

# Youth Recreation Strategic Plan

## 2011-2016

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**Prepared by:**

Neil Smith Ph.D., Pacific Leadership Design Inc. , [smithneil@shaw.ca](mailto:smithneil@shaw.ca)  
Sandra Pearson, Judith Koeleman and Jennifer Browett, RDN Youth Recreation Core Team

For more information, please see [www.rdn.bc.ca](http://www.rdn.bc.ca) or email [recparks@rdn.bc.ca](mailto:recparks@rdn.bc.ca)

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## ACKNOWLEDGEMENTS

It is with a great deal of satisfaction that we present the Regional District of Nanaimo (RDN) Youth Recreation Strategic Plan for District 69.

The consultants of Pacific Leadership Design would first like to extend appreciation to all those youth, parents, youth recreation agencies, educators, RDN staff and community members who contributed with spirited commitment to the strategic planning process.

Second, we convey our deepest appreciation for all the selfless engagement of the Steering Committee members who co-constructed and participated actively in all aspects of the strategic planning process. Their work exceeded expectations during all steps of the process, organizing respective constituent groups, participating actively in focus groups and interviews, providing expert facilitation of teams during the community Youth Summit, analyzing emerging data, and carefully tracking each step of the process to ensure that the plan is a true reflection of the youth and community needs.

This project was made possible by the strong support of School District 69 Board, administration, teachers, education assistants and support staff, without whose efforts the voice of a broad representation of youth would have not been heard.

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### Our Steering Committee:

* Konnar Boorman	Grade 11 Student (2009/10)
* Lan se Iridani	Grade 10 Student (2009/10)
* Taylor Chestnut	Grade 9 Student (2009/10)
* Marilyn Sims	Arrowsmith Community Enhancement Society Representative
* Rollie Koop	SD 69 Assistant Superintendent
* Eve Flynn	District 69 Recreation Commissioner and SD 69 School Board Chair
* Dan Mahoney	Community Representative
* Joel Martinflatt	YouthLink Representative, Society of Organized Services Manager
* Sandra Pearson	Superintendent of Aquatics and Northern Recreation Services, RDN
* Jennifer Browett	Recreation Programmer, RDN
* Judith Koeleman	Recreation Programmer, RDN

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Thank you to Dean Banman, Manager of Recreation Services, for his ongoing and thorough review of the details of the strategic plan.

We acknowledge *Save-On-Foods* for their generous donation of food and snacks for public sessions, and Janet Dunnett for photographs of the Youth Summit.

*At right: Youth members of Steering Committee: Taylor Chestnut (middle) and Lan se Iridani (right)*



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# 1. INTRODUCTION

## 1.1 Background and Purpose:

### *Rationale for new youth recreation services plan:*

District 69 represents a large geographic area within the Regional District of Nanaimo, ranging from the community of Nanoose Bay in the south, through several diverse rural communities, the towns of Parksville and Qualicum Beach, then stretching to Bowser and Deep Bay in the north. As populations and resources have shifted during the past decade, the need for a new plan for recreation services for the district has emerged.

The last departmental Youth Services Plan was developed in 2000, and in fall 2008 RDN Recreation staff initiated a thorough review of programs and services. Two documents were created: 1) Youth Services History, Context and Rationale 2) Questionnaire for the proposed Youth Recreation Services Plan.

From this work, the need for a new planning framework was identified and in Spring 2009 two focus groups involved recreation staff and YouthLink (which is a community coalition of youth agencies) defined the general parameters of how the new youth recreation services plan should be developed.

Recommendations were presented to the District 69 Recreation Commission and RDN Board of Directors in August 2009 for a new youth recreation services plan to be developed using the internal resources of the RDN Recreation staff with the support of an external consultant. In January 2010 Neil Smith of Pacific Leadership Design was contracted to work with the RDN Youth Recreation Core Team. The three “priority” terms of reference are defined below; please find further details in sections “Outcomes” and “Criteria” in Appendix 5.1.

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### *Terms of Reference for the Strategic Planning Process*

- 1) A clear statement of vision, mission, values and guiding principles for District 69 youth recreation services.
- 2) A Youth Recreation Strategic Plan for 2011 to 2016 that includes all programming priorities with identification of corresponding resource requirements, budget and timelines, and an outline identifying assessment benchmarks.
- 3) A clear statement of what defines “youth” and “recreation” in the context of the Youth Recreation plan.

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### *Glossary for commonly used acronyms through plan:*

RDN:	Regional District of Nanaimo	LIT:	Leaders In Training
YSRP:	Youth Recreation Strategic Plan	YRA:	Youth Recreation Advisors
YRN:	Youth Recreation Network	DAB:	Developmental Asset Building
SD69:	School District 69		

## 1.2 EXECUTIVE SUMMARY – *New directions at a glance*

The RDN Core Youth Recreation Team with support and involvement of the Strategic Planning Committee in the first six weeks of the project prepared a comprehensive community engagement process that included development of a youth facilitation team, an online survey, and a strategy for a community-wide series of focus groups and interviews.

The information from 25 focus groups, 11 interviews, and 320 Youth Survey responses was summarized and organized in themes, then published on a MOODLE website for participants’ review and feedback. The focus groups averaged 14 participants and involved participants from nine middle, secondary, alternate and distributed learning schools, and from a wide variety of community and youth organizations. All information from this phase of the planning process was then made available to all participants of the May Youth Recreation Summit.

In late May approximately 100 youth and community representatives convened for a full day Summit. The day was designed on an Appreciative Inquiry model that asked participants what parts of youth recreation were working well, and what visions could help shape the future for youth recreation in District 69. The results of this day were then synthesized and contributed to part of the data for the creation of a new strategic plan for 2011-2016. Public consultations revealed several significant shifts in community views of what is perceived to be important for youth recreation. Summary of main outcomes:

<ul style="list-style-type: none"> <li>• <i>A new vision, mission, values and guiding principles for RDN youth recreation services..</i></li> </ul>
<ul style="list-style-type: none"> <li>• <i>A comprehensive set of strategic directions that provide a workplan for the RDN to follow from 2011-2016, outlining budget implications and timelines for implementation. These strategic directions are congruent with the 2006 RDN Recreation Master Plan for Oceanside.</i></li> </ul>
<ul style="list-style-type: none"> <li>• <i>Adoption and implementation of a solid conceptual framework of youth development, to help all those working with youth understand the unique physical, cognitive, social and emotional changes experienced by youth at various ages and stages.</i></li> </ul>
<ul style="list-style-type: none"> <li>• <i>A de-emphasis of current focus on direct program delivery in favour of strengthening the department’s role in community development, increasing partnerships and assisting as a community “hub” by supporting collaborative initiatives and facilitating communication.</i></li> </ul>
<ul style="list-style-type: none"> <li>• <i>A shift to expand the scope of recreation to encompass organized sports, less formal types of indoor and outdoor activities, arts, cultural activities and life skills orientation. Drop-in activities and spontaneous short-term events are highly favoured options.</i></li> </ul>
<ul style="list-style-type: none"> <li>• <i>Increased involvement of youth in planning, marketing and implementation of recreation.</i></li> </ul>
<ul style="list-style-type: none"> <li>• <i>Strengthening recreation access for youth whose opportunities are limited by lack of family support, geographic location and ability to pay expenses.</i></li> </ul>
<ul style="list-style-type: none"> <li>• <i>Support initiatives to increase recreational opportunities for rural youth.</i></li> </ul>

Please see Section 3 *Strategic Directions* for a full explanation of the above summary.

## VISION, MISSION, VALUES AND GUIDING PRINCIPLES

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### **VISION: Our desired future is...**

**Engaged Youth ~ Healthy Experiences ~ Infinite Possibilities**

### **MISSION STATEMENT: Our core purpose is...**

**To promote and contribute to a vibrant youth recreation network**

### **VALUES: We believe in...**

<b>LISTENING:</b>	Hearing and respecting youth voice.
<b>ENGAGING:</b>	Supporting and encouraging youth participation in recreation.
<b>RESPONDING:</b>	Responding to the changing interests of youth and community.
<b>OPEN-MINDEDNESS:</b>	Recognizing what is working well and exploring possibilities.
<b>DIALOGUE:</b>	Encouraging ongoing community conversation focusing on youth recreation.
<b>INCLUSION:</b>	Reducing barriers to participation: cost, transportation and accessibility.
<b>DIVERSITY:</b>	Respecting a wide variety of youth interests.
<b>EXPERIENCE:</b>	Fostering experiences for physical and social wellbeing.
<b>LIFE SKILLS:</b>	Helping youth develop adaptive and positive behaviours that will enable them to meet the demands and challenges of everyday life.
<b>LEADERSHIP:</b>	Promoting leadership development across the youth network.
<b>COLLABORATION:</b>	Working together increases opportunities for youth recreation.
<b>QUALITY:</b>	Striving for excellence in youth recreation.

## **GUIDING PRINCIPLES: In our services, we will...**

- Recognize youth voice and involvement as vital to the success and sustainability of quality youth recreation.
- Actively seek and build collaborative community partnerships with the common goal of enhancing youth recreation opportunities.
- Build respectful and trusting relationships.
- Share the responsibility for the creation and implementation of youth recreation.
- Respect the unique differences reflected in District 69, defined by region, culture, age and socio-economic status.
- Adapt creatively to changes in youth culture, technology, and resource availability.
- Design youth recreation with respect to the stages of youth development.
- Foster emotional and physical safety within youth recreation.
- Support the development of socially and fiscally responsible youth recreation.



## **OUR WORKING DEFINITION of RECREATION**

A wide variety of engaging experiences that build healthy lifestyles through activities, sports, arts and culture in outdoor and indoor settings.

## **OUR WORKING DEFINITION of YOUTH**

Youth defined as individuals aged 11-18 years.

## 1.3 MAPPING THE METHODOLOGY AND PROCESS

### ***a. Phase One - FOUNDATIONS:***

***RDN Terms of Reference:*** The terms of reference for the strategic planning process mandated that the process involve the full community with attention paid to meaningful participation of youth. The Steering Committee became the central conscience for this mandate.

***The Steering Committee*** was comprised of three youth members of different ages and schools, five community members that included representation of rural perspective, urban perspective, District 69 Recreation Commission, School District 69 Assistant Superintendent of Schools, as well representatives from community organizations working for youth. Also central to the Steering Committee's work were three RDN Recreation staff members Sandra Pearson, Superintendent of Aquatics and Northern Recreation Services, Jennifer Browett, Recreation Programmer and Judith Koeleman, Recreation Programmer. The team of three RDN staff working with the consultant is referred to as the "Core Team". From February 2010 onward the Steering Committee met once or twice per month to shape the methodology of the planning process. The committee provided shape, structure and feedback to the overall plan, determined what was required in data collection, who the focus groups and interviews would involve, and what the youth recreation survey should seek to discover. The committee also was directly involved in the planning and facilitation of the community Youth Summit in May, after which they participated actively in the advisement, feedback and editing of the final strategic plan.

***Main Intentions of Strategic Planning:*** While our primary aim was to build a bold yet realistic youth recreation plan for the District 69, our parallel intention was to strengthen the community's focus on youth development through expanded avenues of collaboration and dialogue. We hoped that the process itself would serve to help make connections for those working and living in 'silo' environments.

### ***Our mandate was to achieve two main outcomes:***

- |  |
|--|
| <ul style="list-style-type: none"><li>• <i>Clear information and data representing views of youth recreation; what is perceived to be currently working well and what people hope for the future.</i></li></ul>          |
| <ul style="list-style-type: none"><li>• <i>The strengthening of a constructive community dialogue connecting youth, community leaders and organizations that could support youth recreation in the future.</i></li></ul> |

## ***b. Phase Two – REVIEW OF BEST PRACTICES IN YOUTH RECREATION***

The Core Team of District 69 Youth Recreation reviewed the literature and plans across Canada and found the documents below representing “best practice” in youth recreation. Some of the sources were identified through connections at conferences and Youth Recreation colleagues, and others were recommended by members of the Steering Committee. We reviewed these and made reference to them as we developed the Strategic Plan. Below represents a selection of programs whose practices were considered relevant to our task

It should be noted that certain resources and conceptual models supporting exemplary programs in youth recreation have been embedded explicitly in the strategic plan; for example, 40 Youth Assets. (Please see Appendix 5.5.)

### ***Youth Service Plan: Where Youth Thrive*** – City of Richmond, September 2008

- Power of Asset building - working with partners
- Marketing and communications - develop a dynamic age-appropriate youth marketing plan
- Increasing inter-agency programming to bridge existing community services for youth
- Moving towards standards and working with partners to consolidate the work of youth program committees
- Bridging services to “low asset” youth - 40 developmental assets
- Acknowledge and increase the social capital of youth
- Dedicated safe & social spaces - safe places for youth
- Undertaking evaluation - annual report

### ***Voices from Youth Teams: How to create successful partnerships for community action*** Camille Dumond, Heartwood Institute, Halifax, NS, September 2003

- Youth action teams combine youth-adult partnerships
- Defining what youth value in order to engage them effectively
- Youth want to tap into their passions and be supported
- Youth and adults want to connect with each other and with community
- Youth value inclusivity
- Youth value hands-on experiential activities
- Connecting Youth to community resources
- Youth ownership
- Shared leadership & positive teamwork

### ***Youth Development Strategy*** - Township of Esquimalt, Parks and Recreation, 2004

- Based on the Developmental Asset Building Framework
- Provides a process for youth involvement, feedback and ultimately youth empowerment
- Indicates a commitment to youth development and implies that youth initiatives are as important as other community initiatives
- Negative media stereotypes of youth result in young people not being considered as valuable members of the community or as an important resource
- Recreation and leisure participation is critical to positive youth development

### ***Developmental Assets: A Profile of Your Youth Western Charlotte County Schools***

Search Institute, Minneapolis, MN, January 2005

- Developmental Assets; a paradigm of positive human development
- Portrait of developmental assets
- Portrait of risk- taking behaviors and thriving indicators
- The power of developmental assets

### ***South Australian Youth Recreation Strategy*** - Suter and Associates, Sydney, Australia

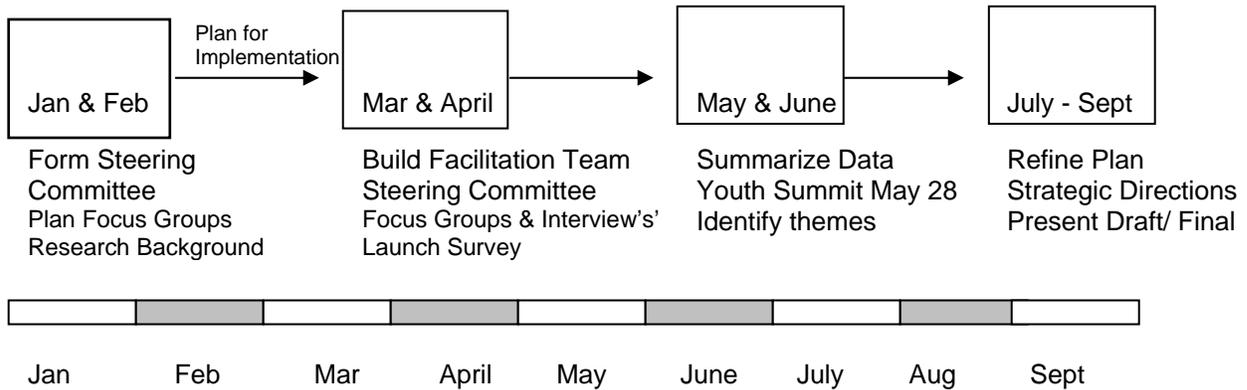
- Develop a guide that will assist local councils, youth related organizations, recreation providers, community groups and groups of young people to plan and implement recreation programs that benefit the development and well being of young people
- Plan for and hold an annual 'event' that contributes to the professional development, interaction and networking opportunities for people working with young people
- Develop a marketing campaign that promotes the value of recreation and the opportunities for participation to young people
- Provide a range of appealing, safe, accessible and affordable facilities that aim to attract and cater for a diversity of young people
- Consider opportunities that support more isolated young people, including young people in rural areas
- Undertake initiatives that specifically target young people who are more disadvantaged
- Adopt a strategic and inclusive approach to planning recreation initiatives
- Increase the funding that is available for recreation for young people
- Provide subsidies or incentives

### ***Youth Friendly Communities Good Practices 2008*** - Yvette Munro, Toronto, Ontario

- Youth have options to play
- Youth are formally connected to the community
- Facilities are dedicated to youth play
- It is easy for youth to find out information about play activities in the community
- The community supports public youth events
- The community celebrates and recognizes youth
- The community commits funding for youth play
- The community supports positive youth development
- The community supports youth volunteerism and leadership development
- The community has models of effective community partnerships
- Youth activism and advocacy for play is nurtured
- Youth feel comfortable in their own community
- Youth can get to the play programs that are offered
- Schools support the youth friendly approach
- Adults champion the cause for youth play
- Play is accessible to youth with disabilities.

### c. Phase Three – IMPLEMENTATION

Figure 1



**Building the Facilitation Team:** In February and March we oriented our youth representatives and RDN ‘Core Team’ as a facilitation team that would contribute to working with focus groups and interviews. The intention was to involve as broad a range of student and community participants as possible in the focus groups and interview process. Our focus in the orientation was a firm adherence to clearly defined facilitative protocols that supported a constructive focus, with the primary intention of discovering what people felt worked well in youth recreation and discovering what they felt could improve the current system.

**Establishing the Context of Current District 69 Youth Recreation Needs:** The review of all relevant RDN documents and reports provided the foundation Youth Recreation planning. The *RDN Recreation Services Master Plan for Oceanside (2006)* provided the most important description of recreation direction and projects for the district. Included in this document were recommendations for:

- |  |
|--|
| <ul style="list-style-type: none"> <li>• <i>Clearly defined Youth Services planning,</i></li> </ul>  |
| <ul style="list-style-type: none"> <li>• <i>The need for a well articulated vision, goals and values,</i></li> </ul>   |
| <ul style="list-style-type: none"> <li>• <i>The need for a balance between program delivery and effective community development, supported by staff designated to specific work of community development,</i></li> </ul> |
| <ul style="list-style-type: none"> <li>• <i>Strong local partnerships guided by a clearly defined strategy.</i></li> </ul>   |

**Establishing a Culture of ‘Appreciative Inquiry’:** One key outcome of this project was learning ‘Appreciative Inquiry’ which is a process that enables people to build from the positive core of an organization’s activities and build both energy and commitment toward the best possible future. Most importantly, this learning set a tone of ‘possibility’ in all subsequent team discussions and focus groups related to Youth Recreation.

**Focus Groups:** Twenty-five focus groups of one and half to two hour’s duration and eleven interviews were facilitated in various locations throughout the district. Comprehensive invitation lists drawn by the Steering Committee generated a rich representation of those involved in the organized sports community, youth recreation agencies both public and private, organizations working with arts and culture, youth service agencies, and schools. All

sessions invited participation of both youth and those working with youth. A large number of focus groups were also hosted in local schools and in the rural communities of District 69.

Consistent with our emphasis on appreciative inquiry, the *core* questions that guided the focus groups were quite straightforward:

1. As you reflect on the best of RDN Recreational services in the past and present, what things stand out as being the most positive?
2. What aspects of Youth Recreation programming and community involvement should be discontinued?
3. What is your vision of the IDEAL for Youth Recreation in District 69? What are the components of what you would see as an ideal system of youth programming?

**Youth Voice:** In order to ensure that we reached a broad cross section of youth, focus groups were held with full classes in middle schools, secondary schools, the alternative school, with Aboriginal Education teachers and students, and the distributed learning school (CEAP). In addition, two sessions were held with RDN staff; a full Appreciative Inquiry workshop with one group of recreation staff, and one extended focus group with RDN managers and people in support roles. (Please see Figure 2 on next page.)

**Youth Recreation Survey:** The Youth Recreation survey was completed by 320 respondents. Respondents had the choice of completing the digital or paper form. Results were tabulated and cross-referenced with qualitative data from focus groups and interviews.

The questions on the survey were designed to seek input from community members of all ages, information about what participation in youth recreation looks like: for example; Who participates? What are the favoured kinds of recreation? What things facilitate or impede participation? What can be done to improve youth recreation in the various District 69 communities? (Please see Appendix 5.3 Youth Survey).



## Analyzing the Data and Youth Summit

**Recording, Initial Analysis and Summary:** All focus groups and interviews were audio taped, summarized in word documents, then posted on a designated MOODLE website made available within two weeks of each event to all participants and public to review. The intention was to provide a quick, responsive reflection of the dialogue and ideas emerging from the sessions, with a direct invitation to participants for continued feedback and involvement. This method is an adapted *Delphi* method of data collection and analysis. Each participant was then emailed the invitation to edit and augment the ideas that were placed on the website. All the focus group summaries (each 3-7 pages) and the interview summaries were available to all for review and comment.

**Youth Summit:** To prepare for the youth summit, the Core Team comprising two consultants with three RDN recreation staff analyzed all information and created themes that were gathered from the focus groups, interviews and youth survey. All data was streamed in a series of main themes and information packages in preparation for the youth summit.

The Youth Recreation Summit involved approximately 100 persons in a full day *Appreciative Inquiry* session that included 48 students ages 12-17, School District 69 educators, youth workers, recreation instructors, representatives from the various communities, and community members representing a wide range of ages. Each table of eight participants was grouped to achieve maximum diversity with one Steering Committee member taking responsibility for facilitating table discussions.

The goal of the day was to build a series of possibilities beginning with the information that had been gathered in the focus groups, interviews and surveys. The expectation was that the representatives would bring their personal perspectives, and often rich experience to the questions posed. Each group generated a clear review of existing data summaries.

The process used for the Youth Summit day was based on an adapted model of Appreciative Inquiry. Similar to the focus group and interview process, participants were asked to determine what aspects of existing youth recreation they thought should be sustained. In the Appreciative Inquiry model, this is called a “*discovery*” of the powerful aspects of current and past practices that are valued. The second part, the “*dream*” or visioning, asked what things they envisioned as the future of youth recreation services.



Participants assessed key clusters of information that had been gathered in themes, reinforced the directions that they felt held merit, and then added further ideas, visions and concrete ideas they felt would enrich the strategic directions.

Note: For the full representation of this information, please see Appendix 5.6 for Recreation Themes Drawn from Focus Groups, Interviews and Survey.

## **From Data to Strategic Directions**

From June to August the Core Team, with advice and ongoing feedback from the Steering Committee and RDN management, began the last phase of shaping and refining the strategic directions. The most recent summit data was synthesized and compared to previous data and themes indicated in surveys, focus groups, and interviews. The next stage involved refining specific goals and actions with special attention paid to RDN's capacity to provide the requisite human resources and money to execute the mandate laid out in the strategic plan.

Careful consideration was given to ensure that the proposed new strategic directions were aligned with the RDN Recreation Services Master Plan (2006). Consideration was also given to the system's capacity to adapt to the changes identified by public consultations.

Working with the Steering Committee, the primary task was to articulate a new definition of youth recreation, define "youth", and then frame a new set of guiding parameters: a new youth recreation vision, mission, values, principles, and clearly defined strategic directions supported by specific, budget and timelines for implementation.

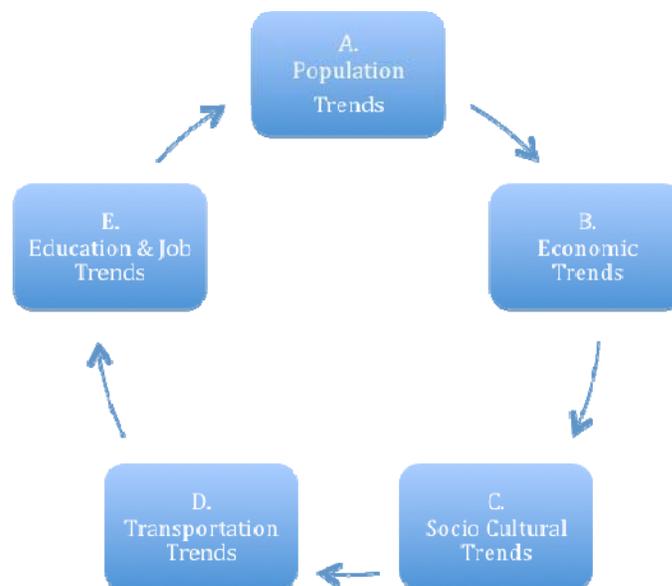
## 2. District 69 Demographics, Trends and Implications

### 1. INTRODUCTION:

**Sources of data for this Demographic Overview:** The main source of the information below is Statistics Canada Census 2006. This information has been augmented by Statistics Canada population projections published in 2008. Also important to the study is updated demographic information published by School District 69 in 2010 as well as the earlier demographic patterns identified as significant in the RDN Oceanside Recreation Master Plan.

