goal: 25

The plan of action to achieve these goals is far more detailed and requires a number of other targets to be achieved like number of Indigenous Coaches, Indigenous Technical Leaders, Indigenous Camps, Competition alignment to ensure stage appropriate environment, etc. It is important to have key performance indicators at your highest operational and accountability level for success.

- Revise or develop and integrate equity policies that promote Indigenous athlete participation and leadership across all aspects of the sport organization, including participation and high performance competition, programming, leadership, and coach and official development. Creating an equity policy is not the end, but the beginning – there must be implementation. If policies are developed into strategic and operational plans, they will support the NSO Board of Directors, CEO, and staff, while also holding them appropriately accountable to deliver on policies. For example, Snowboard Canada has made under-represented groups a priority:

“Canada Snowboard will enhance the quality and increase the level of participation in Canada Snowboard leadership and programs by supporting equity and access for under-represented groups (including women, Indigenous peoples, and people with disabilities.” (Canada Snowboard, 2013)

- Create initiatives designed to increase the involvement of Indigenous peoples as athletes, coaches, officials, board members, etc. This can include adjusting the pictures and visuals in marketing materials to include Indigenous participants and coaches to demonstrate that sport welcomes Indigenous involvement (see Indigenous Web Tools info www.canadasnowboard.ca/en/programs/grassroots/Indigenous)
- Invite and actively recruit Indigenous coaches, officials, and leaders to share their skills and expertise in athlete, coach and official development sessions, and at conferences and training events. This will likely involve building ongoing relationships with Indigenous coaches, and slowly giving them opportunities to work a sport organization to gain a comfort and trust in that relationship.

Example: The ACM is delivered by Indigenous coaches and sport leaders who are trained as Learning Facilitators to deliver the content across Canada. The Indigenous Long-Term Participant Development Pathway Workshop is also delivered by Indigenous Learning Facilitators, some of whom also deliver the ACM.

- Share policies, resources, program models, mentoring opportunities, and other promising practices to enhance equity within the sport, and with other organizations. Connect with other sport organizations to profile the initiative online.

Note: Canada Snowboard, Canada Lacrosse, Canoe Kayak Canada, and Basketball Canada have made efforts to integrate Indigenous participants into their programs, and are open to sharing their learnings.

Activating Change

Tracking Success

To track success, sport organizations should first examine the current statistics relating to Indigenous involvement in their sport organization. Next, the organization should implement a monitoring strategy to track the information over time, evaluate success, and identify areas that require additional investment.

Many Indigenous peoples do not wish to identify their cultural background for fear of discrimination. Accordingly, in creating a strategy to track this information, sport organizations should give thought to how they will articulate the need for this information in registration processes, and how the information will be used going forward.

KEY TASK	ACTIONS	OUTPUT	OUTCOME	IMPACT (DIRECT)	MEASUREMENTS & EVALUATION (INDIRECT)
Integrate the Indigenous Long-Term Participant Development Pathway into long-term athlete development	Review and revise athlete development materials to integrate the Indigenous Long-Term Participant Development Pathway	Athlete development materials integrating the Indigenous Long-Term Participant Development Pathway	Indigenous Athlete Development integrates the Holistic Model to ensure appropriate support mechanisms are in place throughout the athlete's pathway	More Indigenous athletes have the ability to perform in the train to compete and train to win stages	Indigenous athletes representing Canada on the international stage proportionate to the Indigenous population (these goals should be set in consideration with the PTASBs and Aboriginal Sport Circle)
	Train Technical Leaders to deliver the Indigenous Long-Term Participant Development Pathway materials	Trained Technical Leaders able to deliver the new Indigenous Long-Term Participant Development Pathway athlete development materials			
Example					
Engage stakeholders and partners	Form a relationship between PTASB and PSO	Relationship has began	A relationship has begun with 3 PSOs, programs are aligned	Indigenous athletes are identified in the system, and can be tracked over time	Indigenous athletes make up X% of provincial teams (TBD)

Table 7: Sample Indigenous Identification and Tracking Information Provided by PTASBs

4

Conclusion

Advancing Indigenous sport participation in Canada is not someone else's challenge. This is the opportunity for sport organizations across Canada to change the existing paradigm of lack of knowledge, policies and programs to create environments that support the success of Indigenous participants and athletes.

