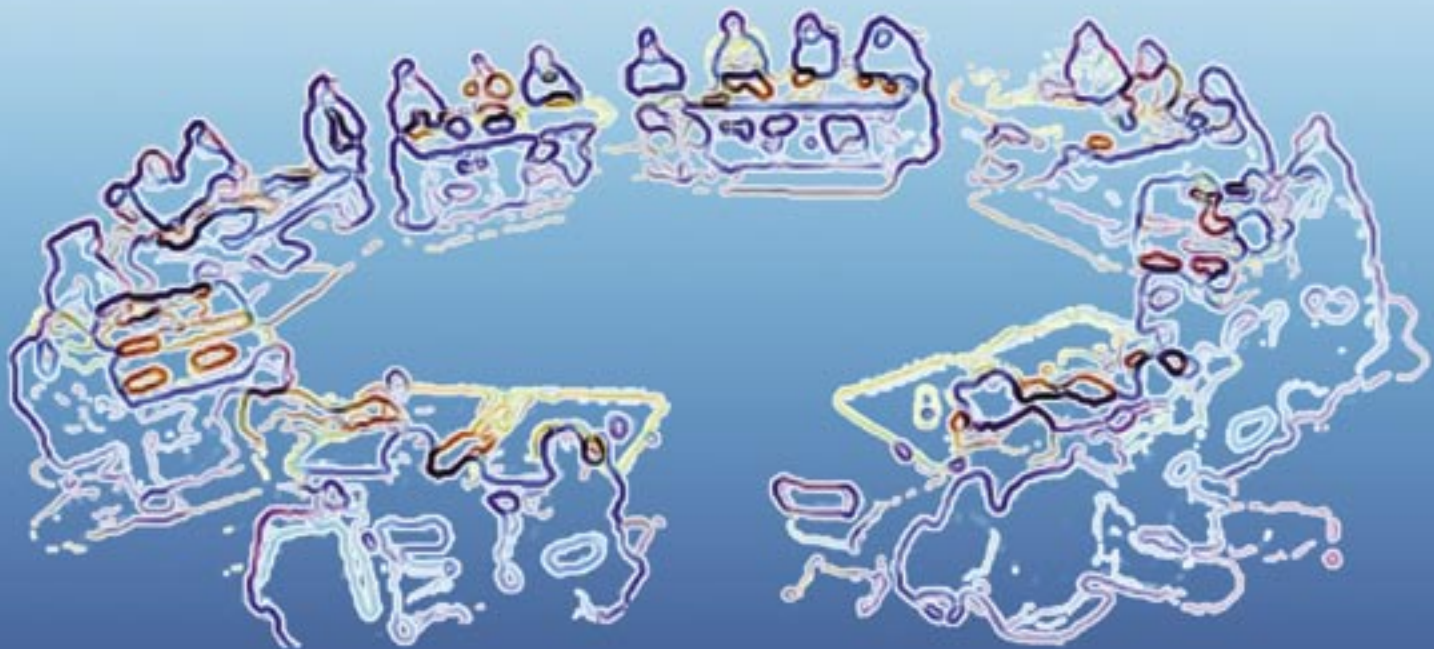


Working, Living & Playing Together



The Committee for the Elimination of Racism in Sport & Recreation



A Guide to Building Relationships
Between Cultures through Sport & Recreation



Working, Living and Playing Together:

A Guide to Building Relationships

Between Cultures Through Sport and Recreation.



Saskatchewan Parks and Recreation Association Inc.



Saskatchewan Culture, Youth and Recreation Community Initiatives Fund



Canadian Heritage Patrimoine canadien



Introduction:

Working Living and Playing Together (WLPT) is a provincial initiative sponsored by the Saskatchewan Committee for the Elimination of Racism from Sport and Recreation. Formed in 1995, this committee is made up of provincial and federal partners focused on providing public education on racism and its effect on people involved in sport and recreation. WLPT helps sport and recreation leaders and professionals understand how they can use their skills to build relationships between cultures. The specific cultural relationships addressed in this project are between First Nation, Métis and non-Aboriginal communities involved in sport and recreation. While this focus is particularly relevant in Saskatchewan, the process described in this resource can be equally applied to develop any multicultural relationship.