**District 69 Zones:** District 69 includes six jurisdictions: the two Municipalities of Parksville and Qualicum Beach, and the four Electoral Areas: Area E – Nanoose Bay, Area F - Coombs, Hilliers, Errington, Whiskey Creek and Meadowood, Area G - French Creek, Dashwood, Englishmen River, and Area H – Shaw Hill, Qualicum Bay, Bowser, Deep Bay. The unique needs of each of these areas are considered in this strategic plan.

### 2. TRENDS AND IMPLICATIONS FOR YOUTH RECREATION:



#### A. Population Trends in District 69

The District 69 population has continued its rapid expansion that began in the late 1980's, consistently surpassing average population growth in BC as a whole. This pattern was noted in the District 69 Recreation Master Plan and is predicted to continue with accelerated residential growth in the next ten years. This will place greater demands on facilities and services.

Table 1 shows the population growth in District 69 communities reported in the last three Census data, with an interesting comparison to the BC provincial average:

**Table 1: Population Growth Chart**

AREA	1996 CENSUS	2001 CENSUS	2006 CENSUS	% CHANGE
Parksville	9,472	10,323	10,993	16 %
Qualicum Beach	6,734	6,921	8,502	26 % *
Electoral Area E	4,677	4,820	5,462	14.8 %
Electoral Area F	5,288	5,546	6,680	26.3 %
Electoral Area G	6,423	7,041	7,023	9.3 %
Electoral Area H	2,951	3,108	3,474	18 %
<b>District 69 Total</b>	<b>35,545</b>	<b>37,759</b>	<b>42,134</b>	<b>18.5 %</b>
<b>BC TOTALS</b>	<b>3,724,738</b>	<b>3,907,738</b>	<b>4,113,487</b>	<b>10.4 %</b>

- This figure was inflated by the reallocation of a major subdivision in 2005 figures
- \*Updated table from the 2001 RDN Master Plan using figures of 2006 Census

The population growth in almost all areas in District 69 Oceanside exceeded the provincial averages. Most recent population increase percentages show that Electoral Area F has the highest growth rate at 26.3%. Most of the growth however did not translate into a proportionate increase of the child and youth population in most District 69 communities. In fact, the youth population has continued to steadily decrease in most District 69 communities during this same period.

The proportion of children in Oceanside continues to be lower than those of BC and Canada. In Qualicum Beach, for example according to the 2006 census, there were 375 children ages 0-9 comprising only 4.5 % of the total town population. This compares with the BC average of approximately 10%. The population increase in District 69 was largely caused by seniors or baby boomers moving into the region, mostly without children.

A recent School District 69 report projected that the number of youth 11-18 will continue to drop slightly for another five years. It is surprising however that short term population predictions for BC indicate a significant reversal of the current pattern of diminishing population of 0-19 year olds in the province. Whereas the numbers of youth who are currently in age range 10-19 is predicted to *decrease* approximately 10% by 2014, numbers in the next younger cohort of 5-9 years and those 0-4 are *increasing* by almost the same 10%. (A steady increase in birth rates is predicted for 2010 to 2020 in B.C.)

***Implications of Diminished Youth Numbers:***

The question that needs to be asked: Is there good reason to reduce the RDN contribution to youth services and programming? The majority of residents in many areas will be older, retired or semi-retired, and empty nesters whose priority may not be to support youth recreational programming. With the decline in youth population in the community and the schools, one might conclude that cutting funding and resources for youth recreation would be a reasonable response.

However, the need for youth recreation may never have been higher. Why? In the school district, fewer students and fewer teachers mean fewer recreation options; sports teams, intramurals, clubs, music and arts programming are at risk of disappearing. Budget cuts related to the recession combined with reduced student enrollment have caused significant staff reductions. As a result, two key things have occurred. Many of the junior or new teachers, who tend to volunteer to sponsor extra clubs, events or teams at the schools, have been the first to lose their jobs. The onus then falls on the more senior teachers to pick up these lost contributions, but many of them are spending their time reorienting to new curriculum and courses outside their specialty areas, in the effort to fill the gaps left by exiting teachers. The recession also has caused many senior teachers to delay their retirement. Simply put, a teaching force that is diminished in numbers and feeling the pressures of age, is not in a healthy position to sustain existing programs that have traditionally provided youth with solid school-based recreation.

The resources within the schools, both human and financial that are needed to support extracurricular activities as well as regular curricular programming fall short of what is required. This means that outdoor, arts, and music programs are at risk, possibly being considered “extra” in times of tough budget-cutting measures.

If this prediction of a reduction in school-based recreation programming holds true, the responsibility for youth programming then shifts to other agencies in the community. RDN has traditionally been the “silent partner” with School District 69 in support of youth recreation. This partnership may need to take on a new form designed to sustain youth recreation options.

The anticipated number of births will be expected to reverse the downward trend of a shrinking youth population and increase the numbers of youth living in the community during the years following the implementation of this strategic plan. The above predictions might suggest that maintaining investment in a robust youth recreation systems will be valued by a new and growing generation of youth. It is expected that the steady increase in birthrate predicted in the province will be accompanied by continuation of ‘into-province’ immigration.

## **B. Economic Trends within District 69**

The communities of relative affluence within District 69 are counterbalanced by less visible pockets of poverty. It is important to understand that the median income of District 69 families with children was significantly less than the provincial average (\$59,216 compared to BC average of \$69,639). Located in parts of Parksville, and in Area F, are myriad families functioning well below the poverty line. Where “couple households with children” reported an average of \$59,216 median after-tax income, one-person households were reporting a median after-tax income of \$22,408. Particularly notable is the number of single parent families throughout the district headed by females with incomes averaging less than half the single parent families headed by males. The highest proportion of single parent families are found in Area F (14.5%) and Parksville (14.6%).

It is also important to note that the outlying communities and the neighbourhoods of lesser socio-economic means within the two municipalities have not been impacted by a large

decrease in youth population as have some of the higher socioeconomic residential communities. Due to relative affordability of housing, both Area F and Area H are communities with growing numbers of new families and youth.

***Implications of Economic Differences:***

Care needs to be taken in recreational planning to ensure that programs and services remain affordable and accessible to low income residents and young families throughout all Oceanside communities. Specific communities and identifiable family types are particularly prone to disadvantage and will need the support of recreation service agencies if they hope to have their children participate in youth recreation. The costs of registration, equipment and transportation are all key factors that influence a family's capacity to participate in youth recreation.



**C. Socio-Cultural Trends**

The percentage of visible minorities who are not First Nations individuals in District 69 is one of the smallest in the province, ranging from 1.9% in Area F to 3.4% in Qualicum Beach. Generally speaking, this means fewer accommodations required for language or cultural differences in recreational programming.

The proportion of First Nations residents in the various areas in District 69 range from 1.8% in Qualicum Beach to 4.2% in Area H. The population of First Nations is growing in almost all BC communities. In April the RDN focus group representing Aboriginal students and educators revealed that many of the same obstacles mentioned above (that is, the costs of registration, equipment and transportation) were also experienced by many Aboriginal students and families, particularly those living in rural areas.

***Implications:***

Care should be taken to learn of the specific challenges of the First Nations members of the community, and to work with agencies, Society of Organized Services and School District 69 Aboriginal Education Principal to reduce obstacles to participation.

**D. Trends in Transportation**

For a region with a relatively small population, District 69 spans a large geographic area, making cheap, reliable and convenient transportation an ongoing challenge. Of the working population, 86% are reliant on vehicles to get to work. Only a small .01% of the working population use public transport as the main means to get to work. A very high proportion of the remainder walk or bike to work, a higher proportion than in most BC communities. Generally though, District 69 is a region that is more car-dependent than the average BC community.

***Implications:***

This information forces us to pay attention to two things: 1) District 69 residents are not in the habit of using public transit, and 2) families who do not have easy access to car transportation are less likely to participate in recreational opportunities. As some of the outlying communities seem also to have significant economic challenges, this means that transportation to recreational activities becomes problematic for many.

**E. Trends in Jobs and Education**

The 2006 Census showed that 44% of people 15 or over in Parksville were in the labour force in 2006: compared to BC average of 65% for the same age range. The 2008 employment statistics indicate that a fairly high proportion (13.6%) of the unemployed in District 69 were between the ages of 19-24 years of age, which is higher than the provincial average.

***Implications:***

The relatively high statistic of unemployment indicates that, in the absence of meaningful engagement in the workforce, there is possibly the need for other means of active engagement and recreational support for youth; and possibly recreational options that might offer youth life skills and opportunities that engender active lifestyles.

Education statistics in the 2006 Census indicate that secondary school graduate rates are slightly lower 23.3% than the provincial average (26.2%). The success rates vary significantly from area to area. Qualicum Beach, Area E and Area F have the highest graduate rates. There are huge differences in the statistics for youth aged 15-24. Qualicum Beach in the 2006 census registered only 25 out of a total of 295 who had not completed a High School certificate or diploma. Parksville, in contrast, showed 455 individuals out of a total of 880 youth ages 15-24 who had not completed a high school certificate or diploma.

***Implications:***

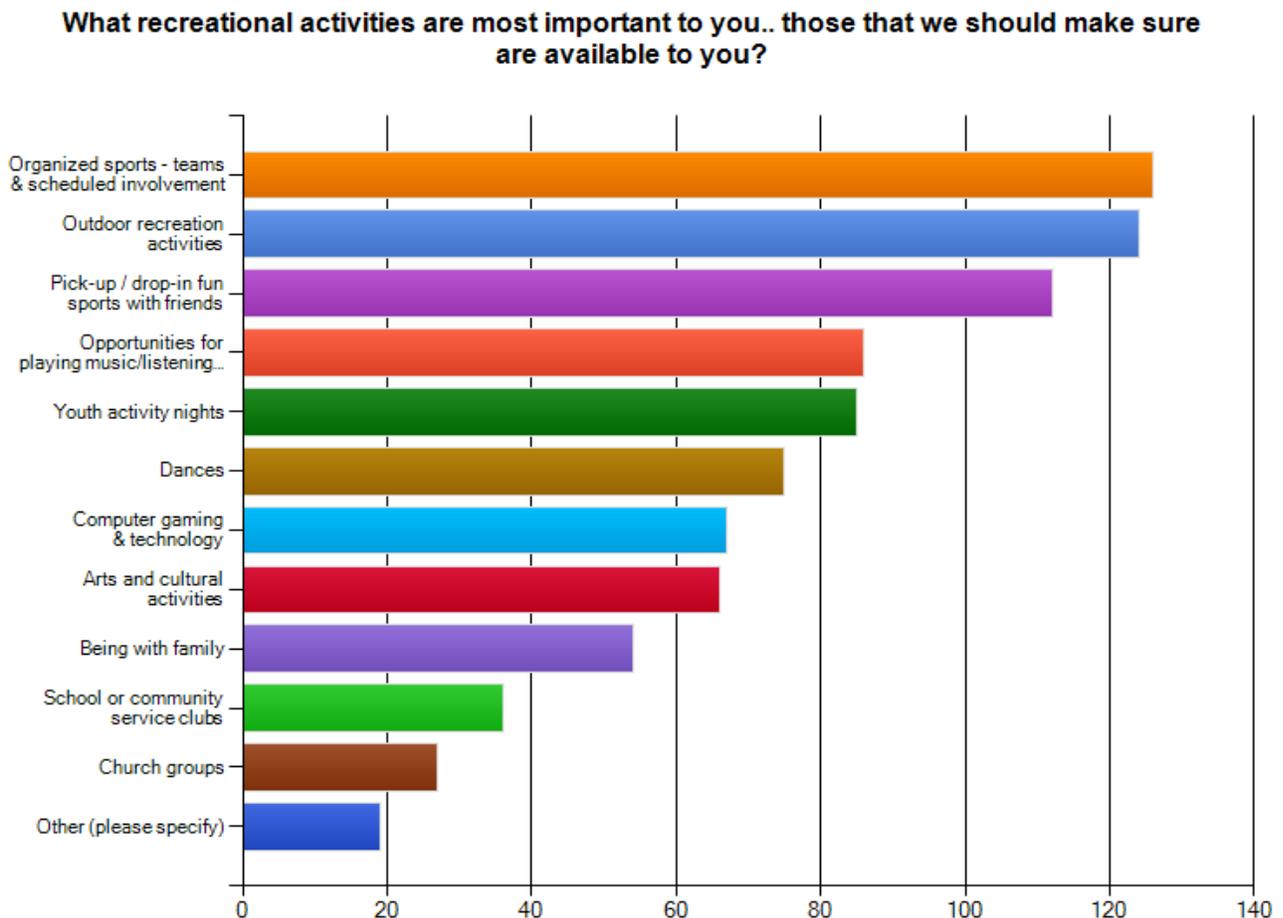
Most literature and modern public policy suggests that healthy communities need an educated population to thrive, especially as jobs in traditionally rich resource industries are disappearing. Most agree too that individuals need a good education to get ahead in life. And there is a commonly-held belief that a healthy variety of recreational activities help support youth's engagement in school. If these are held to be true, then it seems that many youth in today's schools would be advantaged by active engagement in recreational pursuits. And it seems too that particular communities in District 69 are of distinctly high need.

### 3. RESULTS OF YOUTH SURVEY

The youth survey was administered to a diverse respondent group; the majority being youth ages 11-18. People were given the option of completing the survey online using Survey Monkey or completing it on paper copy. The survey helped identify some general patterns unavailable to us in the information from focus groups. For example, it helped us differentiate the perspectives of those in rural communities from those in urban areas, enabled us to determine what they perceive to be the favoured forms of recreation, the things that foster participation, obstacles to participation, and ideas about how to strengthen youth recreation in the community.

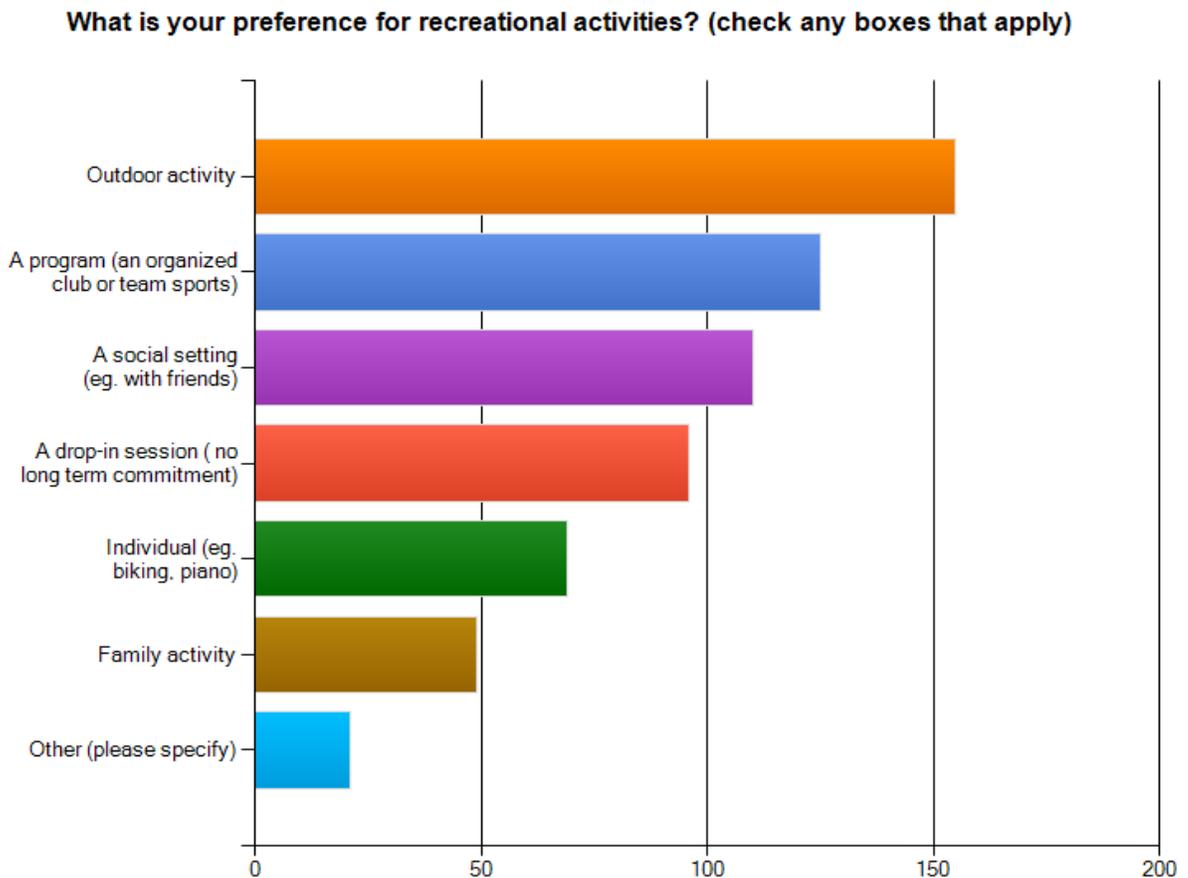
We will illustrate selected results in this section beginning with the question *what recreation activities are most important?* Interestingly, although a majority of the eight middle and secondary classes we met with were not involved in organized sports, they still dominated the *importance scale*. Of notable importance, mentioned consistently in the focus groups, was the value placed on increasing four activities: outdoor recreation, pick-up activities, and playing music and youth activity nights.

Figure 3



We asked a similar question - ***What is your preference for recreation activities?*** The results revealed a favouring of outdoor activities, with organized club or team sports ranking second, social setting with friends third, and drop-in sessions fourth. When we compared five of the rural communities to the urban communities, it was interesting to note that outdoor activities were rated more highly than organized clubs and sports, reflecting perhaps the difficulty in accessing organized forms of recreation that are most frequently offered in urban areas.

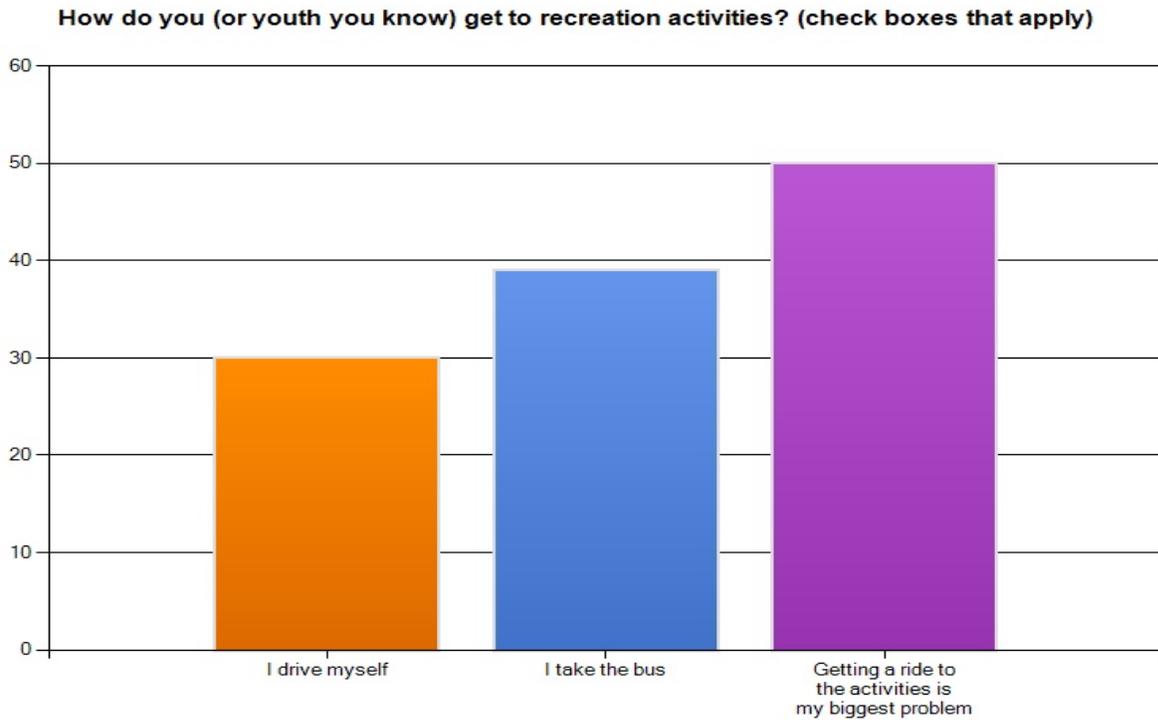
**Figure 4**



Transportation to recreation activities is a challenge facing many youth. The Survey result reveals the high level of dependency on automobile, with either family member driving youth, or catching a ride with friends.

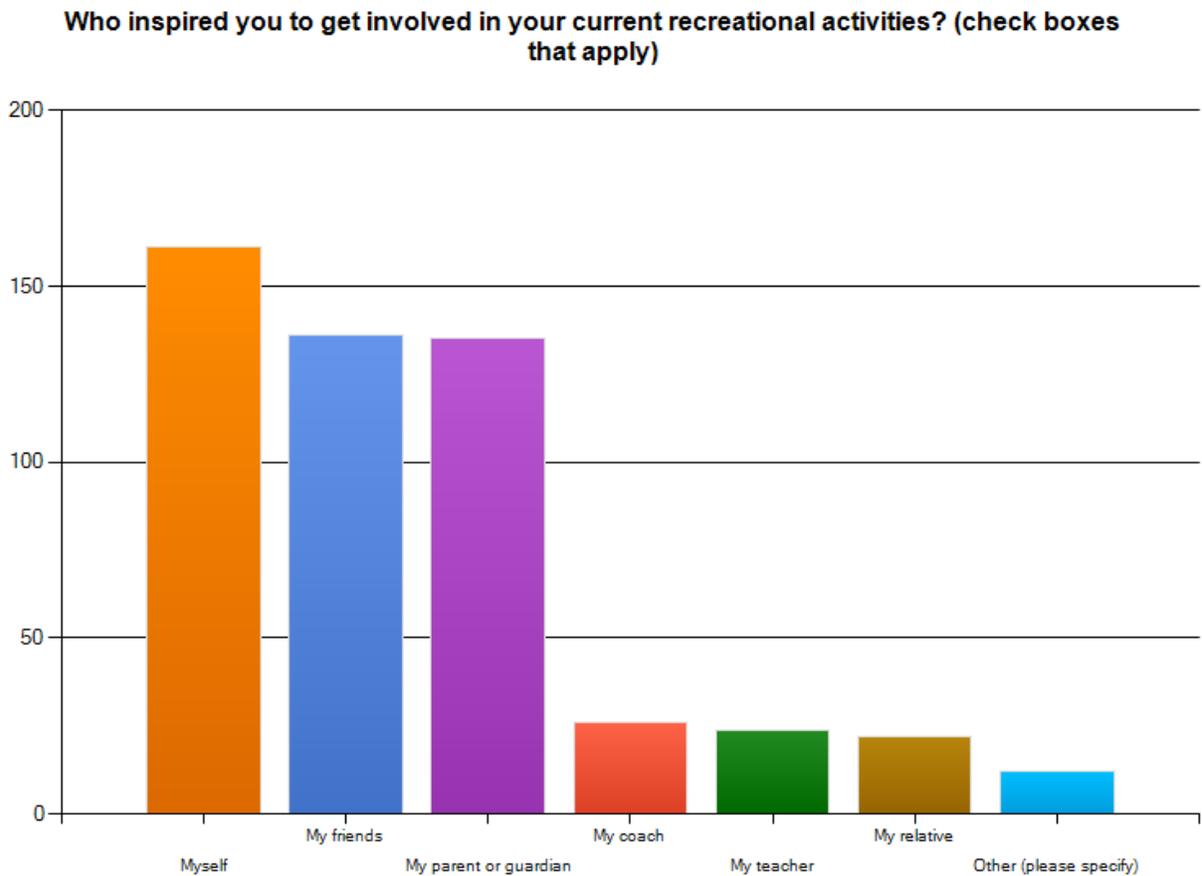
For 50 of the approximately 200 respondents ***“Getting a ride to the activities is my biggest problem”***. Many youth ride bikes or walk, but for those living well beyond the urban areas, it is too difficult for most to commute into town without automobile or bus transport. Nearly 40 (25% youth respondents) reported they have access to bus service.