This Guide, along with the Indigenous Long-Term Participant Development Pathway resource and workshop, are designed to help sport leaders and sport organizations to make the changes needed. Sport leaders and sport organizations now have the responsibility to do something with them, and this is not a responsibility to be taken lightly.

Sport plays an important role in Canadian society and sport leaders and sport organizations have the ability to enrich the lives of Canadians. In light of the Calls to Action from the Truth and Reconciliation Commission of Canada, and our Prime Minister's declaration that "...no relationship is more important to me and to Canada than the one with Indigenous Peoples..." (Trudeau, 2015), as Canadians, we have a real opportunity to make sport an important part of the reconciliation process with Indigenous peoples. The inclusion of Indigenous peoples - in fact the inclusion of all people - in sport and the development of physical literacy, are essential to supporting a pathway to excellence and becoming active for life.

As sport organizations move to address inclusion of Indigenous participants, remember that it is not done alone. The Aboriginal Sport Circle and Sport for Life Society, together with other sport organizations that are creating promising practices, can work together to make a difference in the lives of Indigenous peoples and communities.



Further Reading and Resources

Indigenous Peoples in Canada

ABORIGINAL CULTURE RELATIONS MODULES (ACRM) – VIASPORT BC
<http://www.viasport.ca/e-learning/acrm/story.html>

ABORIGINAL AND TREATY RIGHTS INFORMATION SYSTEM (ATRIS)
<http://sidait-atris.aadnc-aandc.gc.ca/>

ASSEMBLY OF FIRST NATIONS
<http://www.afn.ca/>

CONGRESS OF ABORIGINAL PEOPLES
<http://abo-peoples.org/>

FIRST NATIONS CONFEDERACY OF CULTURAL EDUCATION CENTRES
<http://fnccec.ca/>

INDIGENOUS AND NORTHERN AFFAIRS CANADA
<https://www.aadnc-aandc.gc.ca/>

Aboriginal Consultation and Accommodation
<http://www.aadnc-aandc.gc.ca/eng/1100100014664/1100100014675>

Indigenous peoples and communities
<http://www.aadnc-aandc.gc.ca/eng/1100100013785/1304467449155>

First Nations in Canada
<https://www.aadnc-aandc.gc.ca/eng/1307460755710/1307460872523>

Strengthening Partnerships: Consultation Protocols
<https://www.aadnc-aandc.gc.ca/eng/1400073250630/1400074531009>

Summary of Input from Aboriginal Communities and Organizations on Consultation and Accommodation
<http://www.aadnc-aandc.gc.ca/eng/1308577845455/1308578030248>

INUIT KNOWLEDGE CENTRE
<http://www.inuitknowledge.ca/>

INUIT TAPIRIIT KANATAMI
<https://www.itk.ca/>

INUIT WOMEN OF CANADA
<http://pauktuutit.ca/>

MÉTIS NATIONAL COUNCIL
<http://www.metisnation.ca/>

NATIONAL ASSOCIATION OF FRIENDSHIP CENTRES
<http://nafc.ca/>

NATIVE WOMEN'S ASSOCIATION OF CANADA
<http://www.nwac.ca/>

Sport Ingredients for Success

ABORIGINAL COACHING MODULES

www.coach.ca/aboriginal-coaching-modules-p158240

INDIGENOUS LONG-TERM PARTICIPANT DEVELOPMENT PATHWAY

<http://www.sportforlife.ca/indigenous-peoples>

CONTRIBUTION OF SPORT TO INDIGENOUS WELL-BEING AND MENTORING

<http://www.activecircle.ca/en/resources/1098-sport-more-than-just-a-game.html>

CULTURAL APPROACH TO ABORIGINAL YOUTH SPORT AND RECREATION

http://apr.thompsonbooks.com/vols/APR_Vol_4Ch6.pdf

PARTICIPATION IN EXTRACURRICULAR ACTIVITIES AND HIGH SCHOOL COMPLETION AMONG OFF-RESERVE FIRST NATIONS PEOPLE

<http://www.statcan.gc.ca/pub/75-006-x/2015001/article/14175-eng.htm>

RECREATIONAL TOOLKIT FOR RURAL, NORTHERN & REMOTE ABORIGINAL COMMUNITIES SHARED KNOWLEDGE & RESOURCES IN RECREATIONAL PROGRAMMING