The WLPT project brings a diverse group of leaders and professionals together to develop *action plans* for their communities. These plans vary from continued networking to co-hosting events. The common theme of the plans is to spend more time together developing positive activities for communities. Consequently, participants will begin to understand each other better.

Sport and recreation leaders from around the province have contributed their ideas and energy to the WLPT Project through a series of six provincial symposiums. Each symposium brought together people from First Nation, Métis, urban and rural communities involved in local sport, recreation and community organizations. These individuals helped *create opportunities* for people of different cultural backgrounds to interact, strategize, share and develop game plans.

Although participants have diverse cultural backgrounds, they have many interests in common such as sport and recreation and community development. Working together on these common interests develops intercultural understanding. This understanding can

grow by organizing and co-delivering projects such as field days, sport meets and bottle drives: positive, practical activities. By playing sports together or by co-hosting tournaments and fundraisers, communities can help eliminate racism. By getting involved in activities together, we can build cultural understanding in fun and healthy ways. Bringing First Nation, Métis and the many other cultures of Saskatchewan together through common interests can help address many cultural misunderstandings by creating positive experiences for these cultures to share. Hosting a WLPT Symposium will benefit your community by creating stronger relationships *between* sport and recreation leaders and professionals from different cultural backgrounds. This is essentially a team building and community development exercise. Saskatchewan and Canada can and will benefit from diversity in sport and recreation.

“We would be in a happier environment, especially for our children. Going through education and teaching children positive things about others (different cultures) means that our next generations will be better, improving.”



This resource is a practical guide for a very complex issue. The first step is to host a symposium or gathering to discuss and develop practical *action plans*.

Section 1 outlines the steps to planning your own symposium

Section 2 reviews the key steps to delivering a WLPT symposium.

Section 3 examines how action plans can build positive relationships in sport and recreation activities.



How does *Working Living and Playing Together* build positive relationships?

WLPT symposiums create an *opportunity* for people of different cultures to meet and discuss ways they can build relationships through sport and recreation activities. In Saskatchewan, First Nation Tribal Councils, Métis Locals, Regional Recreation Associations, and Zone Sport Councils oversee and coordinate sport and recreation activities at the local level. Although the leaders and professionals from these organizations are from different cultural groups, they have the same goals in mind – physical fitness, happy communities and more opportunities for their children.

WLPT builds connections to help achieve these goals. By involving a diverse membership of sport and recreation leaders and professionals, we can focus on common roles in the community and work together to eliminate some of the problems caused by racism. Using common interest in sport and recreation keeps all participants focused on positive goals. By talking about *Working, Living, and Playing Together* with communities that share a great deal of the same professional and personal interests, there can be very positive outcomes. Here is the winning formula.

THE TEAM:

Professionals and volunteers from diverse sport and recreation communities.

THE STRATEGY:

To increase the number of opportunities culturally different communities have to interact, share, learn from and befriend each other. Their common interests in sport and recreation can help overcome larger community and social issues associated with the issue of racism.

THE GOAL:

To help participants focus on how they can *Work, Live and Play Together*. By enjoying the benefits of sport and recreation we can build positive relationships and healthier communities.





Section 1

Steps to planning a WLPT Symposium:

1) Form a Diverse Organizing Team:

Well in advance of a delivery date, contact key professionals and volunteers in diverse sport and recreation communities. Make sure you include people from all Communities of Interest: local, regional and provincial organizations. In Saskatchewan, the WLPT Project contacted youth, volunteers, coaches and professionals from First Nations, Métis and mainstream sport and recreation systems to build an organizing team. The organizing team only needs to include four to five people.