**Figure 5**



When asked *who inspired you to get involved in current recreational activities?* It was found that self-motivation was the main source of inspiration, with friends and parents rated second. This was consistent with information from the focus groups that indicated that as youth grew out of middle school age their parents' influence on their decisions diminished each year.

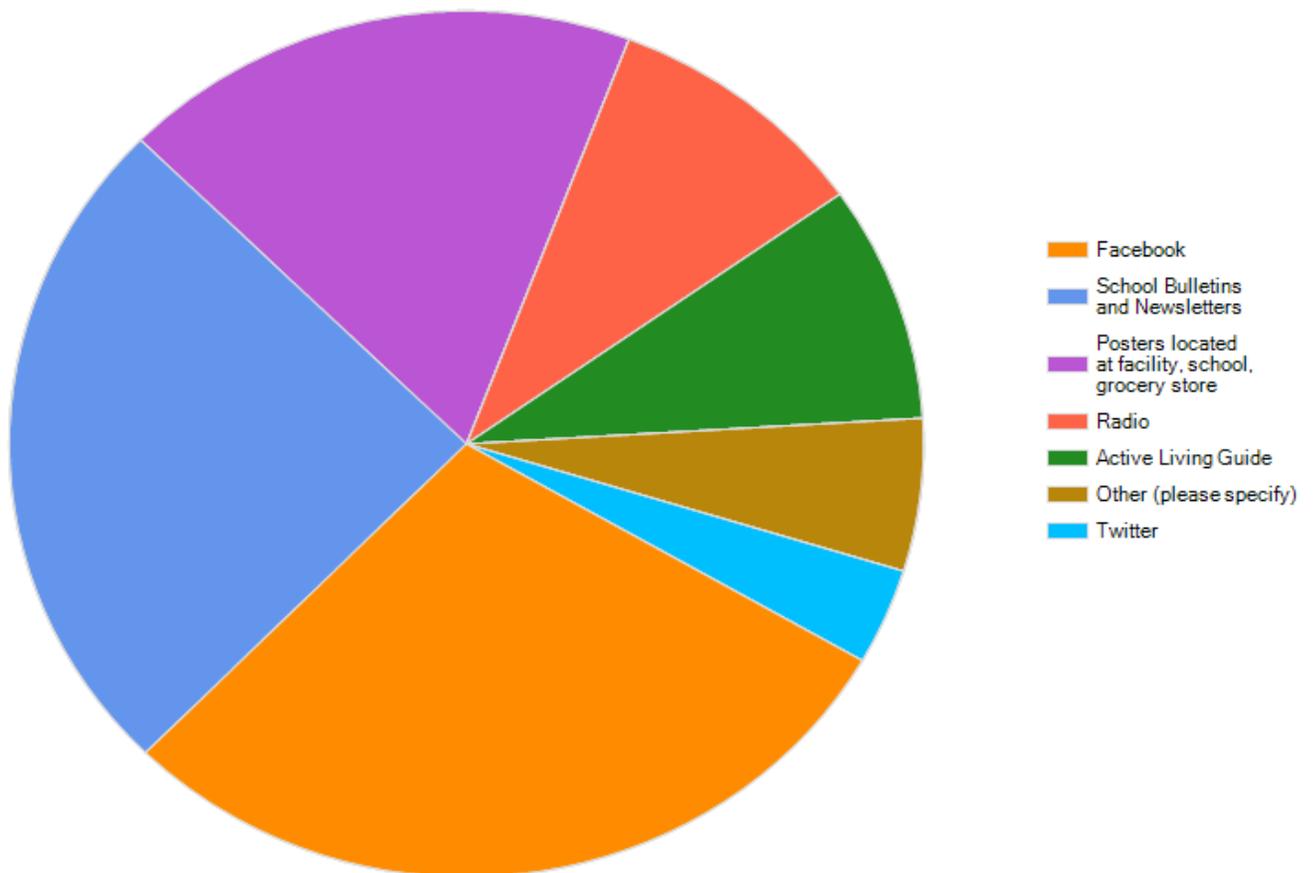
**Figure 6**



When asked *the best way to inform youth of recreational activities?* The survey results indicated that while the Active Living guide paper copy works well for parents, it is not used by youth effectively in the same way; electronic media (e.g. Facebook), email and school-based information are preferred by the youth audience.

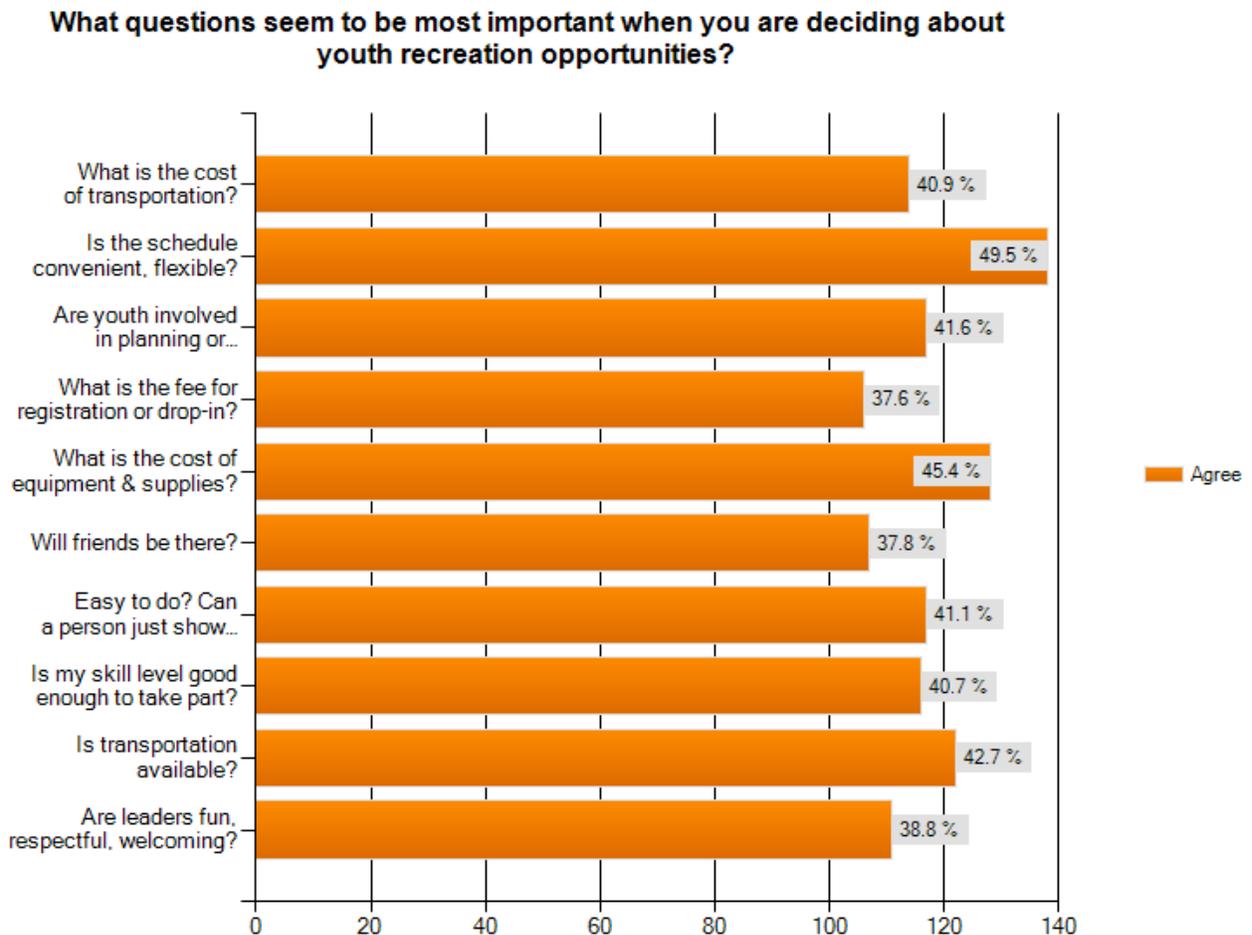
Figure 7

What is the best way to inform youth of the recreational activities and events? (check boxes that apply)



Asked *what questions seem to be most important when you are deciding about youth recreation opportunities?* Respondents suggested that a wide range of considerations were important. The quality of activity leadership was of highest importance, followed by friends participating, then schedule, fees, ease to do, transportation availability were on the next level of importance.

**Figure 8**



When asked *what should be the main goals of recreation?* there was a fairly evenly distributed response and agreement from all respondents that there were multiple goals served by recreation.

**Figure 9**

	<b>Strongly agree</b>	<b>Agree</b>
To be creative	42.4% (126)	46.5% (138)
To improve skills or knowledge	48.0% (141)	40.5% (119)
To stay healthy	65.2% (193)	26.4% (84)
To look for a challenge - to take risks	41.1% (122)	41.8% (124)
To be with friends	52.6% (159)	38.1% (115)
To contribute to the community	23.6% (70)	42.9% (127)
To be outdoors	41.9% (124)	42.9% (127)
To have a safe & fun place to do activities	65.3% (194)	26.6% (79)

From highest to lowest rating:

1. to have a safe and fun place to do activities
2. to stay healthy
3. to be with friends
4. to improve skills or knowledge
5. to look for a challenge – to take risks
6. to be creative
7. to be outdoors
8. to contribute to community



## 4. NEW STRATEGIC DIRECTIONS - 'BIG PICTURE' SHIFTS

The research emerging from this project has indicated that four major shifts are needed in the planning and delivery of RDN Youth Recreation services. These include: expanding the scope of youth recreation; encouraging recreation which is driven by young people; expanding the department's community development role with strengthened communication; and shifting from a program delivery role to a youth development approach. Figure 3 visually demonstrates these big picture shifts to show how the department will make changes in resource allocation over the next five years.

**A) Broadened scope of youth recreation** that will include arts, culture and informal recreational activities. As the strategic planning process engaged youth of a wide socioeconomic and social range, along with very diverse kinds of engagement in the community, it became clear that the traditional conception of youth recreation that was based in sports and other forms of highly structured physical engagement represented only a part of what is considered 'youth recreation'. Recreation is now redefined to include cultural activities such as music and fine arts, events that are generally less structured.

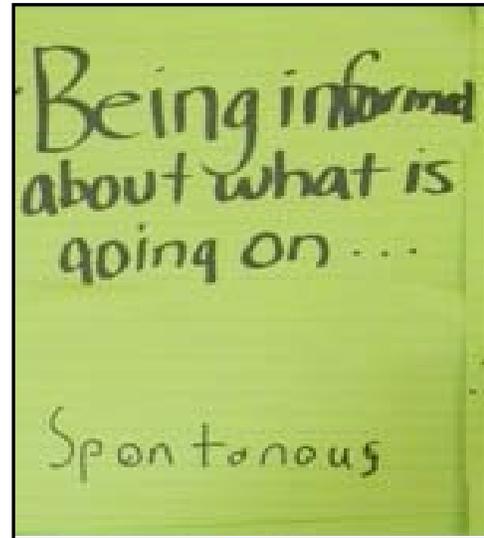


Figure 10 Summary card from Summit

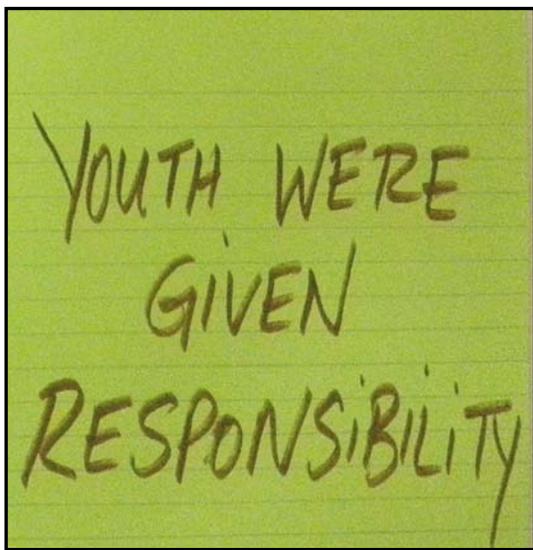


Figure 11 Summary card from Summit

**B) Recreation that will be more 'youth-driven':** In most focus groups, the youth participants emphasized the importance of ensuring that more programming and events involve youth in planning, marketing and execution. Many spoke openly of their experiences of being "over-programmed" to the point that they had no sense of controlling their own fate, activity upon activity being orchestrated on their behalf but without their consultation, input, involvement or management. They confirmed that adult guidance, support and structure was often an essential component of making good recreational experiences happen, but that youth should assume higher levels of responsibility whenever possible.

**C) *Shifting emphasis of youth recreation service from direct program delivery to community development and strengthening RDN role to that of communication HUB in District 69 community:*** The focus groups and interviews delivered a clear message about the role of RDN Youth Recreation Services: RDN Youth Recreation Services can contribute to District 69 youth recreation most effectively by serving as a ‘hub’ of communication. This means a proposed shift away from its traditional emphasis on program delivery to that of community development. It was recognized that RDN Youth Recreation Department is not designed for, or indeed capable of, delivering comprehensive direct youth recreation programming. It is, however, in an ideal position to help build the collective potential of all the strong existing community organizations to deliver the best possible recreation opportunities for youth through an enhanced process of networking, communicating, and liaising with the community youth organizations, schools, and service agencies.

The best possible youth programming and support is dependent on the collective capacity of the youth recreation “community” to improve collaboration and communication. This would translate as a reduction in redundancy of programming, improved channels of communicating what recreation opportunities are available in the community. It would also increase creative options, and foster ongoing dialogue between agencies and youth. Participants in the strategic planning process expressed frustration that for too long different agencies have been functioning in relative isolation from one another. They suggested there is a collective responsibility to ensure that the spirit of collaboration, evident in the work of such bodies as YouthLink, should be extended to the larger collection of youth services and agencies in the community.

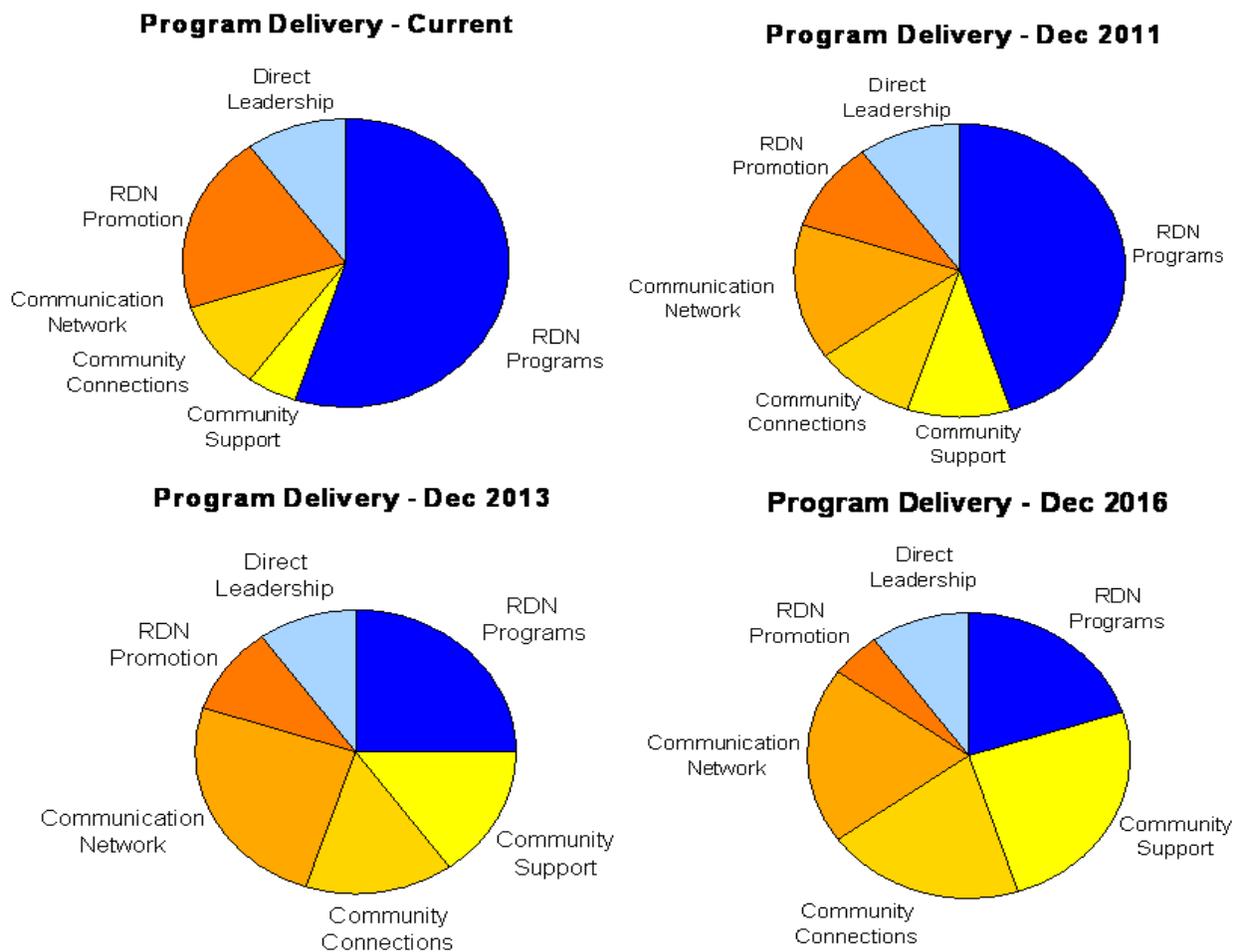
This shift was also recommended in the 2006 RDN Recreational Services Master Plan. It stated that RDN Youth Recreation services should move toward a stronger role in community development.

One of the biggest challenges of a successful strategic planning process is to map a successful strategy for sustaining the positive momentum and community synergy created in the structured community-building processes. People have come together, defined common areas of concern and interests, shared ideas and visions of possible futures, and have opened the potential for more substantive communication and collaboration. The challenge is to build and extend this momentum.

To this end RDN Youth Recreation Services will increase its facilitative and leadership role in helping community agencies develop joint understandings and working partnerships where they can better serve the needs of youth. The shift in human resources to serve the role in community development will be implemented gradually over the next years to ensure that change is not disruptive and offers everyone who is affected by the change time to adapt.

This progression is illustrated in the following graphic (Figure 12) which shows the phase-in of the program delivery changes. The legend on the next page explains the categories illustrated in the figure.

**Figure 12 CHANGES IN PROGRAM DEVELOPMENT FOCUS FOR YOUTH RECREATION**



*Legend for Figure 12:*

<b>RDN Programs</b>	<i>RDN Programs and RDN contracted Programs.</i>
<b>Community Support</b>	<i>Attending community events or programs in a supporting role or partnership.</i>
<b>Community Connections</b>	<i>Attending community meetings, events and building relationships with organizations and individuals.</i>
<b>Communication Network</b>	<i>Build and maintain communication networks; website, email, phone, etc.</i>
<b>RDN Promotion</b>	<i>Promotion of RDN initiatives.</i>
<b>Direct Leadership</b>	<i>RDN programmer performs the responsibilities of a leader in the programs or at events.</i>

**D) Shifting from “program delivery” to a focus on “youth development”:** The shift to a stronger community development model of operation from an emphasis on program delivery necessitates the building of a clear framework for understanding youth. The goal is to ensure that all those working in the youth recreation area are knowledgeable and respectful of the key developmental stages and challenges experienced by youth. Youth age 11-18 are faced with significant physical, cognitive, social and emotional changes or transitions that should be understood by those responsible for supporting their development. As our definition of youth recreation has expanded to include activities and learning beyond organized sport, it becomes more important for all to be conscious of what we are attempting to accomplish as we explore different options for youth of various ages.

To this end, two resources will provide RDN Youth Recreation Services with a guiding framework to assist in making decisions about how and where to invest time and resources in the community. The first of these resources “Factors Influencing Youth Development” drawn from *“Understanding Children and Adolescents,” of program basics: The Definitive Program Resource for Boys & Girls Clubs.* This begins with a description of the primary domains of human development and how they are typically experienced by youth in three age categories (see Figure 13).

As part of the shift to ‘youth development’, the RDN will shift from ‘what do youth need?’ to ‘what assets do youth need to succeed?’. The second resource (found in Appendix 5.5) is the set of 40 developmental assets that offers a strengths-based framework of what contributes to youth well being, reflecting all full physical, cognitive, social and emotional growth patterns of youth development. Using these two main resources as reference points will help the RDN set clear and comprehensive goals with some degree of confidence that the best services are being supported.

**Figure 13 YOUTH DEVELOPMENT FACTORS AND AGE CHARACTERISTICS**

<b>Factors Influencing Youth Development</b>	
<b>Physical development</b>	Genetic make-up, ethnicity, race, gender, nutrition and diet, exercise, sleep patterns, use of tobacco, alcohol or other drugs, stress and stressful life events, environmental toxins and socioeconomic status.
<b>Cognitive development</b>	Academic setting, family environment parent or caregiver involvement access to early education opportunities, teacher support personal motivation, gender and cultural or ethnic context.
<b>Emotional development</b>	Individual temperament, parent and family relationships, support network, life experiences and transitions; media exposure and influence and a tendency toward risk-taking or delinquent behaviors.
<b>Social development</b>	Peer influence, popularity, community and societal context.

## Ages 10-12 Youth Development Age Characteristics

Physical Development	Cognitive Development	Emotional Development	Social Development
<p>Puberty begins; Outward signs include rapid growth and bodily changes associated with sexual maturation.</p> <p>Begins two years earlier in girls than boys. By age 11, most girls have caught up with or surpassed boys in weight and height.</p> <p>An uneven growth of bones, muscles and organs can result in an awkward appearance.</p> <p>Small muscles develop at a faster pace, leading to better motor skills.</p>	<p>Girls move ahead of boys in terms of cognitive development. Special athletic, artistic, academic or musical talents may emerge.</p> <p>Boys and girls think logically, in terms of what is tangible and real rather than in terms of abstract ideas.</p> <p>Boys and girls begin to question rules and beliefs previously accepted at face value.</p>	<p>Some girls and boys may become overly concerned with weight and physical appearance. Boys and girls accept parental guidance, but seek independence and begin to test adult authority.</p> <p>Self-esteem is developing.</p> <p>Some boys may repress their feelings and express themselves physically instead.</p> <p>Adult role models and heroes are important.</p>	<p>Approval of and attention from peers is very important. Boys and girls are beginning to learn social skills: how to enter groups, how to read social cues and how to deal with conflict in a positive manner.</p> <p>Boys and girls may begin to experiment with tobacco, alcohol or other drugs.</p> <p>Boys and girls learn to better understand other people's point of view.</p>

### Program Design characteristics Ages 10-12

Youth aged 10-12 need activities that engage thinking and reason, problem-solving abilities and imagination. The following suggestions can guide program development for this age group.

- Keep messages simple and straight forward.
- Encourage self-directed, youth-led activities.
- Offer opportunities to be useful to the process.
- Include and age-appropriate variety of physical activities.
- Foster the growth of young people's social networks by offering activities that encourage parent and community involvement and support.
- Offer opportunities for children to interact and communicate with others from diverse racial, ethnic, language, religious and cultural groups.