<http://www.activecircle.ca/images/files/ToolKit-Complete-March-2009.pdf>

THE BENEFITS OF PHYSICAL ACTIVITY FOR FIRST NATION, INUIT AND MÉTIS COMMUNITIES: SHARING KNOWLEDGE AND COMMUNITY LEADING PRACTICES

<http://www.activecircle.ca/en/resources/1154-new-resource-from-saint-elizabeth-physical-activity-booklet-for-first-nation-inuit-and-metis.html>

THE ROLE OF THE FAMILY IN YOUTH SPORT PROGRAMMING IN A CANADIAN ABORIGINAL RESERVE

http://scholars.wlu.ca/cgi/viewcontent.cgi?article=1018&context=kppe_faculty

Adapting and Implementing Programs

ABORIGINAL COACHING MODULES

www.coach.ca/aboriginal-coaching-modules-p158240

ABORIGINAL CULTURAL COMPETENCY E-LEARNING

<http://www.viasport.ca/e-learning/acrm/story.html>

INDIGENOUS LONG-TERM PARTICIPANT DEVELOPMENT PATHWAY

<http://www.sportforlife.ca/indigenous-peoples>



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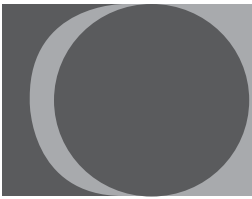
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- Truth and Reconciliation Commission of Canada (2015b). *What We Have Learned: Principles of Truth and Reconciliation*. Retrieved from http://nctr.ca/assets/reports/Final%20Reports/Principles_English_Web.pdf.

Appendix A: Organizational Readiness

Operational Objectives	Measurables - Key Performance Indicators	Actual
People	Coaches - ACM Trained	
	Indigenous Officials	
	Indigenous Athletes	
	Indigenous Board Members	
	Indigenous Coaches	
Partners	Aboriginal Sport Circle	
	Indigenous Technical Leaders	
	Provincial/Territorial Indigenous Sport Bodies, Friendship Centres	
	Motivate Canada	
	Canadian Olympic Committee, Canadian Paralympic Committee	
Places	National Sport Organizations, Provincial/Territorial Sport Associations, Sport Centres	
	National	
	Provincial	
	Municipal	
	Community	
	Rural	
Policies	Policies to support priority	
	Self-identification	
	Financial	
	Team selection	
	Integrated Support Team (IST)	
	First Nations, Indigenous Friendship Centres, Métis Chartered Communities, Inuit	
	National Sport Organizations, Provincial/Territorial Sport Organizations, National Sport Organizations, Provincial/Territorial Indigenous Sport Bodies	
Programs	National Sport Organizations, Provincial/Territorial Sport Organizations, National Sport Organizations, Provincial/Territorial Indigenous Sport Bodies	
	Participation - growth	
	Accessible	
	Long-Term Athlete Development / Indigenous Long-Term Participant Development Pathway aligned	
Promotion	First Nations, Indigenous Friendship Centres, Métis Chartered Communities, Inuit	
	Provincial/Territorial Sport Organization, Provincial/Territorial Indigenous Sport Body	
	National Sport Organization	
	Capacity to promote	
	Collaborative	
Participation	Number of impressions	
	First Nations, Indigenous Friendship Centres, Métis Chartered Communities, Inuit	
	Provincial/Territorial Sport Organization, Provincial/Territorial Indigenous Sport Body	
	Indigenous participation	

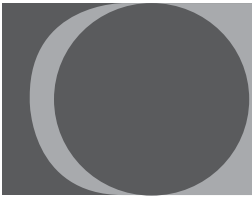
Appendix B: Assets and Barriers

	<i>Assets</i>	<i>Barriers</i>
People		
Partners		
Places		
Policies		
Programs		
Promotion		
Participation		