Duties of the Organizing Team:



- a) Prepare a budget – include how much will it cost for a facility, photocopying, a coach, supplies and refreshments and figure out how to pay for these through in-kind donations, contributions, grants or sponsorship;
- b) Set the time, date, and location of the symposium;
- c) Establish a list of Communities of Interest with a diverse sport and recreation representation. (In Saskatchewan these include Zone Sport Councils, Regional Recreation Associations, Tribal Councils, and Métis Regions.) Compile a list of invitees from these “Communities of Interest”;
- d) Identify and hire someone to be the ‘Symposium Coach’ to host the symposium and guide participants through the agenda;
- e) Send out invitations;
- f) Figure out logistical arrangements (meals, snacks, coffee breaks etc.);
- g) Duplicate any resource materials;
- h) Attend and participate in the symposium;
- i) Record participant contact information, the discussions of the large group and compile the notes taken by recorders during small group activities;

j) Compile and mail the symposium summary with an accompanying ‘thank-you letter’ to all symposium participants; and

k) Follow-up with symposium participants and the sport and recreation organizations they represented to continue the development of relationships.

2) Set the Date and Location:

Finalize a date and location. It is a good idea to choose a location that is central to a region to limit travel time to a maximum of one hour. Remember to check on the facility to confirm details such as times, rooms, tables and chairs. Personally visit the facility. The Symposium Coach may have questions regarding the room size, lighting, acoustics, etc. Arrange for drinks and snacks and, if your budget permits, lunch.

3) The Invite List:

Compile an invite list of individuals who, in the opinion of the organizers, would be responsive to discussing *Working, Living and Playing Together*. The bonus of using locally based professionals as organizers is that you can take advantage of their knowledge of the community. A maximum of 50 people should be involved in one symposium. Review the list to ensure a diverse representation.

The symposium model uses invite-only registration to ensure a diverse audience from all 'Communities of Interest'. For this reason, all new invites should be pre-approved by the team organizing the symposium. Invite participants by mail one month prior to the event and request an R.S.V.P.



4) Obtain a Symposium Coach:

Once the invite list has been compiled, the organizing team will need to identify a suitable individual to help coach or facilitate participants through the symposium process. The essential function of the coach is to ensure the smooth conduct of the symposium. This is critical because racism is such an emotional issue. The coach's job is to help participants use respectful communication skills and keep focused on *Working, Living and Playing Together*: developing positive sport and recreation based activities.

Duties of the Coach:



- a) The Coach guides participants through large and small group discussions, ensuring that each participant wanting to make a contribution does so.
- b) The Coach creates a welcoming and relaxing atmosphere.
- c) The Coach presents the *Guidelines for Sharing*. These guidelines, or rules of conduct, encourage respect for all participants. They remind participants that their actions and comments are

important. The Coach's role is to ensure the Guidelines are respected when discussion around racism occurs. They ensure the conversations take place in a respectful and non-confrontational manner.

The Coach is responsible for ensuring each participant understands that neither they nor their contributions will be criticized, judged or confronted during any phase of the symposium.

- d) The Coach helps the group through difficult issues and encourages participants to use non-judgmental listening skills.

An effective way to present these *Guidelines for Sharing* is by having each participant read aloud one of the guidelines and pass it on until all of the guidelines have been read. If your symposium is planned for a full day repeat the Guidelines before the afternoon session begins.



5) Prepare the Agenda:

Please refer to the agenda in Appendix 1 for an outline of a typical symposium. Here is a list of the most important elements of a five-hour workshop:

- **Introductions:**

The Coach invites participants to gather and introduce themselves in fun ways. For example, you might ask them to identify their favorite sport or recreational activity and the reason for this choice or describe their most memorable sport/recreation moment.

- **Icebreaker:**

An icebreaker can be used to loosen up the audience – the coach should have many options for icebreakers and there are many team building ideas online such as name chains, getting participants to arrange the seating alphabetically and sharing three interesting things about themselves with others.

- **Discussion and Artwork Exercises:**

The Coach asks participants to explore the question: “What would your community look and feel like if it *Worked, Lived and Played Together?*” The Coach can guide participants through exercises of visualization, one on one sharing, group discussion and artwork. The culturally diverse audience will produce a variety of responses, so it is important to provide participants with the opportunity to express their ideas with the entire group. Here is a response from one participant:

“I could use the word home more truthfully. We would be getting along and living life in safety. We would be able to play regardless of race or community.”