## Ages 13-15 Youth Development Age Characteristics

Physical Development	Cognitive Development	Emotional Development	Social Development
<p>Puberty continues. Boys begin their growth spurt and by age 15, are generally taller, heavier and more muscular than girls.</p> <p>Body changes and sexual development are more evident in both boys and girls.</p> <p>Acne and body odor are concerns for many teens.</p> <p>There is an increased need for sleep and physical rest.</p>	<p>Thinking becomes more abstract, with better reasoning and more intellectual curiosity. Youth are able to understand the hypothetical as well as the real.</p> <p>Youth begin to be aware of their own strengths and weaknesses as learners.</p> <p>Boys and girls do not always see the consequences of their actions.</p> <p>Feelings of being all powerful, all knowing and invulnerable are common.</p>	<p>Boys and girls seek independence, but continue to find security in structure and limit setting by parents and other adults.</p> <p>Intense sensitivity and self consciousness often results in shyness, blushing or modesty and greater need for privacy.</p> <p>Increased concern about physical changes and confusion over emerging sexuality. Confidence in physical appearance is related to self-esteem.</p> <p>Boys and girls seek acceptance from peers, but still look to parents for values and guidance.</p>	<p>Friendship and romance are increasingly important.</p> <p>Boys and girls are trying to establish their own identities separate from their families.'</p> <p>Peer pressure is at its peak. Boys and girls identify with the peer group. Social acceptance is important to self- esteem.</p> <p>The peer group influences interests, clothing styles, music and social activities.</p>

### Program Design characteristics Ages 13-15

Adolescents aged 13-15 need opportunities for independent thinking, exploration and testing of limits. In developing programs for this age group.

- Include an age-appropriate variety of physical activities.
- Develop the ability to understand cause and effect.
- Stimulate youth to think about possibilities.
- Demonstrate sharing, listening and hearing others' points of view.
- Offer opportunities to develop an identity and sense of self; encourage adult involvement in critical decisions.
- Design programs to be accessible and challenging for all youth by including activities that appeal to a diverse range of talents, interest and skill levels.

## Ages 16-18 Youth Development Age Characteristics

Physical Development	Cognitive Development	Emotional Development	Social Development
<p>By 16, boys have stopped growing but their muscles continue to develop. Boys are considerably taller and heavier than girls.</p> <p>Many have achieved their full height and other adult physical milestones.</p> <p>Eating disorder- such as anorexia and bulimia may occur.</p> <p>Older teens experience strong sexual feelings.</p>	<p>Thinking abilities expand. Many youth can think abstractly and hypothetically, and can envision the future and logical outcomes.</p> <p>There is greater ability to see different perspectives, resulting in more empathy and concern for others.</p> <p>There is a greater capacity to set goals, think about one's role in life and consider career options.</p>	<p>In the search for identity, teens explore different roles, looks, values, lifestyles or friendships. Minority youth may try to define themselves by identifying closely with their own racial or ethnic groups.</p> <p>Teens have a greater sense of self-control and the ability to compromise.</p> <p>All experiences are intense and emotional.</p> <p>Interest in ethical and religious issues grows as teens form their own standards and values.</p>	<p>Family tensions decrease as peer pressures levels off and teens establish new, adult relationships with parents.</p> <p>The peer group remains important, but one-to-one relationships are increasingly significant.</p> <p>Strong same-sex friendships continue to exist, but cross-gender friendships become more common.</p>

### Program Design characteristics Ages 16-18

Older teens thrive when given the chance to act independently, make choices and be responsible for their own behaviour. Whenever possible:

- Offer outlets for negotiation, cooperation and compromise.
- Offer opportunities to explore an identity based on beliefs, values.
- Provide opportunities for teens to mentor and tutor younger members.
- Use role playing and 'what if' scenarios to foster abstract thinking skills.
- Keep structure to a minimum and allow teens the freedom to participate in different ways.
- Consult with teens and involve them in program design to make sure programs are relevant and interesting to them.

### **Guidelines for working with Youth in Leadership programs**

Reinforce young people's abilities to make decisions while offering information and help; respond to young peoples growing need for independence while providing safe boundaries.

- Listen to help build or reinforce self-esteem.
- Encourage new, nontraditional thinking and methods of problem solving.
- Encourage goal setting, letting youth know they are expected to succeed.
- Allow youth to make mistakes, learn from them and try again.
- Expose youth to new areas of experience and provide support when needed.
- Encourage youth to seek challenges and take positive risks.
- Give positive feedback about accomplishments, achievements and strengths.
- Provide appropriate challenges and the support to meet them.
- Encourage youth to acknowledge their successes.
- Serve as role model with whom youth can identify.
- Praise youth for their efforts as well as their abilities.

***In summary***, the information about factors that influence youth development, combined with an orientation to youth assets (See Appendix 5.5) is intended to provide all those working with youth recreation - leaders, programmers, community developers, and support staff - with a clear orientation and a deeper understanding of a more holistic approach to youth needs.



## 4.2 STRATEGIC DIRECTIONS – Action Plan 2011-2016

The Strategic Directions are categorized into seven categories, which emerged out of the data and themes and are presented as follows:

1. From Direct Programs to Community Development
2. Enhance Communication
3. Foster Youth Leadership
4. Improve Access to Facilities
5. Review Access to Transportation
6. Build Recreation Team
7. Organizational Culture and Communications

**Please note:** Directions #1-5  designates RDN Recreation's *Work in the Community*  
 Directions #6-7  designates RDN Recreation's *Internal Planning*

1. STRATEGIC DIRECTION: FROM DIRECT PROGRAMS TO COMMUNITY DEVELOPMENT				
GOAL	ACTION	OUTCOME	BUDGET	TIMEFRAME
Our intention	What we will do to reach goal?	What the result will look like?	Amount?	When?
Transition the role of Child and Youth Programmer from a focus on ' <i>direct programming of activities, programs</i> ' to a <i>community development</i> approach.	1. Re-define role of Child and Youth Programmer to reduce direct programming to the areas of leadership training, holiday day trips, certification or life skills courses, and specific RDN-led programs that are not provided by other community groups, and where there is community demand.	New initiatives have begun in community with Programmer's support and expertise. Range of opportunities for youth recreation has increased. Results are documented in qualitative and quantitative measures.	Reduction in number of registered recreation programs will result in changes in revenues and expenses.	Starts in Spring and Summer 2011 program development cycle, and continues as identified in pie graph (see Page 30) through 2016
	2. Child and Youth Programmer adopts community development role to assist individuals, groups, or organizations to provide their own youth recreation activities, events and programs external to RDN.	New role is communicated to community. Groups know they may contact RDN for support in providing their own youth recreation, or exploring partnership opportunities.		
	Allocate additional resources to support community development role for Child and Youth Programmer, and implementation of YRSP initiatives (e.g. meeting costs including food and rentals, promotions, technology support, staffing, equipment, and supplies).	2011-2014 approved budgets reflect additional resources required to support the community development role starting in 2011.	Estimated amounts are identified in Strategic Directions	Spring 2011-2016
	Develop new tool to provide RDN with mechanism to formalize work with an organization as an equal partner.	A new ' <i>memo of understanding</i> ' for partnership programs is approved for use. Pilot project(s) implemented successfully. Success shared in community.	Not applicable	Start work 2011  Pilot project 2012

<b>GOAL</b> Our intention	<b>ACTION</b> What we will do to reach goal?	<b>OUTCOME</b> What the result will look like?	<b>BUDGET</b> Amount?	<b>TIMEFRAME</b> When?
Transition the Child and Youth Programmer into a full time Youth Programmer.	Determine and re-allocate the responsibilities of the Children's Programming, Sports and Specialty Camp portfolios to another department Programmer (or consider request for budget allocation for additional staffing).	Reallocate existing Children's Programming responsibilities elsewhere within the Programmer team, in order to shift to full-time Youth Programmer responsibilities for year 2013. <i>A Year Progression Timeline</i> will illustrate when and where all current program responsibilities (including children's portfolio, sports, and specialty camps) will be re-allocated.	To be determined	Develop plan in Winter 2011
Support expansion of low cost, drop-in opportunities for youth.	Research and discuss with Youth Recreation Network the need for flexible, short-term recreation opportunities. Discuss facility, staffing and budget barriers. Consider sharing resources, and eliminating duplication of programs and competing dates/times targeted to youth population.	Increased range of drop-in opportunities available throughout district which are coordinated, well promoted and affordable.  Decrease in program duplication Increased harmonization of youth programs.	Not applicable	2012
	Augment annual operating budgets for Ravensong Aquatic Centre (RAC) and Oceanside Place (OP) to improve youth drop-in recreation opportunities in Department facilities.	Program/drop-in opportunities for youth to be further explored and implemented for both RAC and OP.  <u>Oceanside Place:</u> Provide additional staffing to assist with Public Skate sessions which attract a large number of youth (Wednesday afterschool skates, Glow and Teen Skates). This will enable Recreation Leaders to build relationships with youth and assist in supervising facility.  <u>Ravensong Aquatic Centre:</u> Enhance opportunities for youth drop-in swimming programs. Schedule Friday Teen Swim time similar to Fall 2009 schedule. In 2012, expand Teen Swim to have youth activities in lobby (e.g. Wii, etc) with Recreation Leader.	Leaders wage and benefits:  28wk x \$16/hr x 4 hr shift + benefits = \$2,000 annually  28wk x \$16/hr x 4 hr shift + benefits = \$2,000 annually	2011 budget and onwards as needed  2012 budget and onwards as needed

<b>GOAL</b> Our intention	<b>ACTION</b> What we will do to reach goal?	<b>OUTCOME</b> What the result will look like?	<b>BUDGET</b> Amount?	<b>TIMEFRAME</b> When?
Support expansion of youth recreation programs to include arts, culture, sports, social, life skills, and outdoor activities.	Work with local organizations and/or businesses to promote a variety of opportunities in areas such as: Open mic nights, music café, book groups, gaming, computers, artistic dance, billiards, poetry, arts, culture, pick-up sports, outdoor adventures, etc.	RDN supports community organizations and businesses providing arts, culture, sports, recreation, social, life skills and outdoor activities. Communicate opportunities through newly established communication pathways.	Not applicable	2012 or earlier
	Research best practices in outdoor recreation in regional settings. Re-visit RDN orientation and policy toward adventure and risk activities. Ask Municipal Insurance Association for further updated and added information. Meet with RDN lawyer as necessary. If possible, broaden the availability for day trips: surfing, mountain biking, ropes course, etc.	Clear written procedures regarding department liability issues and risk management. New outdoor recreation opportunities are accessible and affordable.  New relationships built with community partners.	Not applicable	2013
Encourage a wide range of activities throughout the age continuum of 11-18 years.	Develop continuum of recreation activities that reflect the developmental needs of youth, as they move through middle and high schools (Gr. 6-12).  Ensure that youth recreation programming is consistent with the guidelines in the new <i>Youth Developmental Characteristics chart</i> .	Mapping exercise completed that identifies: 1) What is happening in both the community and school system, and 2) Areas for development.  RDN, community and school programs reflect age-appropriate experiences with consideration of youth development. Youth transition smoothly as they age.	Mapping project:  \$1,000	Fall 2012
Support the development of youth programs and services where youth normally spend their time (e.g. school sites, rural communities).	Support School District 69 recreation activities and promote participation.  Work with school officials and Parent Advisory Committees at middle schools to facilitate recreation opportunities in after-school periods  If new activities are deemed possible on school sites, explore opportunities to involve adult and secondary student volunteers.  Explore ways of making new activities accessible and affordable.	Programmer aware of School District opportunities and posts these on new youth recreation website.  Pilot project started school year 2011-2012 in three middle schools (1x per week) and assessed after first year of implementation.  Project expansion into high schools depending on student needs and interests, for school year 2012-2011.  Pilot projects start in rural communities with support from RDN Programmer(s) in community development role. Budget available to support new initiatives.	Middle schools \$1,000 x 3 = \$3000 annually  High schools \$1,000 x 2 = \$2000 annually  Rural community development initiatives \$1,000 annually	Fall 2011  Fall 2012  2012

<b>GOAL</b> Our intention	<b>ACTION</b> What we will do to reach goal?	<b>OUTCOME</b> What the result will look like?	<b>BUDGET</b> Amount?	<b>TIMEFRAME</b> When?
Minimize barriers to participation for Aboriginal Youth.	Develop relationships with First Nations Leaders and Youth Representatives from SD 69 to identify recreation needs and assist in reducing barriers for participation, and exploring opportunities for participation.	Met with First Nations SD 69 leaders and representatives to strengthen relationships and communication.	Not applicable	2011
Reduce financial barriers of participation fees, equipment costs, for youth participants.	<p>Work with Society of Organized Services and others to improve financial assistance for youth.</p> <p>a) Increase awareness of financial assistance programs.</p> <p>b) Explore possibility of making financial assistance program available to youth at various locations (e.g. schools).</p> <p>c) Encourage sports associations and coaches to make second hand gear available to youth. Encourage sports coaches to ask youth about any barriers to participation (i.e. why are youth dropping out?)</p>	<p>Publish RDN and SOS financial assistance on new youth recreation website and publications.</p> <p>Submit these topics to the agenda for annual meeting for sports associations. Open dialogue may result in new solutions.</p>	Unknown	<p>Start in 2012</p> <p>2012</p> <p>2012</p>

## 2. STRATEGIC DIRECTION: ENHANCE COMMUNICATION

<b>GOAL</b> Our intention	<b>ACTION</b> What we will do to reach goal?	<b>OUTCOME</b> What will result look like?	<b>BUDGET</b> Amount?	<b>TIMEFRAME</b> When?
Continue to build relationships and communicate with existing youth groups and organizations.	<p>Actively contribute to YouthLink; support the activities of YouthLink whenever possible; encourage all youth-related organizations to participate.</p> <p>Liaise and network with youth organizations on regular basis.</p>	Programmer attends monthly meetings and actively contributes to YouthLink.	Not applicable	Immediate and ongoing

<b>GOAL</b> Our intention	<b>ACTION</b> What we will do to reach goal?	<b>OUTCOME</b> What will result look like?	<b>BUDGET</b> Amount?	<b>TIMEFRAME</b> When?
Build a new Youth Recreation Network (YRN) of community partners and youth to support implementing the Youth Recreation Strategic Plan (YRSP) and work together on youth recreation projects and issues.	<p>Establish YRN with clear purpose to support implementation of Youth Recreation Strategic Plan. Work with YouthLink to request YouthLink support of YRN. Identify all possible community YRN partners, including partners from rural areas, and youth and invite to first meeting.</p> <p>Set up meeting schedule. Informally determine purpose and objectives of group, and discuss how best to communicate and work together.</p>	<p>New YRN is established and meets a few times annually (depending on the group's interests) with clear purpose and objectives for the group.</p> <p>Programmer meets with a wide representation of recreation, sports, arts and culture associations to build relationships and invite non-members to join YRN. Programmer is familiar with community organizations and on first name basis with key organization staff.</p>	<p>Meeting expenses: \$500 annually</p> <p>New YRN initiatives: \$500 annually</p> <p>RDN Administrative support: internal</p>	Fall 2010 start for 2011 implementation
Strengthen communication within new Youth Recreation Network.	<p>Create communication channel with all YRN partners through active email distribution list that is current, shared with all partners and welcoming to new partners (similar to Building Learning Together distribution list).</p> <p>Discuss benefits of adding links to YRN members' websites, to assist youth and community members to find out about recreation, events, and resources in community.</p>	<p>Updated email distribution list established with regular communications sent out through RDN Department that coordinates distribution list.</p> <p>Child and Youth Programmer oversees this communication channel, with assistance from permanent part-time Reception staff.</p> <p>YRN members are invited to place links on their websites to appropriate community resources and other YRN partners.</p>	RDN Administrative support: internal	May 2011
Build capacity and relationships within the community through the YRN.  * A youth rep from each organization is invited to participate.	<p>YRN with support from RDN, invites youth recreation, sports, arts, and culture groups and School District 69 (SD69) officials to an <u>annual</u> meeting to:</p> <ol style="list-style-type: none"> <li>1. Communicate current community and school programming and activities for youth.</li> <li>2. Encourage open dialogue on how to balance community-based youth experiences (sharing ideas about overlap of seasons, financial assistance, youth calendars, wide-spread youth recreation issues, solutions).</li> </ol>	<p>Annual meetings are coordinated by RDN Recreation staff.</p> <p>Successful ongoing dialogue occurs which is assessed by (a) attendance (b) ongoing quick evaluations (c) increased communication across the network (email, calendar use, etc.).</p>	RDN Administrative support: internal	Fall 2011

<b>GOAL</b> Our intention	<b>ACTION</b> What we will do to reach goal?	<b>OUTCOME</b> What will result look like?	<b>BUDGET</b> Amount?	<b>TIMEFRAME</b> When?
Communicate with youth in a way that is youth friendly.	Seek candidates from SD69 Information Technology classes (high schools) for a "Youth Rec Tech Team" that will advise and work actively with RDN to determine the best pathways to integrate RDN and community recreation opportunities into current social media platforms.	Functioning Youth Rec Team. Youth receive paid honorarium or 'career prep' work experience. New updated social media medium that informs youth of community opportunities (FaceBook, YouTube, Twitter, etc.)	Youth Honorarium: \$500 annually	2011
Communicate with youth in a way that is youth friendly.	Create either a new youth recreation website that is accessible, youth-friendly, and sustainable, or develop a specific youth section of existing RDN website. Work with assistance from Youth Rec Tech Team.  Once created, request schools, parent advisory committees, and community organizations to add the new website link to their websites.	Website established is attractive, welcoming, and offers youth and adults easy access to information and an effective search engine. May contain the following: a) Community Youth Calendar b) Listing of youth opportunities, courses, and certifications. c) Recreation & Arts programs.  Links to organizations' web pages.	Website development: \$3,000  Maintenance for website: To be determined	Start in January 2012  Implementation for 2013
	Work with Youth Rec Tech Team, other youth and YRN to explore and develop methods for two-way communication with youth.	New portals for communication exist with youth (e.g. interactive, Facebook page, voting, youth website, face-to-face in schools and youth settings, email to Programmer, at schools, etc.).	Social media membership or software: \$1000	2012
Support youth artwork in community and RDN facilities.	Work with the Community Arts Groups, municipalities and businesses to find spaces for displaying youth art.	Youth art is displayed in public and private community spaces/facilities.	Not applicable	2011

### 3. STRATEGIC DIRECTION: FOSTER YOUTH LEADERSHIP

<b>GOAL</b> Our intention	<b>ACTION</b> What we will do to reach goal?	<b>OUTCOME</b> What will result look like?	<b>BUDGET</b> Amount?	<b>TIMEFRAME</b> When?
Foster opportunities for youth leadership development.	Strengthen RDN Leaders in Training Program (LIT). Budget resources available to support leadership and delivery of programs, to assist Programmer.	Leaders in Training program has established goals and outcomes, and is well-recognized and respected in community by all ages. Training takes place in RDN, school or community settings.  LIT programs are well subscribed by youth. Their evaluations report very good to excellent ratings.	LIT Assistant Leader wage:  \$500 annually	2011-2016
	LIT to extend its capacity to develop leaders for a wide variety of youth leadership responsibilities  Explore possibility of expanding LIT program to have one or two established partners to broaden scope of interest and skill development (e.g. Milner Gardens, SD 69, BLT, Seniors Centre).	Successful candidates are well-recognized and respected in community by different community organizations and members.  1a. Pilot project with one new partner in place. 1b. Evaluate and decide whether to continue LIT partnership.  2a. Second pilot project with 2 <sup>nd</sup> partner in place. 2b. Evaluate and decide whether to continue LIT partnership.  3. Annual planning meetings held with new partners and graduating youth to assess and improve program.	Not applicable	2012  2012  2013  2013
	Respond to youth interests to support youth taking on leadership roles for planning events and activities. Most likely this will occur through established youth clubs, groups, classes, etc.	Programmer is ready to provide leadership and support as needed or requested by youth.	Not applicable	2011-2016
	Identify pre-employment skills training needed by District 69 youth to develop life skills to obtain employment. Work with community partners to assess need for pre-employment program or support.	As necessary, new youth pre-employment programs (e.g. certifications, mentors) implemented with partners including: SD69 Career Prep program and the Career Centre.	Not applicable	2012

<b>GOAL</b> Our intention	<b>ACTION</b> What we will do to reach goal?	<b>OUTCOME</b> What will result look like?	<b>BUDGET</b> Amount?	<b>TIMEFRAME</b> When?
Enhance opportunities for youth to volunteer, develop leadership skills, and mentor in the community.	<p>Work with SD69 career program coordinator to capitalize graduation credits for volunteer work experience. (e.g. suggest an adaptation of Campbell River model).</p> <p>Support opportunities for youth to volunteer in community. Work with Oceanside Volunteer Association and community partners to expand youth opportunities.</p> <p>With partners, explore the creation of a Youth Volunteer Recognition program (possibly within existing RDN program), where youth are recognized for their contributions to the D69 community.</p>	<p>New program in place for obtaining graduation credits.</p> <p>Comprehensive listing available (online, print media) for youth to view and approach youth volunteer opportunities.</p> <p>New Volunteer organization partnerships established.</p> <p>Recognition program established whereby youth receive award and recognition for significant hours worked in leadership capacity in community.</p>	Not applicable	<p>2011-2012</p> <p>2012</p> <p>2013</p>
Build process for annual review of YRSP implementation, by youth and community.	<p>Establish Youth Recreation Advisors (YRA's) that will include students from middle and secondary schools, community members, and staff to review, evaluate and steer implementation of the 2011-2016 YRSP.</p> <p>Create application process for YRA and honorariums for youth for their assistance.</p>	<p>YRA's meet twice annually to review YRSP and provide feedback. Programmer will network with YRA's informally on regular basis in variety of venues and methods. Utilize YRA to assist in the recording of youth ideas and feedback.</p> <p>Annual draft review of RDN initiatives is presented to YRA's for feedback regarding:</p> <ol style="list-style-type: none"> <li>1. Progress to date.</li> <li>2. Areas of strength and success with attention paid to the causes of success.</li> <li>3. Arequiring attention.</li> </ol>	<p>Youth honorarium: \$500 annually</p>	Fall 2011
Develop network of committed adults and organizations supporting asset development and leadership.	Introduce youth development model (i.e. Search Institute's Developmental Asset Building framework- see APPENDIX 5.5) to assist and train adults in supporting young people in their development.	<p>Key YRN members (5 or more), including Programmer, attend Train the Trainer workshop to present Developmental Asset Building (DAB) to department and community groups.</p> <p>DAB presentations (3-5) given annually in community by YRN trainers. Training offered to interested organizations that provide volunteer opportunities for youth.</p>	Train the Trainer \$1,000	2013

#### 4. STRATEGIC DIRECTION: IMPROVE ACCESS TO FACILITIES

GOAL	ACTION	OUTCOME	LEAD Who?	TIMEFRAME When?
Our intention	What we will do to reach goal?	What the result will look like?		
Foster an atmosphere which is welcoming and friendly to youth (and all ages) in RDN Department facilities (e.g. Oceanside Place, Ravensong Aquatic Centre).	<p>Continue providing friendly and positive customer service in Department facilities.</p> <p>With a renewed focus on youth, in-house training/staff meetings will orient all staff to the new YRSP principles and focused strategies (e.g. Powerpoint).</p> <p>Department training will be provided to all front-line staff (i.e. reception, maintenance, recreation, aquatics, arena), supervisors and managers to strengthen the RDN's capacity to work with youth.</p>	<p>Record and document positive comments and constructive feedback from patrons and user groups about the welcoming service.</p> <p>YRSP presented to all department staff and available on Powerpoint presentation for new staff.</p> <p>Developmental Asset Building training provided to all dept. staff to support youth.</p> <p>Create simple guidelines for RDN staff with tips on interacting with youth (based on the Developmental Assets training).</p>	<p>Staff Training: \$500 facilitation Internal staff training wages</p>	<p>Ongoing</p> <p>2012</p> <p>2012</p> <p>2012</p>
Strengthen and clarify working RDN relationships with School District 69.	<p>Recreation team (Programmers and Management) to work with School District 69 to gain a better understanding of the existing community school system and find ways to maximize accessibility and cooperation.</p> <p>Discuss with SD69 officials the potential opportunities for use of school facilities beyond the gyms, multipurpose rooms and fields.</p>	<p>Trusting relationships exist between RDN and school administrators, secretaries, teachers, custodians and facility booking departments. Staff of both organizations knows each other by name, and are able to quickly reestablish contact as personnel changes.</p> <p>There is a measurable increase in the number of recreation programs held in SD69 woodworking shops, computer rooms, art rooms, kitchens and outdoor facilities.</p>		Starts in 2011
	<p>Initiate discussions to create a Memo of Understanding (MOU) with SD 69 and RDN Recreation and Parks regarding facility use, rentals, and recreation services.</p> <p><i>Review current practices from Kelowna, Saanich (Colquitz Middle School), and others.</i></p>	<p>If approved, new MOU outlines:</p> <p>a) Terms, rental rates, keys, alarm procedures, cleaning requirements and costs, areas of use and booking process;</p> <p>b) Clear booking procedures and protocols for stewardship, including cleaning and care of facilities;</p> <p>c) Communication procedures and system for inter-organizational communication and problem solving.</p>	Not applicable	In place by 2012

