

RS101: Intro to the Recreation and Sport System

RS101 - Intro to the Recreation and Sport System was designed and prepared for Recreation North by Caroline Sparks. Development was funded by the Arctic Inspiration Prize. Revisions for the Training Program were completed by Caroline Sparks.

Description:

This learning event introduces the mix of groups, relationships, resources, and policies that form the system. Understanding these parts and priorities improves your ability to access resources for recreation.

Learning Objectives:

- Describe local, territorial and national components of the recreation and sport system.
- Explain the role of public, not-for-profit, and private sectors in the recreation and sport system.
- Recognize the benefit of working with other sectors including health, education and justice.
- Discover the Truth and Reconciliation Commission's Calls for Action related to recreation and sport.

Required Learning Activities:

- RLA: Big system influences
- RLA: Explore our Northern system

Week 1:

An understanding of how the recreation and sport system works can help recreation leaders understand their contribution to recreation. Furthering broad priorities related to recreation, sport, physical activity and reconciliation, begins with recognizing some of the bigger policies and agendas, including the TRC Calls to Action for Sport, that influence how the system functions.

Key teaching points:

- Recreation is locally-driven with very little support from the federal government. Recreation is generally a municipal responsibility supported through provincial/territorial mechanisms.
- The recreation and sport system is an open system. It works (or not) because of the relationships between its parts. Parts include people, policies, organizations, resources, infrastructure, etc.

- Three key policies/frameworks influence the system from within. These include:
 - The Framework for Recreation in Canada (2015)
 - Canadian Sport Policy (2012 to 2022)
 - The Common Vision for Increasing Physical Activity and Reducing Sedentary Living (2018)
- As an open system, the recreation and sport system needs to be responsive to changes from outside. Reconciliation and the TRC's Calls to Action about Sport are external influences which require adaptation within the system's parts and relationships.

Reflective questions to encourage learning:

- The Framework for Recreation in Canada notes that provinces and territories are responsible for recreation, health and education (except on First Nations reserves). How does this apply in the North? How does this apply to self-governing First Nations?
- What are you still wondering about after reviewing one of the national policies, frameworks or agendas that influence the recreation and sport system? Is there anything you would like to know more about?
- What surprised or impressed you in the national policy, framework or agenda that you reviewed?
- What are some of the ways in which we, as Northern recreation leaders, can address the TRC's five Calls to Action about sport?

Week 2:

Recreation leaders establish relationships with public, private and non-for-profit sectors locally and territorially. It is less likely that a community recreation leader works directly with a national organization or resource. It is quite likely that recreation leaders work with sectors outside of the recreation and sport system (e.g. education, health, justice). When recreation leaders understand the components of the system, they are better able to access those that support their own work.

Key teaching points

- Public, private and non-profit are some of the ways we identify who we work with. We also identify who or what is part of our system based on local, regional, territorial or national.
- Working across sectors or multi-sectorally means building relationships outside of the recreation and sport system, with systems such as education, health, or justice.
- Recreation leaders will form relationships with the components, resources, organizations and people who compliment and support their work or volunteer activities. It can be easy to maintain the same relationships, even when they become

non-productive. Therefore, every so often, it is worth looking at who is part of your network and where your energy is best spent.

Reflective questions to encourage learning:

- Describe one sector outside recreation with whom you network, communicate, coordinate or collaborate.
- What are the benefits of working across sectors?
- What are the different types of relationships with have within our system and with other sectors?

Required Learning Activity: Explore our Northern system

Use words, pictures, audio, or your own presentation style to explore one component (part) of our Northern recreation and sport system. Introduce this part to others in this forum as follows.

1. Select one 'part' of the system from the list on the next page.
2. Enter your name to select a part that no one else has chosen.
3. In your own style, prepare a presentation using the RLA Guidelines shown below.
4. Post your presentation in the forum.
5. Comment on, or ask questions about, another person's post.

RLA Guidelines

From the list below, choose a Northern system 'part' that you want to know more about, or that you think others should know more about. The 'parts' listed may be a non-profit organization, government agency, business, resource, etc.

Gather information using Internet, phone, email, or in-person chat. In your presentation about this system 'part', describe:

- Its name, location, contact information and mandate (mission).
- Its type (public, private, non-profit) and reach (local, regional, territorial, Northern)
- Its programs, services, and/or resources that support community recreation.
- The ways in which this 'part' is essential in the Northern recreation and sport system.
- Where you got your information.