- **Action Plans:**

Break into small groups. Each group discusses personal and group action plans for *Working, Living and Playing Together* to end the symposium on a positive and practical note. One person in the group should record the action plans.

- **Wrap-up:**

Allow time at the end of the symposium to give participants the opportunity to discuss their thoughts in a large group setting. Providing this time will bring closure to the day and give time to bring up any final thoughts.

6) Contacting the Symposium Audience:

Invite participants by mail one month prior to the event and request an R.S.V.P. It is also important to give appropriate directions. Make sure to design these directions in as simple and direct a fashion as possible. It is amazing how directions can confuse people, especially if they are unaware of the region, town or city. It would be a good idea to double-check these directions with the organizing team to eliminate oversights.

7) The Personal Follow-up:

Members of the organizing team should phone their invitees within two weeks of the invitation mailing. This is very helpful because the organizers already have a working relationship with each of the invitees. This is an opportunity to encourage participation, prepare participants and confirm the registration list.

8) Double Checking the Details:

Location: Reconfirm the facility a week prior to the event.

Catering: Review all of the morning, lunch and afternoon food and refreshment details three days prior to the event.

Coach: Review the agenda and desired outcomes for the symposium with the coach in advance of the event.

Resources: Make sure you have enough paper, cue cards, pens, flipcharts, tack tape, to enable individual and small group activities.



Please refer to the following tools in Appendix 1 to assist in the planning process:

- 1) Diagram illustrating the value of Diversity in Planning.
- 2) Community of Interest Worksheet.
- 3) Draft invite letter.
- 4) Invite List Template.
- 5) Sample Agenda.
- 6) A Pre-Planning Check List.





Section 2

Steps to Delivering a WLPT Symposium:

1) Setting up the Space:

Create a comfortable atmosphere for the symposium. Review the sample floor layouts provided (Appendix 2.1). The large group sessions at the beginning and the end of the symposium have participants sitting in a circle to allow everyone to see each other. Small group work uses breakout areas with four to eight small tables. The breakout groups should include no more than eight participants.

2) Greeting the Participants:

Make sure that all participants have arrived before getting started. Allow time for participants to relax and mingle with one another. If your budget allows, have coffee and muffins available. It is more important to create a comfortable atmosphere at the beginning than it is to start exactly on time. Flexibility helps to create comfort.



3) Getting Started:

The coach takes the lead by offering a personal introduction and explaining the hopes and expectations of the organizers. The coach also provides a brief description of the agenda and points out important details like locations of washrooms, the length of refreshment breaks and an estimated wrap up time. The coach asks the participants to introduce themselves and to say what they would like to get out of the symposium.

4) The Guidelines:

Review the 'Guidelines for Sharing' (Appendix 2.3: Adapted from *Racial Healing* by: Reginald Newkirk and Nathan Rutstein). An effective way to present these guidelines is to have each participant read aloud one of the Guidelines and pass the Guidelines on until they have all been read. If your symposium is scheduled for a full day, repeat the Guidelines before the afternoon session begins.

5) Exercises:

Symposium Exercise 1: Conversation:

Before the development of action plans can take place, it is critical that time is spent reflecting on the question: "What would your community look like if it worked lived and played together?"

One-on-one sharing is effective. In this method, participants pair up and listen to each other describe their ideal community. This process takes about ten minutes. Reassemble the large group to share what they said. Sharing what was said and heard is voluntary and participants should only share if they feel comfortable. Depending upon the size of the group, hearing back from all of the participants can take 30 to 45 minutes.

Symposium Exercise 2: Artwork:

Have participants create posters of what a community *Working, Living and Playing Together* would look like. Divide the participants into groups of about four to six. Each group should be given time to discuss what working, living and playing together would look and feel like before moving on to creating a picture. Provide basic art supplies: paper/poster board and fun materials such as clippings from magazines and glitter-glue and sparkles. The more plentiful the materials the longer the exercise will take, so keep this in mind when structuring your agenda. After this exercise is completed an impromptu 'art-show' of the creations is a fun way of reporting back to a large group. An effective way to use this exercise is to complete it before a break or lunch and reconvene with the 'art-show' presentation.