Appendix C: Assessing Climate and Culture

	<i>Developing</i>	<i>Improving</i>	<i>Succeeding</i>	<i>Leading</i>
People				
Partners				
Places				
Policies				
Programs				
Promotion				
Participation				



Appendix D: Planning Tool

PLANNING TOOL

Planning Your Activation Project

Your Vision

Key Task

Action

Output

Outcome

Impact (Direct)

Impact (Indirect)

Linkages: Consider the Actions/Outputs that are linked and combine to create the desired Output/Outcome/Impact

Consider the program logic... "IF we do (action X) AND achieve (output Y), THEN we will achieve (outcome Z) which will contribute to achieving our impact."

PLANNING TOOL

Planning Your Activation Project

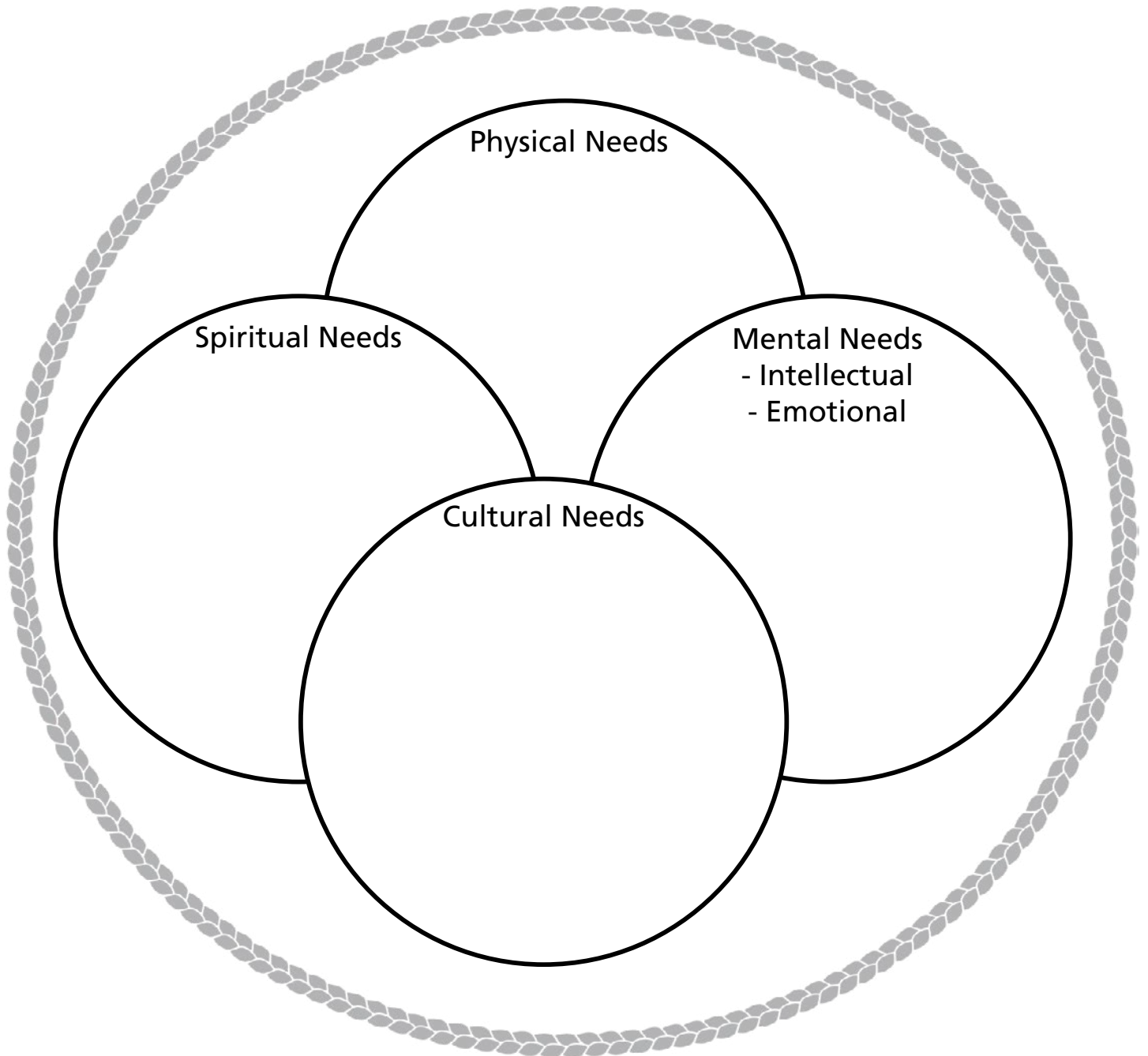
Measures: Identify 1 or 2 good measures for each of the Actions, Outputs, Outcomes and Impacts – “We expect to do/see by...(date)”