<b>GOAL</b> Our intention	<b>ACTION</b> What we will do to reach goal?	<b>OUTCOME</b> What the result will look like?	<b>LEAD</b> Who?	<b>TIMEFRAME</b> When?
<p>Help coordinate effective delivery of existing resources and facility access by fostering communication, support and accessibility with facility operators.</p> <p><i>Please note: This plan does not recommend that resources should be allocated to create a new RDN youth recreation centre serving district youth.</i></p>	<p>Invite any existing facility operators who are interested and/or providing drop-in youth activities to participate and join the Youth Recreation Network.</p>	<p>Information is available on youth website.</p>	<p>Not applicable</p>	<p>2012</p>
	<p>Connect with community facility owners and operators to develop a list of available facilities and the contacts for booking.</p>	<p>Established comprehensive list of community facilities, contacts, spaces, rates, and process for access exists for D69, available online on RDN website.</p>	<p>Not applicable</p>	<p>2012</p>
	<p>Encourage community facility operators to connect with each other:</p> <ol style="list-style-type: none"> <li>1. to share resources, booking practices, and knowledge;</li> <li>2. to work together on future projects.</li> </ol> <p>Department shares grant information and supports facilities in process of applying for funding and grants for infrastructure upgrades.</p>	<p>Department facilitates <u>annual</u> Facilities meeting for:</p> <ol style="list-style-type: none"> <li>a) D69 facility operators to share information with each other.</li> <li>b) Invite Youth and Community Grant recipients to this meeting, or another, to connect with facility operators regarding youth activities held at their facilities and other benefits to youth.</li> </ol>	<p>Internal administrative support</p>	<p>2012</p>
	<p>Encourage District 69 facility owners and operators to have a discounted booking rate for youth recreation.</p>	<p>Department sends a letter to facility owner/operators promoting the benefits of providing youth rates.</p>	<p>Not applicable</p>	<p>2011</p>
	<p>Explore possibility of RDN obtaining blanket liability insurance for RDN facility renters that could be purchased at time of booking, to help make rental insurance more affordable and easier to access for groups.</p>	<ol style="list-style-type: none"> <li>a) Department has capacity to provide liability insurance for RDN facility renters, by brokering insurance on cost-recovery basis.</li> <li>b) If a) is implemented, explore opportunity with field owners (School District 69, City of Parksville, Town of Qualicum Beach) for brokered liability insurance to field renters.</li> </ol>	<p>Est. \$3,000 /yr to be recovered by rentals needing insurance</p>	<p>2012</p>
	<p>Promote other strategies to facility owners regarding improved liability insurance (i.e. at annual facilities meeting).</p>	<p>Department shares information with facility owners/operators on purchasing insurance which covers all renters/users while in their facilities (e.g. Nanoose Place model).</p>	<p>Not applicable</p>	<p>2011</p>

<b>GOAL</b> Our intention	<b>ACTION</b> What we will do to reach goal?	<b>OUTCOME</b> What the result will look like?	<b>LEAD</b> Who?	<b>TIMEFRAME</b> When?
<p>Increase the quality and quantity of outdoor recreation facilities.</p>	<p>Communicate findings from YRSP and focus groups to field and parks owners, to promote their awareness of the need to improve youth outdoor playing facilities.</p> <p><i>Similarly recommended in Recreation Services Master Plan, 2006, p.72:</i></p> <p><i>38. Establish a Task Force to identify potential facilities that could be located in parks that would be appealing to youth.</i></p> <p><i>39. Address each facility in terms of need and interest, and whether the requirement is for a centralized or decentralized amenity.</i></p> <p><i>40. Consider priorities and funding mechanisms.</i></p> <p><i>41. Initiate developments as funding is available.</i></p>	<p>A letter to be sent from RDN to field and property owners, and Parks and Open Spaces Advisory committees, describing the findings from the YRSP that indicate a need to improve youth outdoor playing areas (e.g. basketball, hockey nets, court, lacrosse box, tennis, beach volleyball court, sport fields, mountain bike park, etc.) in rural and urban areas. Letter would encourage owners to consider the expressed need for additional development of playing fields and playgrounds when making budget and planning decisions.</p>	<p>Not applicable</p>	<p>2011</p>
		<p>RDN board resolution in June 2010 mandates RDN staff to meet with field owners (School District 69 and two municipalities) in 2010/2011 to discuss existing and future field use issues and capital improvements to local fields.</p>	<p>Not applicable</p>	<p>2010-2011</p>
		<p>In year 4, a more thorough assessment of current and future needs of community and regional parks will be explored with City of Parksville, Town of Qualicum Beach, School District and RDN</p>	<p>Consultant fee \$8,000</p>	<p>2014</p>

## 5. STRATEGIC DIRECTION: REVIEW ACCESS TO TRANSPORTATION

GOAL	ACTION	OUTCOME	BUDGET Amount?	TIMEFRAME When?
Our intention	What we will do to reach goal?	What the result will look like?	Amount?	When?
Explore possibility of improving transportation schedules and systems so youth have more access to recreational opportunities	Work with RDN Transit to request their assistance in educating School District 69 students on using RDN transit system.	RDN Transit has been requested and provided a table at Gr. 9 Health Fairs to explain the merits of public transit system. Transit schedules available at schools, youth venues.	Internal: Transit staff time to attend	2011
	Work with RDN Transit to explore possibility of schedule adjustments in: 1) Review well used youth programs needing transportation 2) Servicing centralized urban area 3) Service to rural areas (Areas E, F, G and H). Ideally, an RDN transit shuttle service can be arranged that is well-suited to youth riders' need afterschool, during the week and weekends (e.g. Fri/Sat nights).	Recreation and Parks staff met with RDN Transit department to discuss findings from YRSP for their review, primarily improving the services to electoral areas. These findings to be relayed to BC Transit Authority, and the RDN Transit Select Committee.	Unknown	2011
	We will review the possibility with RDN Transit of reducing current transit fares for youth at \$37.00/month or \$2 one way ticket. Work with RDN Transit and other partners to improve financial assistance to youth for RDN transit.	Opportunities exist for youth to access financial assistance (e.g. <i>Youth transportation bucks</i> to purchase tickets/monthly passes).	Unknown	Start in 2011
	Explore opportunity with School District 69 to adjust bus routes and schedule to enable bus students to participate in afterschool recreational activities.	Meeting held with School District 69 Transportation Department to discuss transportation challenges for youth who want to be involved in after school recreation opportunities - and possible solutions, utilizing existing SD69 resources.	Unknown	Start in 2011

<b>GOAL</b> Our intention	<b>ACTION</b> What we will do to reach goal?	<b>OUTCOME</b> What the result will look like?	<b>BUDGET</b> Amount?	<b>TIMEFRAME</b> When?
With community partners, explore ways to minimize the barriers of transportation cost and accessibility to youth recreation activities.	Encourage dialogue about transportation with sports organizations, service clubs, community organizations, private groups, and others to look at improved systems of transporting youth to practices, games, and tournaments.	At <u>annual</u> YRN meeting, agenda item and discussion held regarding transportation barriers for youth participants to sport and recreation; focus on problem-solving and generating solutions. Ideas such as carpooling, ride shares, etc. are discussed.	Not applicable	Begin in Fall 2011, and annually

<b>6. STRATEGIC DIRECTION: BUILD RECREATION TEAM (Internal Department Initiatives)</b>				
<b>GOAL</b> Our intention	<b>ACTION</b> What we will do to reach goal?	<b>OUTCOME</b> What the result will look like?	<b>BUDGET</b> Amount?	<b>TIMEFRAME</b> When?
Nurture and develop the Recreation Programmers team to be collaborative and creative.	With Programmers Team, gather their assessment and feedback on the implementation of the YSRP.	Annual 1-2 day retreat (off-site, local) with Program Team that involves a balance of program-related decision making and team development and learning. Focus: review and decide on how to navigate strategic plan (short term). Review annual progress on Strategic Plan Directions.	Facility rental: \$300 annually  Facilitator: \$700 annually	Starting in 2011
Strengthen ongoing feedback, assessment and evaluation systems related to youth recreation.	Establish process for annual internal evaluation of department programs and services.	Using qualitative and quantitative measurement tools based on strengths-based principles, build evaluation system that will provide inputs for annual review of YRSP. User-friendly tools may include: Survey Monkey; Stats counter on youth website; recording youth feedback, seek out new voices; paper evaluations and surveys.  Once Youth Recreation Advisors (below) have reviewed progress, an annual report and next steps will be compiled for District 69 Recreation Commission.	\$200 for survey monkey annually	Starting in 2011

**7. STRATEGIC DIRECTION: ORGANIZATIONAL CULTURE & COMMUNICATION (Internal Department)**

<b>GOAL</b> Our intention	<b>ACTION</b> What we will do to reach goal?	<b>OUTCOME</b> What the result will look like?	<b>BUDGET</b> Amount?	<b>TIMEFRAME</b> When?
Foster learning culture in department regarding managing change.	Schedule two seminars on "Challenges of Change" (i.e. Managing Change) for department staff; implement what is learned into YSRP.	Two workshops held for staff teams to understand, plan and implement departmental change; utilize Recreation Services Master Plan (2006) and YRSP for current examples of departmental change.	Facilitator: \$1000 Internal staff training wages	2011
Build a streamlined process and a user-friendly atmosphere that will foster easy community use of Oceanside Place and Ravensong Aquatic Centre.	Continue to coordinate and book fields in user-friendly way; continue with pool and arena facility booking procedures, having a key person responsible at each facility.	Well-coordinated, excellent customer service provided with effective and cost-effective means of assessing impact of programs (e.g. Quick surveys through Survey Monkey done on annual basis requested of all users of each facility for feedback (i.e. pool, arena, fields).	Not applicable	Annual evaluation by users of use of facilities, starting 2011
Build on success of Active Living Guide by integrating the same information into the Department website, to add and promote new or short-term recreation opportunities.	Explore addition of Search Engine to Department webpage (i.e. @ctivereg, ALG pdf, Community Directory) to assist customers in looking for specific program or service.  Consider quick links in PDF version of current Active Living Guide, to link customers directly to advertisers, or community directory listings' websites.	New Search Engine in place.	Unknown	2011
	1. Explore possibility of Department website having a 'living' Active Living Guide, or, examine expanding use of @ctivereg site for updated program information, and promote public use.  2. If above occurs, provide training for Departmental staff to extend their marketing skills to web-based format.	Updated website which is attractive, accessible, user-friendly format for public, and able to promote newly added department programs and activities.  Departmental staff are trained and comfortable updating the website. Staff are familiar with new protocols and processes for using new web-based format.	Unknown	2013

<b>GOAL</b> Our intention	<b>ACTION</b> What we will do to reach goal?	<b>OUTCOME</b> What the result will look like?	<b>BUDGET</b> Amount?	<b>TIMEFRAME</b> When?
	If youth calendar is deemed successful, explore possibility of hosting a web-based community calendar on RDN website. Both RDN and community partners will be able to build information on this site.	Legal and practical issues in building a centralized e-calendar have been explored (i.e. is RDN responsible if a 'community event' hosted on website has problems?)  Calendar will be linked to details of the recreation agency's programs.	Unknown	2012
Continue to seek opportunities that will help ensure current and future facilities are youth-friendly.	Adopt principles of building design for facility improvements or future facility design to make the facility welcoming and user friendly.  When the RDN looks to expand Ravensong and provide additional amenities, the youth and community will be consulted with a specific focus on increasing youth engagement.	Where appropriate, maximize public access with open doors and visible staff.  Where possible, staff are identified by photos, name, title or signage in office locations.  Preliminary Expansion Report (Nov 2009) was received by District 69 Recreation Commission. No further plans for expansion at time of report.	Unknown	2011

## 4.3 Five Year Budget Implementation Chart 2011-2016

<b>BUDGET IMPLICATIONS FOR 5 YEAR STRATEGY IMPLEMENTATION</b>						
	page #	2011	2012	2013	2014	2015
Additional youth staff at Oceanside Place - Wed, Teen skates	37	\$ 2,000	\$ 2,000	\$ 2,000	\$ 2,000	\$ 2,000
Additional youth staff at Ravensong Aquatic Centre - Teen nights	37	\$ -	\$ 2,000	\$ 2,000	\$ 2,000	\$ 2,000
Mapping Project	38	\$ -	\$ 1,000	\$ -	\$ -	\$ -
Middle School Initiatives - staffing	38	\$ 3,000	\$ 3,000	\$ 3,000	\$ 3,000	\$ 3,000
High School Initiatives - staffing	38	\$ -	\$ 2,000	\$ 2,000	\$ 2,000	\$ 2,000
Rural Community Development initiatives	38	\$ -	\$ 1,000	\$ 1,000	\$ 1,000	\$ 1,000
Youth Recreation Network meeting expenses and initiatives	40	\$ 1,000	\$ 1,000	\$ 1,000	\$ 1,000	\$ 1,000
Youth Rec Tech Team honorarium	41	\$ 500	\$ 500	\$ 500	\$ 500	\$ 500
Youth Recreation website development	41	\$ -	\$ 3,000	\$ -	\$ -	\$ -
* website maintenance	41	\$ -	\$ -	\$ -	\$ -	\$ -
Social Media membership or software	41	\$ 500	\$ 500	\$ 500	\$ 500	\$ 500
LIT Assistant Leader wage	42	\$ -	\$ 1,000	\$ -	\$ -	\$ -
Youth Recreation Advisors	43	\$ 1,000	\$ 1,000	\$ 1,000	\$ 1,000	\$ 1,000
Development Asset Building Train the Trainer	43	\$ -	\$ -	\$ 1,000	\$ -	\$ -
Development Asset Building Staff Training	44	\$ -	\$ 500	\$ -	\$ -	\$ -
Liability Insurance for renters - cost recovery	45	\$ -	\$ -	\$ -	\$ -	\$ -
Assessment of Community and Regional Parks - consultant fee	46	\$ -	\$ -	\$ -	\$ 8,000	\$ -
Programmers Team Retreat - site and facilitator	48	\$ 1,000	\$ 1,000	\$ 1,000	\$ 1,000	\$ 1,000
Survey Monkey for assessing programs	48	\$ 200	\$ 200	\$ 200	\$ 200	\$ 200
Challenge of Change department workshops	49	\$ 1,000	0	0	0	0
	Sub-totals	\$ 10,200	\$ 19,700	\$ 15,200	\$ 22,200	\$ 14,200

## 5. Summary Comments

It has been the collective intention of all those who have worked on this report to ensure that the five year plan presents clearly framed goals, actions and fiscal guidelines that have been legitimately defined through a rigorous consultation and design process. Full attention has been paid to the task of determining what the community and the RDN requires for future Youth Recreation Services.

It should be noted that strategic plans are classically prone to failure due to: 1) unrealistic representation or under-representation of the community perspectives and 2) the lack of attention to the challenge of sustaining the positive momentum created by the process itself.

We are confident that we have built into this process comprehensive means to ensure that the resulting plan is both realistic and valued by all those will follow its journey through implementation.

## **APPENDICES**

## **APPENDIX 5.1**

### ***Terms of Reference that have guided the Strategic Planning Process***

- 1) A clear statement of vision, mission, values and guiding principles for District 69 youth recreation services.
  - 2) A Youth Recreation Services Plan for 2011 to 2016 that includes all programming priorities with identification of corresponding resource requirements, budget and timelines, and an outline identifying assessment benchmarks.
  - 3) A clear statement of what defines “youth” and “recreation” in the context of the Youth Recreation plan ( See details of “Outcomes” and “Criteria” in Appendix I)
- 

### ***OUTCOMES:***

- 1) The completion of meaningful community research and engagement: online research, surveys, interviews, focus groups and community “summit” all designed to elicit specific information that contributes to formulation of the Youth Services plan and to strengthen community commitment and cross-agency networking.
- 2) A comprehensive analysis of best Youth Recreation practices in other communities; the apparent merits of selected practices, the challenges, and the extent to which the practices could inform the District 69 context.
- 3) A clear description of the role of RDN Youth Recreation services and how it can work with increased effectiveness and collaboration with other community agencies in the delivery of youth services.
- 4) A re-focused collective community commitment to effective youth programming.
- 5) Consultation will have involved a wide scope of community participants that include all diverse identities of young persons, intergenerational mixes, and cross cultural groupings, and representatives of the full socio-economic spectrum.
- 6) The creation of a high functioning facilitation team which has the capacity to design, implement and evaluate community sessions and focus groups supported by digital forms of data collection, all of which serve to heighten community members’ level of interest and engagement in youth recreation in District 69.

### ***CRITERIA for how this will be accomplished:***

- 1) Youth will play a key role in both providing input into the plan and participation in development of the new plan, plus involvement in the ongoing monitoring of progress with building, and ultimately, implementation of the plan.
- 2) Involvement of all staff, community youth agencies, and community members is maximized, with the explicit intent of building on the enthusiasm and willingness on the part of staff and community agencies to be actively involved in assessing and planning youth programming.

- 3) The plan will be based on a comprehensive review of past programming and service along with a system-wide consultation with as many community members as possible.
- 4) The plan will acknowledge and value the capacity for delivery of youth recreation that currently exists in District 69, ensuring that:
  - a) the initiatives that are working successfully are extended
  - b) the programs that are assessed as not as effective are discontinued
  - c) new priorities are clearly defined
- 5) The plan will be in alignment with the vision and strategic priorities defined in RDN Recreation Services Master Plan (2006).
- 6) The plan defines youth services that are both accessible and inclusive, honouring the rich diversity of groups in the community (cultural, socio-economic, adults, seniors, youth and diverse groups of youth).
- 7) Planning will be done with respect for the capacity in the system to carry out and implement the plan; it will be realistic and viable.
- 8) The key issues and challenges related to youth that are identified in community process are clearly framed along with and clearly defined strategies for meeting these challenges.
- 9) The plan will be written in plain language that all stakeholders can understand.
- 10) The plan will reflect the need for building creativity through arts and technology.
- 11) The draft plan will be assessed by key participants and contributors; feedback will be considered by the Core RDN Youth Recreation Team and the Steering Committee and incorporated into the final strategic plan.

## **APPENDIX 5.2**

**(Resource Used for teaching youth facilitators how to lead research groups)**

# **Guidelines for Facilitating Focus Groups**

**For Facilitation Team - Some ideas that can help us with our work with youth**

How do we want to define “youth focus group”? - *A youth focus group is a small group (5-10 individuals) of selected youth who are asked open-ended questions in a discussion type atmosphere to generate data.*

### ***Purpose:***

- Focus groups allow for a comfortable environment for people to share
- Used to gather opinions
- Focus group interviewing is about paying attention, being open to what people have to say, and being nonjudgmental
- Open-ended questions are used
- Participants can *feel* like someone is listening

### ***Things that we can do that will help reduce the barriers to open communication:***

- After introductions, ask the first question, and ask them to discuss this with the person next to them for a couple of minutes, then share their ideas with the main group. (The intent here is to give the quieter voices a chance to get warmed up – develop confidence).
- Use “magic circle” for some questions; ask each person in the circle for one initial idea; go around the circle until everyone has either spoken or chosen to “pass” – like talking stick. Then continue second round, third etc. of the same.
- Consider give each person a pen and paper to scratch out their rough ideas or thoughts to some questions.

### ***Some Guidelines / Procedure:***

- Choose the right setting - try to facilitate in settings that are familiar to youth and where they usually are congregated
- Schedule for maximum attendance and appropriate diversity; ideally during class
- Every form and action taken out needs to reiterate privacy and security, so participants feel comfortable with participation
- Participants are selected because they have certain characteristics in common that relate to the topic of the focus group.
- Interest in current students using programs:  
E.g. youth who have tried the programs and left

- Trust is important – bringing in an unfamiliar adult without explanation or purpose should not be done – unless it is worth the suppression of discussion
- Basic questions – and introductions around an easy warm up or opening topic - are asked at the beginning and get more specific as time passes with the group (Questions near the beginning get people talking and thinking about the topic and then the later questions provide more of the useful information)
- **Possible questions:**
  - What are their positive experiences with... ? (tapping into stories)
  - How do they think about...?
  - How do they feel about it...?
  - What do they like about it...?
  - What do they dislike about it...?
  - What keeps them from doing it...?
  - What are the barriers..?
  - What would it take to use it...?
  - What are the incentives?
  - When asking questions, avoid complicated language, so that each participant can understand question – if needed, explain the definition of the term

## APPENDIX 5.3 – Youth Survey

### Survey for District 69 Youth Recreation

Your ideas will build a new youth recreation plan.

Thank you for taking the time to complete the survey!

**If you'd like to enter our free contest for an iPod Shuffle (two will be raffled) along with a set of 5 free passes to Ravensong Aquatic Centre, please enter your email in the box below.**

**Your email will not be used for any other purpose than including your name in the contest. Your email address is collected under the authority of the Local Government Act and the applicable Recreation Program Bylaws and will only be used for purposes related to the draw for prizes. Your personal information will not be released except in accordance with the Freedom of Information Protection of Privacy Act. Questions about the collection of your personal information may be referred to the Information & Privacy Coordinator, Regional District of Nanaimo, 1-877-607-4111.**

#### What is your home community?

- |   |  |                                      |
|---|--|--------------------------------------|
| <input type="radio"/> Coombs                  | <input type="radio"/> Hilliers                       | <input type="radio"/> Parksville     |
| <input type="radio"/> Dashwood                | <input type="radio"/> Lighthouse Community/Bowser    | <input type="radio"/> Qualicum Beach |
| <input type="radio"/> Deep Bay                | <input type="radio"/> Lighthouse Community/Shaw Hill | <input type="radio"/> Whiskey Creek  |
| <input type="radio"/> Errington               | <input type="radio"/> Meadowood                      |                                      |
| <input type="radio"/> French Creek/San Pariel | <input type="radio"/> Nanoose Bay                    |                                      |
| <input type="radio"/> Other (please specify)  |  |                                      |

#### Please tell us who you are (check box):

- |   |   |   |
|---|---|---|
| <input type="radio"/> Student age 10-14       | <input type="radio"/> Parent/guardian of child age 1-18 | <input type="radio"/> Community member age 25-65                  |
| <input type="radio"/> Student age 15 or older | <input type="radio"/> Senior 65 years +                 | <input type="radio"/> Member of an Organization working for youth |
| <input type="radio"/> Age 18-25               | <input type="radio"/> RDN staff                         | <input type="radio"/> Volunteer working for youth                 |
| <input type="radio"/> Other (please specify)  |   |   |



## Survey for District 69 Youth Recreation

### How do you (or youth you know) get to recreation activities? (check boxes that apply)

- |   |   |   |
|---|---|---|
| <input type="checkbox"/> Getting a ride to the activities is my biggest problem | <input type="checkbox"/> My family drives me          | <input type="checkbox"/> I take the bus |
| <input type="checkbox"/> I walk or bike   | <input type="checkbox"/> Happens at school            |   |
| <input type="checkbox"/> I drive myself   | <input type="checkbox"/> I catch a ride with a friend |   |

### Who inspired you to get involved in your current recreational activities? (check boxes that apply)

- |   |                                      |                                     |
|---|--------------------------------------|-------------------------------------|
| <input type="checkbox"/> My parent or guardian  | <input type="checkbox"/> My coach    | <input type="checkbox"/> My teacher |
| <input type="checkbox"/> My friends             | <input type="checkbox"/> My relative | <input type="checkbox"/> Myself     |
| <input type="checkbox"/> Other (please specify) |                                      |                                     |
- 

### What is the best way to inform youth of the recreational activities and events? (check boxes that apply)

- |   |   |
|---|---|
| <input type="checkbox"/> Facebook               | <input type="checkbox"/> Radio  |
| <input type="checkbox"/> Active Living Guide    | <input type="checkbox"/> School Bulletins and Newsletters                   |
| <input type="checkbox"/> Twitter                | <input type="checkbox"/> Posters located at facility, school, grocery store |
| <input type="checkbox"/> Other (please specify) |   |
-

# Survey for District 69 Youth Recreation

## When YOUTH participate in recreation, what should be the main goals?

	Strongly agree	Agree	Unsure	Disagree	Strongly Disagree
To be creative	<input type="radio"/>				
To have a safe & fun place to do activities	<input type="radio"/>				
To stay healthy	<input type="radio"/>				
To be outdoors	<input type="radio"/>				
To be with friends	<input type="radio"/>				
To contribute to the community	<input type="radio"/>				
To look for a challenge - to take risks	<input type="radio"/>				
To improve skills or knowledge	<input type="radio"/>				

Other (please specify)

## What questions seem to be most important when you are deciding about youth recreation opportunities?

	Strongly agree	Agree	Unsure	Disagree	Strongly disagree
What is the fee for registration or drop-in?	<input type="radio"/>				
What is the cost of equipment & supplies?	<input type="radio"/>				
Is transportation available?	<input type="radio"/>				
What is the cost of transportation?	<input type="radio"/>				
Easy to do? Can a person just show up and drop-in?	<input type="radio"/>				
Will friends be there?	<input type="radio"/>				
Is my skill level good enough to take part?	<input type="radio"/>				
Is the schedule convenient, flexible?	<input type="radio"/>				
Are leaders fun, respectful, welcoming?	<input type="radio"/>				
Are youth involved in planning or leading the activity?	<input type="radio"/>				

Other (please specify)

## Survey for District 69 Youth Recreation

**What programs, services or ways of thinking about youth recreation in our community should be discontinued?**

**What new programs or activities do you think would help improve youth recreational programming for District 69?**

Thank you for completing this survey.