List of Northern System “Parts’

Choose one of these ‘Northern System Parts’ then enter your name on the left to show your selection. If someone else has entered their name, please make a different selection.

Choose one of these ‘Northern System Parts’	Enter your name:
Aboriginal Sport Circle	
Aquam / Blue Imp / White Ice (choose one)	
Arctic Inspiration Prize	
Canadian Parks and Recreation Association	
Canadian Tire & Canadian Tire Jump Start	
Canadian Parks Council / Cdn Trails Federation (choose one)	
ElderActive Recreation Association	
First Air / Air North	
GNWT School of Community Government	
Kids Recreation Fund	
Lotteries Yukon / NWT and Nunavut Lotteries (choose one)	
Mackenzie Recreation Association	
Northwestel	
Nunavut Municipal Training Organization	
NWT Recreation and Parks Association (NWTRPA)	
ParticiPACTION	
Recreation and Parks Association of Nunavut (RPAN)	
Recreation and Parks Association of the Yukon (RPAY)	
Rising Youth Community Service Grants - TakingITGlobal	
SideDoor (Yellowknife)	
Special Olympics	
Sport and Recreation Division - Nunavut	
Sport North / Sport Yukon (choose one)	
Sport, Recreation and Youth Division - GNWT Municipal and Community Affairs	
Yukon Government Arts Section	
Yukon Government Sport and Recreation Branch	
Youth/Health Investment Fund – Yukon (choose one)	

Required Learning Activity: Big system influences

For this RLA, explore in more depth one of the major influences introduced in RS101.

1. Choose one from this list. Find out more about it using the link provided or another source.

- [The Framework for Recreation in Canada](#) (2015)
- [A Common Vision for Increasing Physical Activity and Reducing Sedentary Living in Canada](#) (2018)
- [The Canadian Sport Policy 2012-2022](#)
- [Truth and Reconciliation Commission's Calls to Action 87-91](#)

2. Next, prepare one question and one statement. Share these in the forum.

For example, you might start a question with:

- *One thing I would like to know more about is...*
- *I am wondering why/how/when...*

And you might start a statement with:

- *One thing that surprised/impressed me...*
- *One new thing I learned...*

3. When you post your question and statement, include the title of the document you explored.

Resources and References:

Resources

- RS101 LE Presentation
- Who is Involved in Recreation? Excerpt from Framework for Recreation in Canada - https://files.recnorth.ca/18-19/res/Who-Is-Involved_RS101.pdf

Activities

- Recreation and Sport System Jeopardy - https://files.recnorth.ca/18-19/res/Recreation-Systems-Jeopardy-Game_Oct2018.pdf
- Jeopardy (auto-calculating) Scorecard - <https://files.recnorth.ca/18-19/res/JeopardyScorecard-PDFform.pdf>
- Required Learning Activities – 2 described above

References

- Canadian Parks and Recreation Association/Interprovincial Sport and Recreation Council (February 2015). A Framework for Recreation in Canada - 2015 - Pathways to Wellbeing. Ottawa: Canadian Recreation and Parks Association. 40 pages. www.cpra.ca/about-the-framework
- Federal, provincial and territorial governments. (2018). Common Vision for Increasing Physical Activity and Reducing Sedentary Living. www.canada.ca/content/dam/phac-aspc/documents/services/publications/healthy-living/lets-get-moving/pub-eng.pdf
- Giles, A. and van Luijk, N. (April 2018). Federal budget undermines Indigenous self-determination in sport programs. <https://theconversation.com/federal-budget-undermines-indigenous-self-determination-in-sport-programs-93711>
- Government of Canada. Delivering on Truth and Reconciliation Commission Calls to Action. October 2018. <https://www.aadnc-aandc.gc.ca/eng/1524505883755/1524505915831>
- Ministers responsible for Sport, Physical Activity and Recreation. (2012). Canadian Sport Policy 2012-2022. sirc.ca/sites/default/files/content/docs/pdf/csp2012_en_lr.pdf
- Sinclair, Justice Murray. (2011). What is Reconciliation? (video) <https://vimeo.com/25389165>
- Truth and Reconciliation Commission of Canada. (2015). Calls to Action. <http://www.trc.ca>.