Depending upon the time available, one or both approaches (conversation and artwork) can be used. Both approaches are effective in getting participants to envision a positive community *Working, Living and Playing Together*. Each exercise helps create a frame of mind for the audience to begin developing 'action plans' for working together.

6) Developing Action Plans:

The methods used in developing action plans can take on a variety of forms. An effective approach that requires few resources is to create break out teams of five to eight participants. Ask each group to develop three action plans that could be started the next day. Giving an immediate time frame to work within will ensure that the plans will remain simple and practical. As the groups work on these plans, you can also ask each participant to write down three personal actions they can take to promote Working, Living and Playing Together. Here are some examples taken from symposiums hosted by the WLPT Project:

"Share success stories of overcoming challenges."

"Create local and regional talent shows."

"Get resource people from cultural organizations to present to membership meetings."

"Hold events with the community celebrities and have speakers come in to talk about their experiences."

"Host Community Festivals."

"Develop 'Play Plans' focused on bringing people together and learning about each other through fun and interactive ways."

"Call someone different, work with different partners."

"Bring local rural together with local First Nations for gatherings. Groups could develop timelines for activities focusing on bringing the community together."

These simple action plans were developed to help organizers understand the long-term goals of Working, Living and Playing Together.



7) **Follow-up:**

A thank-you letter is sent out with the notes from the symposium. The letter should encourage participants to keep in touch as well as to seek opportunities where they can develop stronger relationships between local First Nation, Métis and non-Aboriginal sport and recreation communities.

The notes should include the contact information for all participants and the action plans that were developed during the symposium. Additional notes taken during large group and small group sessions can be included if appropriate. These notes outline what participants are willing to undertake to begin developing relationships between First Nation, Métis and non-Aboriginal communities.

Please refer to the accompanying resources in Appendix 2:



- 1) Sample Floor layouts.
- 2) Materials Check-list.
- 3) “Guidelines for Sharing” Adapted from *Racial Healing* by Reginald Newkirk and Nathan Rutstein.
- 4) Sign-up Sheet Template.
- 5) Developed Action Plan.
- 6) Symposium Check-list.
- 7) Follow-up Letter.

Section 3

Putting Awareness into Action

The WLPT Symposium gives the professionals, volunteers and community planners the benefit of knowing who is interested in building relationships between the various sport and recreation communities. Immediate, personal and long-term action plans provide community members with a blueprint for building positive relationships within their communities.

Putting these results into action is as easy as calling upon interested participants to plan events and projects. Although many gatherings, training sessions, tournaments and service programs are already occurring within First Nation, Métis and non-Aboriginal communities, they are happening in isolation of one another. To *Work, Live and Play Together*, people have to interact and work together! By co-delivering events and programs in partnership, with diverse sport and recreation communities, you are building very important relationships. These positive relationships can help replace misunderstanding and fear with ‘real’ experiences that benefit our respective sport and recreation communities. Relationship building is the foundation of understanding between the diverse cultural communities that enjoy sport and recreation activities.

Sport and recreation professionals have the skills and abilities to make this happen. Keeping approaches practical and community-based will ensure goals are achievable. Furthermore, by using sport and recreation as the focus area, we can ensure that all planned activities are fun, safe, enjoyable and healthy.

Thank you for taking the time to read through this guide and making an effort to eliminate racism from sport and recreation. Together we can create communities where everyone is a winner. Come on, be a sport.