How could you test the “IF... THEN” assumptions between Output and Outcome, and between Outcome and Impact?

Between Output and Outcome:

Between Outcome and Impact:

Appendix E: The Holistic Model



Appendix F: Organization Contacts

For more information on these organizations:

SPORT FOR LIFE SOCIETY
www.sportforlife.ca

COACHING ASSOCIATION OF CANADA
www.coach.ca

ABORIGINAL SPORT CIRCLE
www.aboriginalsportcircle.ca

Organizations by Province/Territory:

ALBERTA

Indigenous Sport Council Alberta
www.indigenoussportsalberta.com

Alberta Sport Connection
www.albertasport.ca

Coach Alberta
www.coachalberta.ca

BRITISH COLUMBIA

Indigenous Sport, Physical Activity and Recreation Council
www.isparc.ca

viaSport
www.viasport.ca

MANITOBA

Manitoba Aboriginal Sport and Recreation Council
www.masrc.com

Sport Manitoba
www.sportmanitoba.ca

Coaching Manitoba
www.coachingmanitoba.ca

NEW BRUNSWICK

Aboriginal Sport and Recreation New Brunswick
www.asrnb.ca

Coach New Brunswick
www.coachnb.com

NEWFOUNDLAND AND LABRADOR

Aboriginal Sports Recreation Circle Newfoundland and Labrador
www.asrcnl.ca

Sport Newfoundland and Labrador
www.sportnl.ca

Coaching Newfoundland and Labrador
www.coachingnl.ca

NORTHWEST TERRITORIES

Aboriginal Sports Circle NWT
www.ascnwt.ca

Sport North Federation
www.sportnorth.com

NOVA SCOTIA

Mi'kmaw Sport Council of Nova Scotia
www.kinu.ca/sports-health-and-wellness

Sport Nova Scotia
www.sportnovascotia.ca

Coaching Nova Scotia
www.coachingns.com

NUNAVUT

Sport and Recreation – Government of Nunavut
www.gov.nu.ca/sports-and-recreation

ONTARIO

Indigenous Sport and Wellness Ontario
www.iswo.ca

Coaches Association of Ontario
www.coachesontario.ca

PRINCE EDWARD ISLAND

PEI Aboriginal Sports Circle
www.mcpei.ca/#programs

Sport PEI
www.sportpei.pe.ca

Coaching PEI
www.coachpei.ca

QUEBEC

First Nations of Quebec and Labrador Health and Social Services Commission
www.cssspnql.com

Sports Quebec
www.sportsquebec.com

Mohawk Council of Kahnawà:ke (sport department)
www.kahnawake.com

SASKATCHEWAN

Federation of Sovereign Indigenous Nations
www.fsin.com

Sask Sport Inc.
www.sasksport.sk.ca

Coaches Association of Saskatchewan
www.saskcoach.ca

YUKON

Yukon Aboriginal Sport Circle
www.yasc.ca

Sport Yukon
www.sportyukon.com

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INDIGENOUS LONG-TERM PARTICIPANT DEVELOPMENT PATHWAY SPORT ORGANIZATION GUIDE VERSION 1.2

The logo for Canada, featuring the word "Canada" in a stylized serif font with a small maple leaf above the letter 'a'.

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