Our goal is to make all the information available for the May 28th Youth Recreation Summit in Parksville. "Please complete this survey by Monday, May 24, to ensure your information is included in the project findings."

The summary of all the surveys and focus groups will be completed and posted on the website:

<http://pacificleadership.leeb.ca/>

Any questions or further information regarding the survey please contact:

Neil Smith [smithneil@shaw.ca](mailto:smithneil@shaw.ca)

Sandra Pearson [SPearson@rdn.bc.ca](mailto:SPearson@rdn.bc.ca)

**APPENDIX 5.4**  
**FACTORS THAT INFLUENCE YOUTH DEVELOPMENT – PROGRAM DESIGN**

**Program Design characteristics Ages 10-12**

Youth aged 10-12 need activities that engage thinking and reason, problem-solving abilities and imagination. The following suggestions can guide program development for this age group.

- **Offer opportunities to develop citizenship, service and leadership skills.**
- **Include and age-appropriate variety of physical activities.**
- **Promote healthy and active lifestyles.**
- **Engage thinking, memory and problem solving skills.**
- **Keep messages simple and straight forward.**
- **Design programs to be accessible and challenging for all youth by including activities. That appeal to a diverse range of talents, interests and skill levels.**
- **Relate new concepts to the direct experience of youth.**
- **Allow you the make choices and decisions on their own.**
- **Offer opportunities for youth to talk, listen and let their opinions be heard.**
- **Allow for the expression of any special talents that emerge**
- **Offer opportunities to be useful to the process.**
- **Provide chances for you to achieve and be recognized for their competence.**
- **Create a setting in which youth can express their individuality, master new skills and seek emotional support from adults. Support boys' and girls' confidence in their ability to become productive, positive members of their communities by offering mixed-age groups and activities that highlight effort rather than competition.**
- **Combine security and comfort with expanding leadership opportunities that recognize and respect young people's increasing maturity.**
- **Encourage self-directed, you -led activities.**
- **Foster the growth of young people's social networks by offering activities that encourage parent and community involvement and support.**
- **Offer opportunities for children to interact and communicate with others from diverse racial, ethnic, language, religious and cultural groups.**
- **Create safe and comfortable places for girls and boys to socialize and be with friends.**

### **Program Design characteristics Ages 13-15**

Adolescents aged 13-15 need opportunities for independent thinking, exploration and testing of limits. In developing programs for this age group.

- Offer opportunities to develop citizenship, service and leadership skills.
- Include an age-appropriate variety of physical activities. Provide regular exercise and games to develop coordination, reduce stress and provide an outlet for excess energy.
- Promote healthy activities and lifestyle-Encourage parents and guardians to support youth.
- Model positive examples of healthy interaction, both cooperative and competitive interaction.
- Demonstrate goal setting and achievement- Stimulate youth to think about possibilities.
- Provide opportunities for youth to apply newly learned knowledge to their own lives.
- Design programs to be accessible and challenging for all youth by including activities that appeal to a diverse range of talents, interest and skill levels.
- Demonstrate sharing, listening and hearing other's points of view.
- Develop the ability to understand cause and effect, actions and consequences
- Offer opportunities to develop an identity and sense of self - Encourage adult involvement in critical decisions.
- Intentionally expand the horizons by stretching beyond their current awareness.
- Create a setting in which teens can express their individuality, master new skills and seek emotional support from adults.
- Support teens' confidence in their ability to become productive, positive members of their communities by offering mixed-age groups and activities that require effort.
- Recognize accomplishments and achievements.
- Consult with teens and involve them in program design to make sure programs are relevant and interesting to them- Encourage self directed youth led activities
- Foster the growth of young people social networks that encourage parent and community involvement and support.
- Offer opportunities for youth to interact and communicate with others from diverse racial, ethnic, language, religious, cultural groups and tutor younger members.
- Create safe and comfortable places for youth to socialize and be with friends.

### **Program Design characteristics Ages 16-18**

Older teens thrive when given the chance to act independently, make choices and be responsible for their own behaviour. Whenever possible, programming for older teens should integrate the following suggestions.

- Consult with teens and involve them in program design to make sure programs are relevant and interesting to them.
- Offer opportunities to develop citizenship, service and leadership skills.
- Include an age-appropriate variety of physical activities.
- Promote a healthy and active lifestyle Encourage parents and guardians to support youth.
- Design programs to be accessible and challenging for all youth by including activities that appeal to a divers range of talents, interest and skill levels.
- Integrate new and creative experiences to keep older teens excited and motivated
- Empower teens to make their own choices and decisions.
- Keep structure to a minimum and allow teens the freedom to participate in different ways.
- Challenge thinking and reasoning skills.
- Use role playing and what if scenarios to foster abstract thinking skills.
- Offer opportunities to explore an identity based on beliefs and values.
- Encourage teens to set goals for the future.
- Offer outlets for negotiation, cooperation and compromise.
- Link teens' long-term participation to appealing, age-appropriate rewards and incentives.
- Encourage self-directed, youth –led activities.
- Provide opportunities for teens to mentor and tutor younger members.
- Foster the growth of young people's social networks by offering activities that encourage parent and community involvement.
- Offer opportunities for teens to interact and communicate either others form diverse racial, ethnic, language, religious and cultural groups.
- Create safe and comfortable places for teens to socialize and be with friends.

## **Youth Development as Mentors**

Reinforce young people's abilities to make decisions while offering information and help respond to young peoples growing need for independence while providing safe boundaries.

- Listen to help build or reinforce self-esteem.
- Encourage new, nontraditional thinking and methods of problem solving.
- Encourage goal setting, letting youth know they are expected to succeed.
- Allow youth to make mistakes, learn from them and try again.
- Expose youth to new areas of experience and provide support when needed.
- Encourage youth to seek challenges and take positive risks.
- Give positive feedback about accomplishments, achievements and strengths.
- Provide appropriate challenges and the support to meet them.
- Encourage youth to acknowledge their successes.
- Serve as role model with whom youth can identify.
- Praise youth for their efforts as well as their abilities.

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<sup>1</sup> "Understanding Children and Adolescents," of **Program Basics: the Definitive program Resource for Boys & Girls Clubs** (Atlanta, Ga. Boys & Girls clubs of America, 1999). Revised (August 2004)

## APPENDIX 5.5

### **“YOUTH ASSETS” - An Introduction**

Search Institute’s framework of Developmental assets provides a way to assess the health and well-being of middle and high school age youth. The assets represent a common core of developmental building blocks crucial for all youth regardless of community size, region of the country size, region of the country, gender, family economics, or race/ethnicity. This report summarizes the extent to which youth in your community experience these assets and how the assets relate to their behaviour.

These 40 Developmental assets were assessed using the survey Search Institute profiles of student life.

The 40 assets and their definitions are listed in Figure 1. The assets are grouped into two major types:

1. **External assets** are positive developmental experiences that surround youth with support, empowerment, boundaries and expectations, and opportunities for constructive use of time. When provided by many different formal and informal systems in a community, they stimulate and nurture positive development in youth.
2. **Internal assets** are young person’s own commitments, values, and competencies. They are grouped into categories of educational commitment, positive values, social competencies, and positive identity. Similar to the external assets, community is also important for the development of these internal assets.

The asset framework is based on years of scientific inquiry into risk and resiliency factors, as well as normal developmental processes. Researchers and evaluators at Search Institute have combined and analyzed numerous studies to create the asset framework.

**This research has shown that youth with higher levels of assets are significantly less likely to engage in risk-taking behaviours, such as substance use, delinquency, school truancy, or too-early sexual activity. In addition, they are more likely to exhibit indicators of thriving, such as school success and informal helping.**

The following two pages outline the assets.

*The assets were generated by:*

Search Institute The Banks Building 615 first Avenue N.E. Suite 135  
Minneapolis, MN 55413

Figure 1: 40 Developmental Assets		
External Assets		
Asset type	Asset name	Definition
<b>Support</b>	1. Family support	Family life provides high levels of love and support.
	2. Positive family communication	Young person and her/his parent(s) communicate positively, and young person is willing to seek advice and counsel from parent(s).
	3. Other adult relationships	Young person receives support from three or more nonparent adults.
	4. Caring neighbourhood	Young person experiences caring neighbours.
	5. Caring school climate	School provides a caring, encouraging environment.
	6. Parent involvement in schooling	Parent(s) are actively involved in helping young person succeed in school.
<b>Empowerment</b>	7. Community values youth	Young person perceives that adults in the community value youth.
	8. Youth as resources	Young people are given useful roles in the community.
	9. Service to others	Young person serves in the community one or more hours per week.
	10. Safety	Young person feels safe at home, at school, and in the neighbourhood.
<b>Boundaries and Expectations</b>	11. Family boundaries	Family has clear rules and consequences and monitors the young person's whereabouts.
	12. School boundaries	School provides clear rules and consequences.
	13. Neighbourhood boundaries	Neighbours take responsibility for monitoring young people's behaviour.
	14. Adult role models	Parent(s) and other adults model positive, responsible behaviours.
	15. Positive peer influence	Young person's best friends model responsible behaviours.
	16. High expectations	Both parent(s) and teachers encourage the young person to do well.
<b>Constructive use of Time</b>	17. Creative activities	Young person spends three or more hours per week in lessons or practice in music, theater or other arts.
	18. Youth programs	Young person spends three or more hours per week in sports, clubs, or organizations at school and /or in the community.
	19. Religious community	Young person spends one or more hours per week in activities in a religious institution.
	20. Time at home	Young person is out with friend "with nothing special to do" two or fewer nights per week.

<b>Figure 1: 40 Developmental assets (cont'd)</b>		
<b>Internal Assets</b>		
<b>Asset Type</b>	<b>Asset name</b>	<b>Definition</b>
<b>Commitment to Learning</b>	21. Achievement motivation	Young person is motivated to do well in school.
	22. School engagement	Young person is actively engaged in learning.
	23. Homework	Young person reports doing at least one hour of homework every school day.
	24. Bonding to school	Young person cares about her or his school.
	25. Reading for pleasure	Young person reads for pleasure three or more hours per week.
<b>Positive Values</b>	26. Caring	Young person places high value on helping other people.
	27. Equality and social justice	Young person places high value on promoting equality and reducing hunger and poverty.
	28. Integrity	Young person acts on convictions and stands up for her or his beliefs.
	29. Honesty	Young person 'tells the truth even when it is not easy.'
	30. Responsibility	Young person accepts and takes personal responsibility.
<b>Social competencies</b>	31. Restraint	Young person believes it is important not to be sexually active or to use alcohol or other drugs.
	32. Planning and decision making	Young person knows how to plan ahead and make choices.
	33. Interpersonal competence	Young person has empathy, sensitivity, and friendship skills.
	34. Cultural competence	Young person has knowledge of and comfort with people of different cultural /racial/ethnic backgrounds.
	35. Resistance skills 36. Peaceful conflict resolution	Young person can resist negative peer pressure and dangerous situations. Young person seeks to resolve conflict nonviolently.
<b>Positive Identity</b>	37. Personal power	Young person feels he or she has control over "things that happen to me."
	38. Self-esteem	Young person reports having a high self-esteem.
	39. Sense of purpose 40. Positive view of personal future	Young person that 'my life has a purpose.' Young person is optimistic about her or his personal future.

## APPENDIX 5.6

# **RECREATION THEMES DRAWN FROM FOCUS GROUPS, INTERVIEWS & SURVEY**

## **PREPARATION FOR YOUTH SUMMIT**

**\* The information from 10 major theme areas was synthesized by the Strategic Planning Core Team from careful analysis and review of all summaries from all focus groups, interviews and youth survey. The summaries provided participants of the Youth Summit a clear, succinct image of most of the important information that had been generated prior to the summit.**

## QUESTION 1a      **What should YOUTH RECREATION be? GENERAL CHARACTERISTICS**

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\* What kinds of programs do youth say are needed?

\* What other characteristics of youth recreation should we make sure we include?

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### **Summary of focus groups and interviews:**

- **Broaden the mission and vision for the RDN Youth Recreation** to involve a more even balance of arts, culture, and sport.
- **A greater variety of activities** to get more youth involved. This requires a special way to involve them. We need a broad range of activities – arts, social, tech, active, loud, youth friendly”.
- The **social value of being with friends** was consistently reported as being important
- **Some adult involvement but without heavy supervision**; guidance and safety without ‘policing’ of heavy surveillance; establish TRUST
- **Inclusive of all kids and avoid moving to exclusive membership**
- We need to **bring recreation to where the youth are, not expecting youth to come to us.**
- We need to ensure that activities respond to **youth need to be “low profile”**. Youth prefer to drop-in, have flexibility in scheduling, choose whether to be competitive or not etc.
- Provide an environment with **food, clear expectations and description of the activity**
- **Youth are interested in expanding their learning.** They want to build their broad strengths and life skills – prepare themselves for life.

### **Additional comments and ideas:**

- Some of the students were interested in more opportunities for music, and art. Pottery and painting were also mentioned. We have a lot of people who are into playing music we need to have a weekly music night where people can jam.
- We need to discuss how to reach a healthy balance of art and sports. It seems that the youth who are not interested in sports need more outlets for art and cultural activities.

### **Variety of Activities:**

- Last year, for example, a small number of youth initiated *capture the flag* on local fields. Word of mouth attracted larger and larger numbers and it went on all summer. These were kids who had a community happening, many were involved in the arts, but wanted also to have physical activity.”
- Youth need to be encouraged to try different activities that might get them interested and involved
- Adult/child programs are popular among community (ex. drop in floor hockey)
- Provide programming for Pro-D-days and summer time when kids are not in school
- Need to focus more on effective middle school programs
- Some of the students mentioned coffee shops, music and the library as recreational opportunities. For example the Marimba band has attracted many young people.

- SOS Arts Program was appreciated even though it was only in the summer. Would like to see this happen throughout the year.
  - Winter months are actually when some of the programming would be equally or even more appreciated. Often there is a lot to do in the spring and summer but not as much to do in the cold and rainy fall and winter months.
  - Possibly sessions happening at school sites, having juice or small snack
- Technology examples of what works for youth:
  - Computer animation programs - a classic example of a program that appeals to 12-15 year olds; interesting, creative, and offered real skills development for the “resume” – but really engaging for the participants. Young people taught these programs!
  - Weeklong programs or camps– like the Nanaimo program “How to create a rock band” where they can learn technology and music  
Tech programs – how to be a savvy user of technology – learning more deeply the functions of Twitter, etc.
- After school activities are really important. Example: Art, sculpture, carving and music programs– any media that involve personal expression – that are offered out of ARTSPEAK work really well.

### **Networking with Friends:**

- Outdoor recreation was explained as a meaningful way to connect with youth and have them build teams and connect with others; social engagement can begin here, then programs that build a path and purpose to their lives, supported by programs of Life Skills.

### **Supervision:**

- The HAND conference revealed that youth wants and needs information and guidance, but without strict direction
- A primary factor is safety and knowing that competency and willingness to deal with emergencies is a priority amongst staff
- As we configure new designs for programs, we need to ensure some basic standard of safety or that encourage participation of some youth who need reassurance that things are ‘safe’
- Programs have safe boundaries and allow for youth to participate at their comfort level
- Fire departments offer adventure camps in summer – things that challenge youth who want to break from parent protection – and seek risk-taking activities. Some of the programming to be at 11-12 years

### **Inclusion:**

- There is an increase in programs being offered for families in this community, in terms of program variety, cost, program length, and scheduling
- More opportunities for youth in-between age groups (ex. elementary/high school kids have more opportunities than middle school)
- Overlapping age groups – more opportunities for “middle” age groups to work with younger children OR older youth Mixed age groups (grade 8 youth with grade 12 youth)
- Organize more activities to bring in more individual youth
- There was good debate about whether exploratory programs are teasing the students with activities that are financially unsustainable. The counter argument suggested that students who got a taste of some extraordinary experience, often were inspired or spurred on to find ways and work toward attaining a level of activity that was initially not attainable. For example, the group discussed the stories of youth who with horseback riding became really resourceful in negotiating resources and creating pathways for themselves to attain those things that get them excited.

- One day summer event / outings; tubing, etc. The fee is fair. The cost of summer camps sometimes too expensive for families
- The mountain bike club in Qualicum was cited as a great example of an encouraging program, with people extending hands to kids who are on the margins, who might not be able to afford bikes, and youth of different ages. Many youth need that extended hand of caring and support.

### **Location:**

- “Bring recreation to where youth are” does not lock kids into regular attendance or time
- Have appreciated when RDN does not dismiss programs with low participation (ex. a group of 3 people is worth it)
- ACES is working on bringing activities into the Errington Community, as is the Bowser Community. We need to bring programs into the rural areas.

### **Program Design factors:**

- Bring recreation to where youth are” does not lock kids into regular attendance or time commitment. They can contribute and participate on their timelines.  
(This is like the church lunch program- students just go Youth Arts market)
- Exposing youth to different activities, for example *Girls in Sports*. Taking spirit of this model, offer it to all youth and widen the array of activities to include art and culture. Consider extending the activity beyond the summer into the year. The purpose is to engage kids in possibilities that are new. Different groups can invite other groups to join their activity.
- Dances are popular with the Middle Schools – but many of the dances at secondary are no longer well attended. But youth *gravitate toward music and dance*, even when it is being held with younger children and families
- One week programming (smaller date options – multiple days or 1 week) – hard to commit to one-month program or 8-week cycle – may be absent for a few sessions, especially during summer month.
- We need to provide a broader variety of events and experiences that do not require long term commitment: each event has to capture the imagination but needs to be it’s own event.”
- Idea of extending Literacy Now C-Zone for after school activity that will include more students – those who are unable to join into the daytime program
- More activities after school so that you could walk to the activity after school rather than having to deal with all of the transportation necessary if the activity is in the early evening. After school activities are way more convenient
- Activities at lunchtime – 30 minute or 45-minute activities – RDN could partner with the schools for these activities. For example: choir, theatre

### **Life Skills:**

- Leadership In Training Program has offered youth great opportunities
- Also it was noted that activities to which youth are exposed are often experiences that later on in life provide a healthy option later on. These exposures can “open the door” to new possibilities.
- We want our citizens to be engaged. It is not up to us to try and say what we want them to be engaged in. We want to support that engagement as a value or principle. But we don’t want them to sit around on the computer forever! We have gone from books, to radio, to television, to computer. Each one has the potential to engage people but does not foster social interaction. The computer has the potential to encourage social interaction with social networking but we want kids to be out and about with others - *doing*. We want to create a profile of ‘doing’.
- Stanford Place, and the Gardens; at the Gardens, great staff looking for youth to spend time with seniors. The grade 12 Literature class took up the offer, with seniors and youth building common meaning around sharing of stories, and then engaging in regular work together. They

are able to celebrate how the semester went with each other's stories. "We need more stories, to seek our common truth".

- Build intergenerational recreational opportunities: Life skills workshop, computer or tech exchange, community dances – most youth really enjoy participating. How to start? - Offer 'taster' experiences that invite youth and seniors to check out the new possibilities that offer people a chance to explore. Don't ask for any commitment until they have checked it out and have been hooked on the concept.

## QUESTION 1b      **What should youth recreation be? – ORGANIZED SPORT**

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- \* What kinds of organized sports are needed?
  - \* What things about organized sport should be considered?
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### **Summary of focus groups and interviews:**

- **Early Involvement.** There needs to be a commitment to getting children involved at an earlier stage. If youth begin to try to enter the sports/activity/ music world at age 13-14 often they are so far behind in skills they will not be confident enough to participate.
- **Youth Rec should be designed with consideration to a progression in skill development appropriate to age**– what are the phases of skill development and what are the important skills in each phase?
- Organized Sports are NOT attractive to [some] students. For these students, any **entry into programming would have to be gradual – one on one to begin with, paired and then to moving to be part of small groups.**
- In the section INCLUSION, we see that **many youth are not able to play organized sports due to the costs of registration, equipment and/or travel** – even when registration fees are provided through help from agencies.
- For many youth, it is the presence of their **friends and peers in a program or playing a sport, that is the primary catalyst for them to try a new program** and be involved.
- The importance of **sports and recreation activities was explained as a source of something kids can master, to build their self-confidence AND their sense of belonging in the community.**
- Youth sports programs seem to have higher male participation (for example, in hockey and baseball programs). We need to **consider strengthening and broadening the scope of programs attractive to girls.** Also, increasing mother-daughter programs, for example.

### **Additional Ideas and Information:**

- All participants acknowledged that youth who are participating in programs have usually been involved for multiple years – to pull them in when they are older is a difficult challenge for all sports programmers“

- Even kids who are in organized sport still need that other side, they need something to do outside of sport on their down time.”
- Special coaching camps – for example, Lacrosse camps offered by the Timbermen for \$20 per player work well
- The market here is very delineated between seniors and birth-to-middle school where programs are plentiful. As students move into middle school and into high school, programs and opportunities diminish
- The following were mentioned as examples of popular introductory organized sports for those families that can afford them. Everyone appreciated when the sports offered introductory sessions that were offered at reasonable costs.
  - Badminton club with drop-in for gr. 6,7,8 Boys & Girls – simple & inclusive
  - Minor league baseball – organized with many adults helping
  - Events like swimming – great because you meet kids from other schools and areas; new friends
  - Soccer
  - Hockey – great coaches
  - Golf tournaments, great golf pro and reasonable price for lessons and season
  - Basketball - good team and coach
  - Skating; three times a week for six years – builds self- confidence
  - Football; good discipline; September through December. Leadership is developed through different positions on the team. Great fitness. Like the physical – the “hits”
  - Horse/barrel racing and lessons

**QUESTION 1c      If we created more INFORMAL ACTIVITIES what would they be?**

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\* What opportunities can be developed for youth to spend time together in informal, healthy and fun environments?

\* What would these look like? What kind of leadership and resources would be needed?

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**Summary of focus groups and interviews:**

- **Special event nights.** Community activities might include piano, book groups, billiards, team big screen gaming, hiking, dancing - being active as life long learners.
- Different **activities on rotating basis in different places/different venues.** For example: Coffee shops with open mics; Drop-in (Errington); Poetry Slam; Fine Arts Weekend; Outdoor or Indoor Movie Theatre; Coffee House and more.
- **Preference for unstructured sports and activities.** Not many youth, from the survey results, were actively involved with team sports. Instead they spent time in less formal activities that emphasized the social element.
- **Identified a need for opportunities for youth** to come together in places where they can interact socially within interesting activities, preferably without high structure.