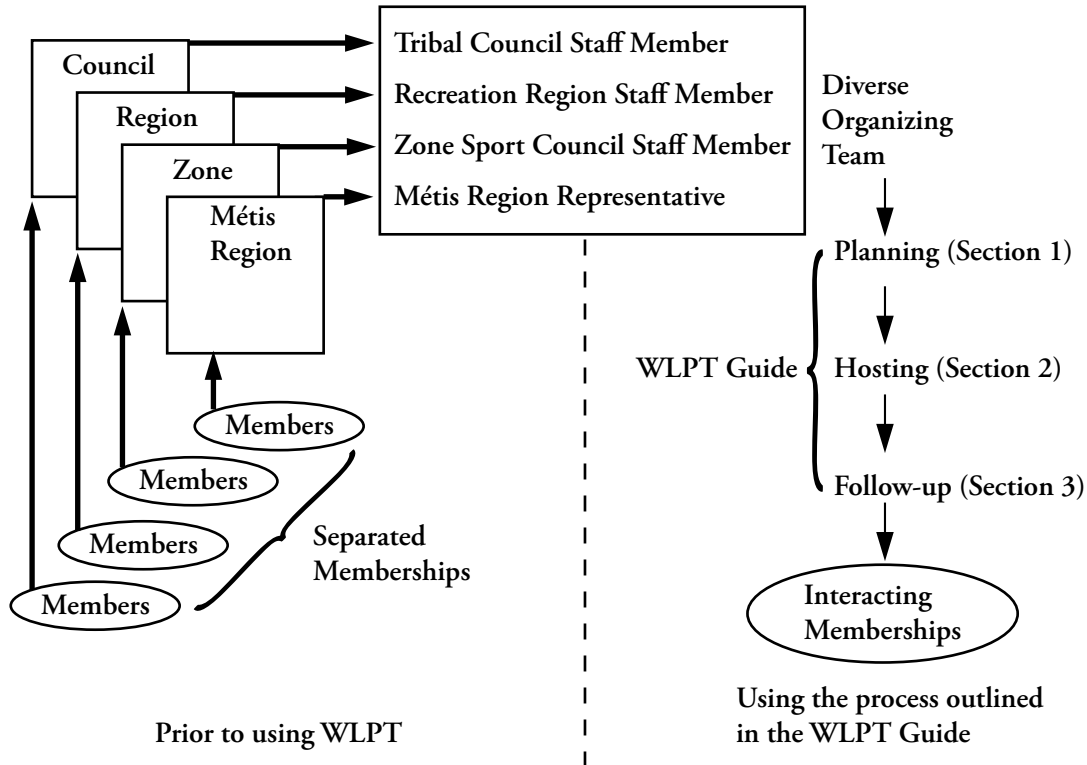




Appendix 1

1.1) Diversity in Planning:

This diagram shows how the Organizing Team brings together memberships of different regions, councils, and zones. The process of planning, hosting and following up with symposium participants can help encourage interaction between memberships.





1.2) Communities of Interest:

The following worksheet is meant to aid planners in developing an invite list for the WLPT Symposium. Take advantage of local contacts to bring together a diverse audience to work, live and play together:

| Who is your local? | What is his/her name? | Where does he/she work? |
|--|-----------------------|-------------------------|
| Zone Sport Coordinator | | |
| Regional Recreation Association Coordinator | | |
| Tribal Council Coordinator | | |
| Métis Region Representative | | |
| Local Provincial/ Regional Sport and Recreation Orgs | | |
| Local Mayors and Councilors | | |
| Local Chiefs and Councils | | |
| Rural Municipality Reeve and Councilors | | |
| Recreation Directors (First Nation and Métis) | | |
| Recreation Directors (non-Aboriginal) | | |
| Service Groups | | |
| School Division Representatives | | |
| Others: | | |





1.3) Invite Letter:

The Committee for the Elimination of Racism in Sport & Recreation



To Whom It May Concern:

You are invited to represent your organization in an exciting symposium on Working, Living and Playing Together that will take place **(Date and Times)** at the **(Location with Directions)**. Please join us for this exciting learning and sharing opportunity to meet and network with sport and recreation professionals in your area. This symposium provides a wonderful opportunity for you to share your ideas with your colleagues and to discover ways to make a difference.

This symposium is designed to produce practical action-plans for you to use in building working relationships *between* the different cultural communities in your region. These plans will be developed through the following steps:

- Sharing ideas and experiences in a professional and respectful manner;
- Networking with professionals in the sport, recreation and aboriginal communities;
- Sharing resources;
- Developing partnerships and communication to work together on future initiatives;
- Developing plans to work together to increase participation in sport & recreation;
- Developing plans to eliminate racism from sport & recreation.