- **Youth Centre or community meeting place** in the smaller communities where youth can get together – where leaders allow youth to be self-responsible. But try to avoid duplication of the same types of places
- **Exploratory activities:** For youth whose parents have the means, there are some good opportunities for those in the middle school age. Activities such as Surf Trips and Roving Youth Leaders. However, these take initiative and money. Often kids of less advantage cannot access
- **Bring together girls and boys in activities.**
- **Activities that are youth oriented, their interests. For example** Hip Hop, music instruction Hoola Hooping, places for Graffiti, Gaming, Animation workshops, etc.

### **Additional comments and ideas:**

- Movie night is a popular concept - indoors on a weekly schedule in colder months; or summer outdoor movie night (a popular idea among almost all youth; like Parksville, with the *Cinema in the Park*, the group was interested in finding the cost of transporting this Parksville media/film “system” to Bowser and neighbouring communities.
- Building on the concept of relationships regardless of how those relationships are generated. Getting a child attached to something will open them to something else. Include opportunities to talk, share ideas, feelings, opinions in recreation opportunities.
- “In my home town of Port Alice; we had a small centre that offered dances, place to work out, and open 7 days a week”.
- FRA (Family Resources) centre was mentioned; sort of a gym, three days a week, for after school activities for girls. After school recreation would work well
- Youth centres would ultimately include dances, job fairs, games, computer station, food, youth workers hired through the district, tagging on walls, special talks, clinics, workshops – all offered on a drop-in basis for different ages of youth.
- This would be a youth “hang-out”, food offered on a cost-recovery basis, operated on a clear set of rules with clear consequences. It would also offer leadership opportunities for local youth. Can be rented for private parties and events.
- Wildwood Community Church started a youth group. Decided goal should be humanitarian; made blankets/quilts for homeless. While working, the youth engaged in discussion about all kinds of topics while the worker listened and really got to understand the group. These sessions were informal; drop in; youth planned/ownership
- Many youth are involved in *grafitti* as a means of personal expression and a way to exhibit artistic talent; proposed was the idea of designating a wall or walls of public space that would enable legitimate artistic expression. Asked if this would take the “risk” or “chance / excitement” out of the activity, it was suggested that the goal was not to break the rules but to find a place to be artistic in the neighbourhood.
- Qualicum pool programming/Oceanside Place programming both have high participation (teen swim nights – and Pro-D-day programs); pool programs seem to work well; leadership and lifeguard training good opportunities

### **IDEAS FROM YOUTH**

- Qualicum pool programming/Oceanside Place programming; very popular with middle school and some secondary school youth; Hours were seen as controversial. If youth swim it is reduced to less than the full evening, then the social potential is lost; no longer a place to hang out and relax with friends

- Youth from urban schools have a high participation' in sports. Grade 9 respondents included swimming, skating, skiing, snowboarding, and a few organized sports in which they participated. They suggested activities that might include yoga, dancing, walking, or hoola hooping.

### ***Ideas from specific communities:***

#### **Dashwood:**

- Fall motor-cross track
- Band stand
- Gravel pit for dirt bikes

#### **Whiskey Creek:**

- Transit – larger range and frequent buses
- Youth centre – for afterschool 'hangout' time

#### **Eagle Crest:**

- Road areas for longboards
- Movie theatre
- Climbing wall
- Indoor Skate park

#### **Coombs:**

- Movie theatre/ Arcade
- City bus transit - into Qualicum

#### **Qualicum Beach:**

- Youth centre run by adults and youth together (ex. TVs, couches, pool tables, food to buy)
- Lights on at skate park at night for safety and navigation
- Hall for musicians
- Ice Rink
- Bowling Alley
- Small Movie Theatre
- Outdoor Lacrosse Box
- Bike Racks
- Waterslides/diving boards/teen night at swimming pool

#### **More Ideas for informal activities that youth described as what they'd like to see:**

- Lights at the skate park for safety
- Hip Hop group available - something to do with Hip hop
- Raven Song special pool programs, the beach, Oceanside Place - Skating themes like glow in the dark, winter, disco etc.
- Volleyball, rock climbing, Gaming, Mini golf
- Waterslides with race car track alongside the slide site
- Team Sports i.e. Hockey, Individual sports i.e. tennis, badminton
- Coombs Fair
- Bands and Movies at the Beach "Cinema Under the Stars"
- More events than regular programs
- Drop in/Punch-pass from the RDN
- Stained glass, artists in the schools program
- Life skills like Food Safe course
- On-line courses/community courses– expand the ages for these courses

- Wednesday climbing at the school, well organized. Recreational activity drop in was available to participate in every week; drop in
- Badminton, once per week, drop-in
- Tai Kwon Do – involved for 2 or 3 years two times a week
- Sports like soccer and hockey I would like to do. But they get too rugged after a certain age. Too much hitting at the competitive level
- More outdoor activities since we have such a huge Parksville Beach.
- Drop in – relay races for all ages, beach volleyball all with a focus on fun similar to Canada Day
- Drop in activity night like yoga is a good way to involve youth in programs
- Teenagers volunteer to face paint with younger children
- Encourage involving arts, culture, and sport in the mission and vision for the RDN

## QUESTION 1d      **What should youth recreation be? – LIFE SKILLS**

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- \* How can Youth Recreation be shaped to help youth develop much needed LIFE SKILLS?
  - \* What ideas below seem to make sense?
  - \* What other ideas and possibilities can you suggest?
- 

### **Summary of focus groups and interviews:**

- **C Zone at Ballenas** – an example of a program that crosses generations and uses facilities effectively; learning, development and social meaning in a non-used home-ec space. There is no reason that this model could not be adapted to music, art or other programs.
- We could develop a mix of youth-centred activities in balance with multigenerational activities that involve all age levels – reflective of a true community that breaks down isolation of different age groups.
- Needs a champion with clear vision.
- We can create more ways that youth can create a product – something meaningful that appeals to them – something that *contributes*- this is important for youth, especially those who may have been the recipients of some support from others, the students who know the importance of contribution, and want to give back. *Example?* the *Gentlemen's Club* at Ballenas.
- Life skills, social programs are apart from the elite high skilled programs like skating or hockey etc. They can include:  
RDN Babysitting courses located at schools really good;
  - Time with friends, fairly long course – “save choking children” – helping kids
  - Social programs apart from the elite high skilled programs like skating or hockey - - Food Safe course
  - Leadership Courses
- Health life skills encouraged – ex. Nutrition, physical activity, prevention of depression
- Life skills – as defined by the HAND – developing life skills, rent, buy house, resume, CPR... can we play a role in filling this gap? Maybe not in traditional programming.

- RDN is in a great position to provide more social development programs –ex. Job skills, leadership skills
- Scholarship classes at Ballenas is a good example of preparation for the next step past secondary school. But that only hits 20% of youth that leave high school

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**QUESTION 1e      How can adventure and risk taking best be part of youth recreation?**

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\* What activities and programs should be part of our youth recreation programs?

\* What are youth saying are priorities for them in recreational choices?

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Summary of focus groups and interviews:

- There is value to adventure/ risk activity Recreation for youth
- Recreation activities and programs need to provide for individual choice, the opportunity for youth to take risk, as well as the opportunity to connect and “hang out”.
- More weekly events
- When asked about why the activities were important, they said that the adventure programs helped them make the decision to stay in school. The activities are really fun to be involved in; also scary, for example, trying to learn how to do a wet exit or attempt a roll in a kayak on an ice cold river.
- Feels like you accomplished something. .. Before I would never have tried something like that.
- Students have begun to learn to trust themselves through repeated experience with difficult challenges. And Jake (Pass Woodwinds) mentioned how he has observed students work better with their other life challenges, for example, family problems, as a result of adventure program.
- There were several conversations in focus groups that suggested that organizers have become acutely conscious of liability issues, to the extent that we are limiting the options for youth to engage in activities that have some natural risks. One example pointed out was the hesitation to allow the spontaneous organization of a game of pick-up *Capture the Flag* because of the possibility of injury and legal vulnerability. But it was noted that there are very few successful cases of litigation where organizations where injuries occur due to natural accidents in play. People agreed that we needed to revisit our orientation and policy toward adventure and risk activities.

## QUESTION 2

## What does “drop-in programming” mean and what should it look like in youth recreation programming?

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\* How can we get away from the rigidity of youth programming and be more flexible?

\* How can we expand the program designs to build more drop-in and spontaneous activities that are described as a priority by our youth?

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### Summary of focus groups and interviews:

- Flexible, open-ended activities that do not require repeated commitment providing a time to relax, calm down after the school day or holidays that may or may not involve doing a physical activity: Main ideas - No strict outline or schedule and ideally a variety through the time in the activities offered
- Inclusive of all kids and avoid moving to exclusive membership
- At RDN Facilities create a stronger environment of youth time and space
- Identify local *Gathering Places*
- Weekly youth meeting times in community locations with a variety of informal activities offering youth opportunities for socializing
- Some adult involvement but without heavy supervision; guidance and safety without ‘policing’ of heavy surveillance; TRUST
- ‘Informal play’: for example, more informal experiences, such as shooting baskets at basketball courts, skate at the skate park, beach volleyball in warm weather.
- Try to include FOOD
- More programs that require no preceding registration
- Drop-in programs are popular and effective but some minimum degree of commitment is needed for programmers to be assured that participation will be high enough for the program to be run. Many RDN programs are not being run because of low registration; programs cannot be implemented because of numbers. RDN need to somehow balance youth needs for flexibility with programmers needs for cost effectiveness

### Additional Ideas & Responses:

- Open-ended or drop-in programs are important alternatives to structured, registered programs. These would be programs that offer a lot of different and unique programming are especially effective; switching up activities from week to week to provide exposure to new experiences; dance, yoga, basketball
- Old School House; Drop-in music programs with Jazz, art and music classes at low or no cost. All are welcomed – very inclusive.

- Many kids expect to have the ‘Cadillac’ of program delivery – many don’t play scrub anymore! An example was the desire of some kids to have a Cadillac facility for something that is a casual drop-in event.
- Drop-in centres seem to be a popular idea, yet the experience here has been while that drop-in centres are built for multiple user groups, in time they tend to fall to a particular group which often is identified with some specific clique or groups associated with inappropriate behaviour (e.g. drugs, alcohol). Eventually the centres become underused because parents keep their kids away or students are alienated by the user group different from their own style.
- Free drop in classes has been done with a Jujitsu class in the community. Also ‘drop-in’ sports league
- Drop-in sports (ex. Beach volleyball, basketball – with cover charge);
- Collaboration with pool and arena to offer youth friendly activities to piggy back schedule: Teen nights - ex. Silly challenges, space to hangout play music, pool table
- Activities to get involved with like Tai Kwon Do where adults are not telling you what to do, you have choice and can practice getting better at your skills
- Family dances and carnivals that include everyone – for example, Harry Potter’s Dance, silly dress-up dances; community cakewalks and food offerings that draw a large contingent of youth. Older youth often really like to come back to their elementary school
- A coherent organization of local events, arts/music or sports offered on drop-in basis ... communicated to youth on social media connections. The idea is to gradually build up a new program of youth events that are successful and responsive to their needs.
- In the class of 35 last week only 4 were in organized sports. In this age group, it is their “liberal time” ... Drop-in seems more interesting.
- Activities to get involved with like Tai Kwon Do where adults are not telling you what to do, you have choice and can practice getting better at your skills
- “Drop in” scheduling – youth are more inclined to participate in spontaneous activities, rather than signing up weeks ahead
- Drop-in vs. cost/recovery/apply for grant, community sponsorship to cover cost of leader, equipment, facility cost
- More drop-in programming; seems to work well; SOS and HAND activities appeal to a broader representation of youth.
- Drop-in programs / we can offer mixed age groups to get the numbers up in the smaller communities
- More informal drop-in programs will especially help kids that are wanting “something to do”
- “To get youth involved, it requires a special way to involve them. Last year for example, a small number of youth initiated *capture the flag* on local fields, and word of mouth attracted larger and larger numbers and it went on all summer ...these were kids who had a community happening, a lot involved in the arts, but wanted also to have physical activity.”

- Many examples came from participants about how if one or two youth are invited to an exploratory session in an activity (for example, rod and gun), then suddenly next week there are four, the next week eight. All it takes is a couple of gung ho kids. Exploratory programs work well!
- One Community Organization has a drop-in evening once a week that is free. Happens a little later in the evening but it is free, a good concept. An introduction to the sport and provides a chance for people to find out about the sport
- “We need to provide a broader variety of events and experiences that do not require long term commitment: each event has to capture the imagination but needs to be it’s own event.”
- Summer camps sponsored by Churches seem to be the most available, yet there seems to be a recent “falling off” in interest. Around grade 10, students’ interests seem to wane.

**QUESTION 3            INCLUSION & ACCESS: How can we increase access in a way that will enable more youth to participate actively in recreation?**

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- \* What are the activities and programs that encourage greater numbers of youth to participate?
  - \* What attitudes need to be in place for these programs and activities to succeed?
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**Summary of focus groups and interviews**

**Factors that have an effect on participation and access:**

- **The cost of recreation:** Repeatedly, money was brought up as the main barriers to participation and therefore making recreation not inclusive.
  - All of the costs for the recreation need to be considered; registration, equipment, transportation, tournaments, etc.
  - Low cost and free programming both rely on volunteers and funding and these resources are declining
  - Some people are uncomfortable asking for financial assistance
  - Offering programs comes at a cost and by offering them at low rates or free, those costs are not being valued.
- **Youth prefer what they perceive as ‘No Rules’.** It seems that youth prefer interactive activities where they are able to take appropriate risks, and even test some boundaries for themselves. They don’t want to be babied, or be treated as incapable or incompetent. - “Things to do with Freedom!”
- **Relationship building – our communities need to be accepting and tolerant of youth behaviours.** “We need to build bridges between us. We don’t want to put up barriers in how we relate with youth. We have to find ways of dealing constructively with negative behaviour. We need to be flexible and open to the opportunities and build on them and the relationship. Being confrontational is a barrier to relationship building. “Everyday is a new day!” Good youth programs offer a place to develop relationships.”

- ***Incorporate youth ideas and passions:*** Acceptance of youth ideas so they feel accepted and valued and they feel that their ideas are crucial in knowing what program needs are. Youth recreation provides opportunities for youth to share their passion with the community too... to ensure that youth feel like contributing members of the community
- ***Youth need to have ownership of the program.*** The youth themselves monitor appropriate behaviour rather than being monitored. Together, leaders and youth, determine group norms.
- ***Good youth programs respond to the needs of the group as it evolves*** rather than been determined before the group is formed.
- ***Safe and welcoming for all citizens:*** Safety and a non-judgmental attitude are important for youth who are learning to express their ideas and reflect on their roles and environments. Safe environment is where there is someone (adult) of strength. A place for some that they can call “home”, a place where they are accepted for who they are, where they feel they belong.
- ***What ‘bridging’ strategies*** can be used for youth who do not have the social confidence to overcome the hesitation of being in an unfamiliar group? For being in social contact?
- ***Separation of Generations:*** The issue of separate generations is disturbing; some want to escape behind the gates of a childless community. Both youth and seniors end up feeling similarly marginalized. As the senior’s population expands, we all have to be interested and willing to create ways where adults and youth can exchange skills and time in healthy ways.

#### **Additional comments and ideas:**

- In Nanoose the youth population is diminishing, which necessitates more travel for youth to be connected. Lots of the students spend time “hanging out”; many play video games at friends’ places for recreation.
- If parents and families have financial means combined with access to family transportation, they have several opportunities for individual sports and rec. in the area; horseback riding, golf, music lessons (piano), along with water sports (wakeboarding, etc.) . If families do not have these means, access to and paying for recreational activities becomes a huge challenge, as most affordable activities are now at a distance.
- RDN grants are essential for smaller communities to get things organized; The community coordinator role is seen as vital for growing future programming and community connections; however it would be better to have the role established as an ongoing budget item in RDN, and not to rely on year to year grants
- “The tax requisition for Arrowsmith Area F for parks is \$80 G – and we only end up with about \$15G by the time it gets back to our community”. “Our tax money supports the fields in Qualicum and Parksville. They count the number of participants from the outlying community and then use that to justify the taxes”.
- Sustainable volunteer resources; hard to keep things going with the same people doing so much of the work
- In the past with greater student numbers there were enough participants to form intramural and more local sports.

- Many youth can easily feel uncomfortable participating in activities that require “proper clothing”; attention needs to be paid to making them feel comfortable in the equipment (style / self esteem challenges are big!)
- Girls: We need to make the environment secure for their comfort
- Ensure the youth who seek employment in the larger communities can access the opportunities ( there are few youth jobs in Bowser); this helps support youth independence and career preparation
- We do a great job in getting young students involved, but our registrations in swimming, hockey, lacrosse, skating dive between 12 and 14. The biggest problem is the increased costs involved as they get older, with more frequency of practices, and greater expenses for travel. And we need to keep youth involved.
- Soccer is seen as less costly, often supported by volunteer coaches, but still requiring season fee and transportation; then if involved in rep soccer, travel adds big cost and challenge
- Income demographics create challenges for low-income families to allow youth to participate in programs
  - Teen swims are popular - they enjoy it, it is inexpensive; still need the ride
- **Reliance on Volunteers and Funding**
- With government’s reduced funding of sports – judged to be down 40-50% - SOS is the one remaining body that can be accessed by families, but some hesitate from asking for financial support. Also it was mentioned that often SOS will pay initial fees, but equipment and travel are not included
- **Don’t want to ask for assistance**
- Youth who are financially disadvantaged are helped by subsidies from SOS and other agencies, but often because of the social stigma and the act of going through the agency is process that they want to avoid. When money is tight in a family, often the perceptions of possible involvement are blocked. Students are oriented NOT to seek out the possibilities. And often the registration fees might be subsidized but the cost of transport and equipment become the blocking factors.
- To help alleviate stigma of asking for recreation subsidies for financially challenged youth – could SOS or other funding be accessed THROUGH the organization offering the activity (who would provide information and application material to those who may be in need of assistance but not wanting to go through processes that they fear may be embarrassing or alienating.
- **There are costs to providing recreation**
- For many organized sporting events like hockey, soccer or lacrosse it is just too expensive for youth or families to acquire the necessary equipment. Maybe the RDN could help to arrange an equipment swap with experienced players and coaches there to guide parents and players in their selection of proper and well-fitted equipment. While the swaps may provide equipment for younger kids, they may not offer the kind of equipment necessary for performing at the level of expertise expected with older kids and more demanding levels of sport

- Income demographics create challenges for low-income families to allow youth to participate in programs
- There was a lot of positive discussion about Lacrosse; seems a higher percentage of Aboriginal participants compared to other sports. However, even in Lacrosse, the **costs** become a huge problem for many families. One youth in the group described the sad experience that happened to him this year, where part way through the Lacrosse season he had to quit. Reasons? - Cost; \$250 to join, and this was can be supported with the help of SOS, then \$400- 800 for equipment ( with the assist of relatives, this was made possible), then the cost and availability of transportation to practices, and travel to games. The last two became impossible for this boy, and he had to quit. What seems like an inexpensive sport suddenly becomes a burden for families. If the family or community cannot make sure all the above elements are covered, it makes it impossible for youth to participate.
- Track and Field is the same – as youth gets more advanced , the costs get higher with travel costs.
- Parents are willing to pay for hockey and swimming, which are costly activities, but often parents don't appreciate fully that other programs can offer quality experiences for their children AND they cost money
- Parents often don't realize that there is professionalism and experience behind the people that run these programs and realizing that the cost is relative to the value and quality of the programs. Parents may have the perception that these programs are too costly, and the quality is low, in terms of learning
- If programs become too "cheap" other programs are seen as "childcare" rather than a quality learning experience; if programs are too "cheap" they are often not respected, in terms of quality . That said, programs offering free sessions or programs can be a motivator for individuals or families to get started, to become involved
- Pricing continues to be an issue. RDN programs are usually an affordable option, which creates difficulty for other programs in the community, which makes it hard to compete with the RDN pricing
- There was good debate about whether exploratory programs are teasing the students with activities that are financially unsustainable. The counter argument suggested that students who got a taste of some extraordinary experience, often were inspired or spurred on to find ways and work toward attaining a level of activity that was initially not attainable. For example, the group discussed the stories of youth who with horseback riding became really resourceful in negotiating resources and creating pathways for themselves to attain those things that get them excited.
- We need to seek low cost recreational activities – so many of the things mentioned today do not require high money investment
- Mentioned again the cost of participating in activities. Without universal access many youth are unable to participate in any activities outside of school funded programs
- How do we enable youth whose parents are financially able but not available to support their transportation needs?

- Social barriers are real; many do not have and cannot afford personal transportation. And public transportation
- C-Zone appeals to all students regardless of academic performance.
- We also need to be inclusive of all youth in the community. We also need to pay attention to supporting potentially marginalized groups such as the Gay Lesbian youth in the community.
- Youth yearn for a place to belong and yet not a place they have to commit.
- Elders talking about their healing journey
- Youth don't seem to want a lot of demonstrations, introductions or orientations in a large group - the "talking at them". They want to be active right away – doing something and yet still able to know the bottom line. They seem to prefer the ad hoc one on one orientation mode.
- "I am not interested in program. Most teens are not. But have a place to go and events would be ideal. Just to hang out with your friends, without too many scheduled mandatory programs."
- "We need to make a practice of following and nurturing initiatives where the life is; identify where there is creativity; supporting the successful initiatives that are alive. Find what is working, organically support it and re-seed it in different venues and locations. ( If a drop-in program is working in some area of the community, explore how it could be initiated in a similar community)."
- Food is important – break bread together creates relationships. Food is important in C-Zone – it is the initial carrot, but the open conversations at Table Talk seem to be what draws them to return.
- Students become skilled in sports such as climbing and river kayaking, activities that are very different than the standard community offerings – that they either may not be able to afford or perhaps did not engage in to the level that they gained any significant learning or self development that helped them in other aspects of their lives.
- We have saved so many kids through an adventure program – kids develop a whole new sense of themselves that can be transferred into other areas of their lives."
- Opportunities that build confidence, skill, and community identity in a unique multi-generational volunteer program function in Ballenas Secondary School.
- Multiple entries to join something because there are so many differences between individuals, so many different purposes for individuals to want to join. Provide as many ways as possible to join. Youth as a group are very diverse. Diverse needs demand diverse programming. There is not a one size fits all solution. C-Zone fits for some...and not for others.
- Many, maybe most, events are only available to those students who have financial support from parents. Some students cannot afford to participate
- For youth whose parents have the means, there are some good opportunities for those in the middle school age: surf trips, roving youth leaders. These take initiative and money. Often kids of less advantage cannot access these.
- Universal access – no cost or minimal cost for all events

- SOS, FRA and RDN and similar programs offer a real plus for families with economic and social challenges. That said, there are other expenses such as clothing and equipment that are part of the challenge. There is recognition with donating agencies that personal dignities need to be respected.

#### **QUESTION 4                    Active Partnerships: What are the partnerships that will improve youth recreation?**

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\* What are the best ways to ensure that the community is sustaining good youth recreation activities and services, in these times of declining budgets (resources) and a diminishing youth population in this district?

\* How can the community work together for the best possible opportunities for young people?

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#### **Summary of focus groups and interviews:**

- **Participants felt strongly that when the community agencies work together, more ground is covered.** It was recognized that the RDN cannot be everything to everybody and that there are significant resources which can be utilized more effectively for youth. The district needs to collaborate to provide services; share space; share skills. There is some duplication of service offered by different organizations. It is time to actively coordinate all programs with all organizations so they are not duplicating or competing with each other for the same participants.
- **Let's explore and expand partnerships in the community.** In a time of diminishing resources we need to be creative and even entrepreneurial. Partnerships with other organizations take time to develop, but are effective. As a small district we need to constantly review the way the three main programming bodies deliver opportunities – RDN, SD 69 and VIU - to ensure they are not in danger of existing in their separate worlds.
- **Appreciation was expressed about the role the RDN plays in enabling community groups** (e.g. youth and community grants). The community wishes the RDN to enable community groups to do for themselves; support volunteer agencies, nonprofit and sports groups, and art groups. The RDN grants are essential for smaller communities to get things organized.
- **Several participants expressed that if the RDN mandate is to provide recreation opportunities, it needs to enter into partnerships with the schools to have opportunities at school facilities.**
- **Enter into partnerships to expand the creative, musical, theatrical, cultural, arts opportunities for youth.** The idea of “roving” coffee shops to be held at interested businesses on a rotational basis, that could be open for musicians and pick-up artists for informal performances/ with open mic nights. Like-minded businesses could support youth music nights.
- **Youth wish to be included and welcomed in the community, in businesses, at events and activities.** Intergenerational and cross generational partnerships, where youth are sharing their expertise and benefiting from seniors or adults expertise reciprocally is well-received. Ask youth – what assets do you offer? What would you like to contribute?

- The RDN's role may need to shift from program delivery to program brokerage, and moving to coordinate and mobilize community partnerships and communicate available programming. Create partnerships to extend the RDN leadership development training could be of great asset to community organizations, to develop skills that could transfer back to the home sports organizations.
- **SCHOOLS:** Middle Schools and Secondary Schools could partner with RDN and other recreational providers to enable arts and music programs to be offered during lunch and after school periods when students are already naturally gathered.  
**Community Schools;** we need to strengthen relationship and communication in some communities where the partnership is not working to support youth opportunities

### **Additional comments and ideas:**

1. Have regular opportunities like this ... for community dialogue - which brings together people from diverse groups around a common vision to discuss some key challenges and share ideas and new ways of thinking.
2. Strengthen partnerships with smaller organizations – encourage youth from sports organizations to go through RDN Youth Leadership Training program, to develop skills that could transfer back to the home sports organizations.
3. If two groups work together (ex. RDN and Milner Gardens), they need to feel the mutual satisfaction involved with trade (facilities or monetary). The focus should be on building an equal communal relationship and community network.
4. RDN should consider strengthening partnerships and communication with organizations that support disabled athletes in high school who are often not assisted or guided into participation in recreational activities.
5. Assist youth musicians to organize instrumental or singing performances for tourists on the beach/markets. The RDN could partner with Rough Diamonds, school music programs and Chamber of Commerce. Youth as hosts and entertainers for tourism.
6. Invite and share guests (e.g. an art camp bringing in a local artist) to programs. This builds relationships, utilizes community resources, and adds skill to programs. Sharing guests reduces feelings of competitiveness between organizations.
7. Joint user agreements need to be reviewed by the main organizations, the School District, the RDN, the town and city to ensure community assets are valued and shared all ways. Look at Surrey or Saanich - we find them moving toward Neighborhoods of Learning – looking at space that is available and determining how it can be used by all parties.

### **Examples of effective partnerships:**

- C- Zone at Ballenas Secondary School is a unique program that brings together secondary school students with seniors in the community for the purpose of promoting community service and literacy
- A three year partnership between RCMP community police and secondary schools where the police set up floor hockey for 15-19 ages of youth who had huge life challenges.

- *Adventures Anonymous* - a great program which was a partnership between the RDN, Ballenas, and Al Bishop for youth who were not into ball sports, but for those for whom climbing, kayaking, back country skiing were amazing experiences.
- Marimba band is a good example of how through the community and residents association received support from the RDN – a perfect example of how we can involve our youth in programs that come from partnership with the RDN.
- Youth spending time with seniors at The Gardens and Stanford Place. The KSS Gr 12 Lit class took up the offer, with Seniors and youth building common meaning around sharing of stories, and then engaging in regular work together.
- Through YouthLink, another partnership found that MCFD, VIHA and other agencies had a one-shop stop, at the schools, making access friendly and accessible. “Go to where the people are”. E.g. WOW Bus.

**QUESTION 5                      RDN as Community HUB: How can RDN strengthen coordination of youth recreational programming in our community?**

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\* What specific things can RDN Youth Recreation do to create a smoother coordination and promotion of existing and new community recreation opportunities?

\* How can it help reduce overlap and repetition of programs?

\* How can RDN help bring together more community members in effective partnerships?

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**Summary of focus groups and interviews**

- **Recommend that RDN house develop a central roster of contact information for all the community recreation organizations and activities that would be helpful for entire community.**
- Central website that would be the “go to” location for anyone looking for updated information on what is going on.
- Continue ACTIVE LIVING for those still using print media but move to social media and websites as a means to coordinate and offer the big picture of youth recreation in the community. For example, Baseball contact, fish and game contact, Tai-Kwon Do
- **RDN could be coordinating agency that would help community recreation and sports organizations avoid overlap or conflicts in scheduled events and programs.**

Sports agencies could use central organization of community recreational schedule. (Participants mentioned that due to conflicts of scheduling, some youth have to make tough choices between activities rather than being able to move from one set of activities in one sport to another set of activities in another sport).

- Participants mentioned that due to conflicts of scheduling, some youth have to make tough choices between activities rather than being able to move from one set of activities in one sport to another set of activities in another.

- **Try to reduce program overlap or overkill**

Key factor in success in making sure that programs don't completely overlap For example, there are 5 youth centres (offered through different organizations) open at the same times and offer the same activities – not an effective way to use resources!

**QUESTION 6                      TRANSPORTATION: How can we solve the problem of TRANSPORTATION so that more youth will have more access to more recreational opportunities?**

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- \* What would an ideal transportation system for youth in the district consist of?
  - \* What would it look like?
  - \* What resources could contribute to this system?
- 

**Summary of focus groups and interviews**

- **Youth need to be able to access and afford travel to activities.** Many youth don't have access to transportation either by: RDN bus – no RDN transit service to Errington, Coombs, Whiskey Creek, Bowser; or to people who can drive them.
- Youth without parent drivers are not able to participate in programs. Many families, despite the apparent affluence of the general community, live in poverty or very limited means and simply cannot afford the costs.
- **Rural youth especially have much difficulty getting to places, activities and events.** Youth who play on organized sport teams typically stay in town at friends, play their sport, then rely on ride home from parents or friends.

Biking isn't cool. Transportation will be the ongoing challenge for rural residents, that "it comes with the territory- people expect it...," but creative ways need to be found to alleviate the pressures and problems created by transportation.

"Go to where the people are" and have rural programs.

- **The School District 69's restructuring of the bus schedule with the elimination of inter-school buses, seriously compromised sports programs, and afterschool community opportunities.**
- The community has creative ideas for managing school bus transportation and would like to have dialogue with school board. Many participants suggested....
- **There is significant interest in having the RDN transit service examine their routes and times to provide increased offerings, possibly coinciding with school dismissal to transport youth easily around D69, particularly when not served by recent school district changes.**

- More frequent shuttle opportunities between Parksville and Qualicum, and surrounding areas are needed. Many buses pass by empty, lets resync the times to suit the riders.
- **Make use of the school facilities - go to where the youth are / when they have time for activities.**

For middle school students, offer more activities directly after school a few days/week, at the schools. Then parents or a later bus (school bus/RDN) could pick up and take home. For high school students, offer more activities at lunch or after school to address the transportation issues.

POSSIBLE SOLUTIONS: EXAMPLE from Mt WADDINGTON area negotiations:

At the MCFD Advisory Council last week I reported that we currently had community groups looking into transportation. One of the council members suggested that we get together at lunch and she would share with me how their community solved this issue.

The following is information as it was presented to me by a very well respected and active member of Vancouver Island's Mt. Waddington Community.

- Mt Waddington is a huge geographic area on Vancouver Island with a population of approximately 15,000.
- They first tried to address this issue by creating a VTN network (Volunteer Transportation Network) using the volunteer cancer drivers and meals on wheels etc. *Cont'd next page*
- When needs were not being met community groups came together and put together combined case for transportation including hard costs, data and social costs.
- The case was presented to BC Transit and a transportation review was asked for.
- Total costs were worked out for the service-50% from BC Transit and 50% from VIHA for the first year.
- Currently the taxpayers of the community pay the 50% that VIHA paid the first year
- The cost to each taxpayer is an increase of \$9 a year on the mill rate.
- Mt Waddington has a number of First Nation Reserves in the area and their portion of the transportation costs are paid by the Federal Government.
- The Result: a 5 day a week, 15 hours a day bus service!!!!

I think this could be worth looking into although Mt Waddington being so remote might qualify differently than District 69. I know when I have applied for Rural Grants for Area F they are often turned down because of the proximity to Nanaimo. (Marilynn Sims, June 2010)

## QUESTION 7

### **COMMUNICATION: How can we solve the problem of COMMUNICATION so that ALL youth know about the youth recreational opportunities available?**

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\* What would an ideal communication network for youth recreation include?

\* What resources could contribute to this network?

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#### **Summary of focus groups and interviews:**

- **Having easy access to what is going on in the community, what events are taking place after school and weekends is not easily communicated.** Youth are eager to interact and be with others of their age without signing up for scheduled and organized programs. How can they find out what is happening, what is current?
- **Youth identified electronic and social networking as communication mediums many used and liked.** Communication that is directly to the Youth makes a difference to participation and interest. Facebook especially was mentioned as a means to get information out to youth in our community. We need to communicate with youth through the technology – to promote activities - it has to be easy for kids to access information about what is going on.
- **Youth mentioned that communicating events and programs through word of mouth, posters and automated text messaging worked well if the timeline was short.**
- Word of mouth is very successful (ex. if a youth tells a friend about a program, they are more willing to participate in that program, rather than learning about the program from a pamphlet)
- RDN could hire 10-15 youth “computer region experts” with the mandate to connect all the youth in district 69. Charge them with the task to create communication about youth programs.
- **Many youth made mention of the fact that communication for events is too long in coming.** They expressed a desire to have a faster response to possible events and workshops - an event discussed takes months before it actually happens and by then many have lost interest or moved on. Posters that advertize an event happening next month are not effective.
- **The *Active Living Guide* is valued but it is not a living document consequently it is not providing up to date information.** The recommendation of a website was mentioned by many to communicate ongoing updates, changes or additional programming; it would not replace the guide, but would complement it.

#### **Added Suggestions and Information:**

- A suggestion for program marketing may be to involve youth in taking photos to show the activities and programs in which they are involved. These photos could then be posted onto the website for parents and families to have a better understanding of the youth programs and events in our community. Having the youth take the pictures makes them less “promotional” and more “real”. This may also help youth to develop their photography skills.

- Keep the media informed and positive, to build trust and respect in community around youth.
- Information sharing at schools is a very important tool for communication

## QUESTION 8                      Youth Recreation FACILITIES

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\* Looking at what already exists in the district and the possibilities for future development, what would the ideal collection of recreation facilities look like in our communities?

\* What could we do to create this ideal?

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### Summary of focus groups and interviews:

**Access to recreation facilities:** There were several comments around the lack of facilities in the rural areas that were available for recreation (outdoor and indoor spaces). Comments were made that facilities that existed could be better utilized, be more accessible for youth activities and or new facilities (outdoor spaces) could be developed on lands that were available.

**The relationship with the facility owner/operator:** People expressed interest in developing better relationships with the owners and operators of current facilities to allow for them to be more accessible for youth recreation. Some facilities restrict the use for youth recreation and or charge too much for the rentals. This leaves some facilities being over utilized and others being under utilized. (For example, schools). There was appreciation for centralized, easy access booking systems, and interest in enabling that to happen at other facilities as well.

**The state of facilities:** It was expressed that clean, safe, open, accessible and friendly facilities are what is needed for youth recreation.

**Youth Centres:** In some areas, the idea of a Youth Centre was popular and there were ideas on what the ideal youth centre would look like. These included: a place where youth could hang out, have food, a variety of scheduled and unscheduled activities, available for private rentals, an area for “tagging” had youth workers on staff and had opportunities for “field trips” off site.

The centre would ultimately include dances, job fairs, games, computer station, food, youth workers hired through the district, tagging on walls, special talks, clinics, workshops – all offered on a drop-in basis for different ages of youth.

- **Strengthen outreach** to rural communities.
- Some central meeting place is needed for youth recreation – one that is SAFE and INCLUSIVE. We need to reduce barriers and offer universal access/financial support to help youth participate.

## **Additional Ideas and Information:**

### ***Access to Recreation Facilities:***

- An example of where there is some grind / conflict with resources is the swimming pool; seems to be designed in facility and purpose for older community members. Youth who can afford it migrate to Nanaimo where wave pools, waterslides, concession stands and other kid friendly elements are available.
- “Our biggest challenge is infrastructure; in previous years we had baseball fields and resources (Errington); they no longer exist. The same group mentioned that they could do it locally (Organized sport such as soccer) - talked about getting together some ‘not-very-fancy’ fields. “I understand that we cannot expect the same level of services and resources, but we surely should have some basic resources”.
- I think that we need to have youth centers in the smaller communities of Nanoose, Bowser, Coombs etc.
  - **Community Schools and Youth Rec:** “The school has been open and very cooperative in hosting community events of all sorts, but because it is a heavily shared resource, the amount of time left for youth recreation is insufficient.” *Note:* in one community, the school is perceived as open to all Bowser events – easy to book, but very busy; a centre of the community, heavily-used. In contrast, in another community, the concept of a community school was not reported to be working well – strained relations and reported “under use”.

We need open and collaborative relationship with community schools; clear respectful communication, based on an understanding of mutual needs.“ A true community school is a hub; the school becomes a centre point for the activities, and it should serve the broad needs of the community.”

- **NANOOSE EXAMPLE:**  
The regional district has a piece of property that is vacant, on Claudette Road - purchased from the School District; five acres that have been drilled for water - that might be considered for a modest recreational site (full playing fields had been proposed but rejected by taxpayers)
  - **Other IDEAS for SMALLER COMMUNITIES:** Simplified skate park; Archery range; Small playing patch for pick up games, for ex. Volleyball or badminton; Training circuits similar to the one near Beban Park ( Kinsman?) near Nanaimo
  - Opportunity exists to connect in future with those who are owning and operating the current Morecroft Church camps. They are operating their last series of interesting summer week camps, and are interested in exploring possibilities of selling or joining with potential partners. It is a beautiful site may available for both immediate and future outdoor and environmental recreation activities. NALT is looking at the possibility of purchasing it.
- \* NOTE: In different sessions it was reported that several camps offered good summer programs but enrolment has been trailing off somewhat)
- However, renting out the facilities is not an easy process; requires constant communication and prices are not clearly laid out

- Serves as a contact regarding working around other programming – ex. a parent running a program can check whether other programs are running during proposed timeslot
- General view that booking procedure for RDN facilities is perfect – one person

### **The State of Facilities:**

- Parents and volunteers at field sport venues are spending a lot of time cleaning litter – beer bottles and glass - from the fields to make the playing space clean and safe.
- Clean and safe RDN sports activity fields and centres that are maintained by staff
- The facility needs to be inviting in its presentation
- RDN offices / physical space: Change to be inviting to the public, accessible; Office doors open, same floor
- Making our facilities a place they (youth) feel welcomed. They must feel comfortable approaching us if their needs are not being met.

### **Youth Centre:**

- The group felt that a central meeting place is needed for youth recreation – one that is SAFE and INCLUSIVE. This would be on a smaller scale, but fashioned after the facility that Courtenay Regional District and LINK have partnered to create and operated in Courtenay.
- Fundraising events each week (ex. Car washes, bake sales) with money going to youth centre and field trips (ex. Museum, pool, movie theatre)
- The youth centre would ultimately include dances, job fairs, games, computer station, food, youth workers hired through the district, tagging on walls, special talks, clinics, workshops – all offered on a drop-in basis for different ages of youth.
- This would be a youth “hang-out”, food offered on a cost-recovery basis, operated on a clear set of rules with clear consequences. It would also offer leadership opportunities for local youth. Can be rented for private parties and events.
- Many youth are involved in *graffiti* as a means of personal expression and a way to exhibit artistic talent; proposed was the idea of designating a wall or walls of public space that would enable legitimate artistic expression. Asked if this would take the “risk” or “chance / excitement” out of the activity, it was suggested that the goal was not to break the rules but to find a place to be artistic in the neighbourhood.

### **OTHER COMMENTS:**

- We need an outdoor adventure recreation site / Horne Lake? Hornby Island?
- Enhanced use of local resources
- Finding the resources and spaces are a constant challenge
- Participant talked about the heartbreaking experience of not being able to afford soccer expenses for her children; travel, equipment and fees all added up.

- It was noted that the RDN helps support the hall function with an annual grant, and it was thought fair to initiate a community survey to determine user feedback. All of the groups agreed that the location of the hall and the space it provides would be an ideal base for youth activities akin to what people described in Courtenay.
- Strengthen outreach to rural communities
- Renting out RDN facilities is affordable
  - Registration at Oceanside Place is an efficient way to collect Registrations
  - Programs that are run at central locations (easily accessible venues)
  - Resources and services streamlined access – at our fingertips rather than having to go through a catalogue.

## **QUESTION 9                      How can we build *Youth Voice & Leadership* ?**

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- \* How can we build youth leaders to lead in different settings?
  - \* What should the leadership training program look like?
  - \* How is youth best brought into the process of creating leadership opportunities?
  - \* How can we all work to strengthen the youth voice in decisions and leadership?
- 

### **Summary of focus groups and interviews:**

#### ***Leadership Development: Creating opportunities for youth to develop leadership skills***

- The development of youth leaders is a priority – creating space and opportunity in different recreation activities and summer events that invite meaningful youth involvement in planning and leading. It was agreed that leadership training requires funding support.
- Use older youth as leaders to mentor those who are entering into leadership roles
- Encourage youth from sports organizations to go through RDN Youth Leadership Training program – to develop skills that could transfer back to the home sports organizations
- Leaders in Training workshops; RDN builds skills and social relationships, making the development of leadership and mentorship work well for participants. It builds confidence and social connections.
- Parents stated: “A primary factor is safety and knowing that competency and willingness to deal with emergencies is a priority amongst staff”.
- “Great staff that really care about kids and engaging in multi-disciplinary background. Positive relationships were built in youth and assets and they believed in them. “
- “Leaders are best when they push you but at the same time are there to help you. They demonstrate for you and support you. “

**Youth Voice:** Hearing the youth and enabling them to have power in the decisions and creation of recreation opportunities:

- Youth are looking for means of not only having input into decisions, but ways to create, produce and lead new programs
- It requires; balance of trust, guidance and direction, opportunity to use leadership skills, develop skills appropriate to situation, balance of service and learning, mentorship, choose their area of comfort for tasks (growing at own pace, setting own pace), group has autonomy and trust from the community and organization to move ahead.
- The youth body would represent and advocate for the needs of youth in the community. We need to work to ensure that youth have a voice on local boards and committees that make decisions about space and cost allocation that impact youth access.

***Additional comments:***

- Leadership development – provide skill development for young people (up to 20-25 years of age)
- How can we help youth self-organize in the community? How can the adults provide the right amount of guidance and structure?
- Youth recreation provides opportunities for leadership development; leading and mentoring those younger in a safe environment
- It is best to have ‘Fun’ people organizing the event who clearly want to be there...for whom it is not just a job. Ideally, the organizers and leaders want to have fun, too and put something into the activity.
- Would be best to have more Aboriginal people involved in the leadership. One of the participants reflected on a recent recreation event “My eyes were immediately drawn to the Aboriginal leader of the six leaders there...” To have Aboriginal leaders provides familiarity and modeling for youth and families
- Include Aboriginal representation in the training sessions of leaders
- Leadership Training programs offer excellent development opportunities
- “It is “who” delivers the program that is important” – parents generally involve their kids in programming depending on the provider
- Youth leadership programs (it would be nice to see leadership opportunities for younger youth)
- Qualicum pool programming/Oceanside Place programming both have high participation (teen swim nights – and Pro-D-day programs); pool programs seem to work well; leadership and lifeguard training good opportunities
- Constantly searching and listening to the voice of youth
- “Youth can do it”
- Values: personal choice, reliable support, community and organizational trust, youth leadership trust and respect.

- Youth saw themselves as leaders/leadership
- The centre involved youth in decision-making, design, painting, cleaning. This created ownership of centre, respect, and feeling of community support
- Youth involvement is key. Giving a wide cross section of youth the respect and trust to help guide them to make decisions and suggestions on what they see their community providing for them.
- Work from Basic Principles!
- Respond to changing circumstances and crises with dialogue: situate and clarify the problem, involve as many stakeholders as possible
- Base decisions on clarified core values; Core values remain the same, but the container for the actual programs can change with the changes in the community. RDN can move clarify and consolidate core values, THEN move to reshape the container; identify clearly what programs are really working well, and studying the unique characteristics of programs.
- Ensure that the deliverers of programs are willing and good at BEING WITH KIDS before you attempt to dictate changes; build relationships and trust, then move to solve problems and seek solutions together.
- We need to have a focus group of those youth who are graduating from Secondary School – there are strong skills and ideas in this group; how can we capitalize on leadership opportunities for those youth in our community ? (looking at example of Arts Market as something that reflects the potential of that generation). *How can we generate leadership – through some creative leadership training - without advertising jobs and filling them with already leadership candidates?*
- Community hours or school credits for senior students who run a choir, for example, at the middle school. Senior students would need to have a sponsor or champion who would be there with them (an adult)
- Peer Educators with Health: (Youth team-teaching health issues)
  - \* Teaching, mentoring, respect
  - \* Responding to youth's need for purpose. (Collectively the youth AND the teachers join in purpose)
  - \* Building self-responsibility
  - \* Students support each other – covers each others' backs
  - \* Lots of feedback and debriefing of peer teaching experience builds confidence
- ATTACHMENT & BELONGING: Youth have the need for meaningful attachment to community; our challenge – to create programs that enable attachment

**APPENDIX 5.7**

**DATA FROM STATISTICS CANADA CENSUS 2006**

**Figure 1: Labour Force Activity, Stats Canada 2006**

	<b>Parksville</b>	<b>Qualicum Beach</b>	<b>Electoral Area E</b>	<b>Electoral Area F</b>	<b>Electoral Area G</b>	<b>Electoral Area H</b>
<b>Total Population 15 years and over</b>	<b>9480</b>	<b>7620</b>	<b>4870</b>	<b>5545</b>	<b>6115</b>	<b>3035</b>
In the labour force	4185	2820	2535	3875	3155	1615
Employed	3850	2680	2405	3550	2930	1455
Unemployed	335	140	125	330	220	155
Not in the labour force	5295	4800	2335	1670	2960	1425
Participation rate	44.1	37.0	52.1	69.9	51.6	53.2
Employment rate	40.6	35.2	49.4	64.0	47.9	47.9
Unemployment rate	8.0	5.0	4.9	8.5	7.0	9.6

**Figure 2: Mode of Transportation to Work, Stats Canada 2006**

	Parksville	Qualicum Beach	Electoral Area E	Electoral Area F	Electoral Area G	Electoral Area H
<b>Total employed labour force</b> <b>15 years and over with a usual place of work or no fixed workplace address</b>	<b>3480</b>	<b>2215</b>	<b>1940</b>	<b>3005</b>	<b>2550</b>	<b>1195</b>
Car, truck, van, as driver	2785	1685	1655	2600	2095	1030
Car, truck, van, as passenger	225	155	100	225	245	70
Public transit	45	40	30	0	20	0
Walked or bicycled	400	255	110	115	155	80
All other modes	25	80	40	60	35	10

**Figure 3: Educational Attainment for both sexes aged 15-24,  
Stats Canada 2006**

	Parksville	Qualicum Beach	Electoral Area E	Electoral Area F	Electoral Area G	Electoral Area H
<b>Total Population aged 15 -24</b>	<b>880</b>	<b>295</b>	<b>435</b>	<b>785</b>	<b>630</b>	<b>250</b>
Univ cert/degree/ diploma	0	0	10	25	10	0
Univ cert. or diploma	0	0	0	0	10	0
College diploma/cert.	10	4.5	25	35	35	0
App.or trades cert.	10	20	0	30	10	35
High school cert or equiv.	400	110	205	370	245	75
No cert./degree/ diploma	455	25	180	325	320	140