The most important feature to highlight is that the WLPT symposium is organized and attended by people that have *common interests* in sport, recreation and community development. This common interest represents a beginning to develop better understanding between different cultures. This understanding can be advanced by organizing and co-delivering projects such as field days, sport meets and bottle drives: positive, practical activities that build understanding.

We believe that by working together a significant difference can be made! Taking the time to discuss the issues and sharing ideas with your professional colleagues in your area is critical to freeing our communities from the limitations of racism as a form of prejudice.

Your skills, experience and knowledge can help build understanding and comfort between communities. We can do it! We can find ways to work, live and play together. If you have any questions, comments or concerns please contact **(Contact Name)** at: **(Phone Number)** or at **(Email Address)**.

Sincerely,

(Contact Name)

WLPT Symposium Organizing Team



1.5) Sample Agenda

09:30 GREETING PARTICIPANTS (Organizing Team)

09:45 GROUP INTRODUCTIONS (Coach)

10:00 VISUALIZATION EXERCISE: “What would your community look like if it worked, lived and played together?”

- One-on-One sharing
- Read Guidelines for Sharing
- Large group sharing views on the question (Voluntary)

10:45 BREAK

11:00 ROUND TABLE CONVERSATIONS: (Small Groups)

- What is needed to encourage WLPT in your community and organization?
- Community Challenges to Working, Living and Playing Together.

12:00 LUNCH

13:00 ARTWORK (Small Groups)

13:30 REPORT FROM ROUND TABLE CONVERSATIONS AND ARTWORK EXERCISE (Large Group)

14:00 BREAK

14:20 ROUND TABLE REPORTS CONTINUE (Large Group)

15:00 LET’S MAKE A PLAN (Small Groups)

16:00 REPORT ON PLANS (Large Group)

16:30 WRAP UP



1.6) Planning Check List:

1) Forming a Diverse Organizing Team:

Yes/No

- | | | |
|----|---|---------|
| a. | Does your planning team have representatives from Local First Nation, Métis and Non-Aboriginal sport, recreation and community organizations? | ___/___ |
| b. | Has the organizing team reviewed their duties and committed to completing all of the planning steps? | ___/___ |

2) Date and Location:

- | | | |
|----|--|---------|
| a. | Has a suitable location been decided upon? | ___/___ |
| b. | Has the facility been contacted and have all the details been discussed? | ___/___ |
| c. | Has your coach been consulted with regard to the facility, space etc.? | ___/___ |
| d. | Does your budget permit you to cater the symposium? | ___/___ |

3) The Invite List:

- | | | |
|----|--|---------|
| a. | Have all of the members of the organizing team provided 13 to 15 names to the invite list? | ___/___ |
| b. | Has the Communities of Interest worksheet been used to compile the list? | ___/___ |

4) Symposium Coach:

- | | | |
|----|--|---------|
| a. | Has a suitable Coach been contracted to help deliver the symposium? | ___/___ |
| b. | Is the Coach familiar with the goals of WLPT and had the time to review the WLPT Guide? | ___/___ |
| c. | Has the Coach reviewed the guidelines for sharing and is he or she comfortable with their role during the symposium? | ___/___ |

5) Agenda:

- | | | |
|----|--|---------|
| a. | Has the organizing team and coach reviewed the agenda? | ___/___ |
| b. | Does the agenda meet the immediate needs of the audience that will be attending the symposium? | ___/___ |
| c. | Is there sufficient time dedicated to building a relaxing atmosphere? | ___/___ |
| d. | Does the agenda end with the development of practical action plans? | ___/___ |



6) Contacting the Symposium Audience:

Yes/No

- a. Have invite letters been sent out one month prior to the Symposium date? ___/___
- b. Does the invite letter include an RSVP date? ___/___
- c. Does the invite letter include an outline or goal for the Symposium? ___/___
- d. Does the invite letter include clear directions to the host facility? ___/___

7) Personal Follow-up:

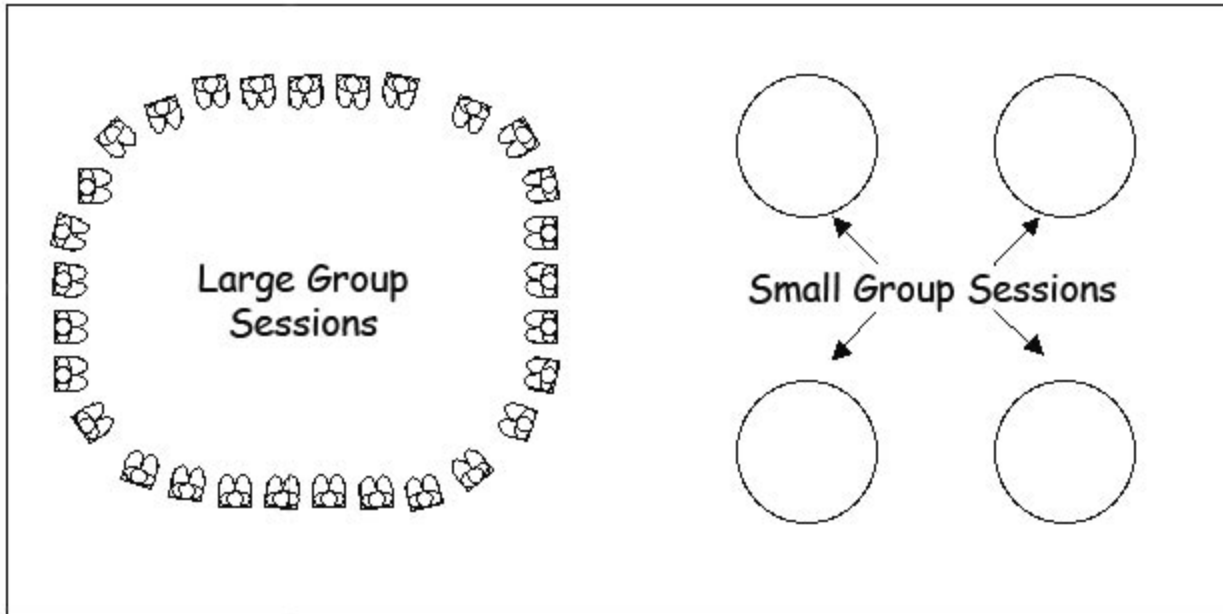
- a. Have all participants on the invite list been contacted by a member of the organizing team? ___/___

8) Double Checking the Details:

- a. Is the facility prepared to host the Symposium? ___/___
- b. Is the caterer clear on all details for the refreshment breaks? ___/___
- c. Does the coach have any questions regarding the desired outcomes of the Symposium? ___/___
- d. Are there enough resources available for a successful completion of all of the exercises outlined in the agenda? ___/___

Appendix 2

2.1) Floor Layout:



2.2) Materials Checklist:

A good way to gauge the amount of materials needed for a successful symposium can be to look at the number of RSVPs and verbal confirmations made during the personal follow-up calls to invitees.

Small Group Activities:

- * Four to five large tables suitable for six to eight people per table.
- * Flip chart paper and markers.
- * Poster gum or masking tape.
- * Art supplies: glue, glitter paint, scissors, construction paper, sport and community magazines and paints.

Large Group Activities:

- * 40 to 50 chairs set in a large circle, depending upon the number of confirmed participants.



2.3) Guidelines for Sharing:

1. Sharing is voluntary.
2. We want to create a safe, loving and respectful atmosphere.
3. Sharing is about one's own feelings, experiences, perceptions, etc.
4. We are not always going to agree or see everything the same way, and that is okay.
5. Each person has the right to, and responsibility for, his or her own feelings, thoughts and beliefs.
6. It is important to avoid criticism or judgement of other people, their points-of-view, and their feelings.
7. Avoid getting tied up in debate and argument. Argument rarely changes anything or anyone and ultimately tends to inhibit sharing and frank expression of concerns, thoughts and feelings.
8. We can only change ourselves. Our change and growth may, however, inspire someone else.
9. Refrain from singling out any individual as representing his or her group, position, etc.
10. It is important to give full attention to whoever is talking.
11. We will surely make mistakes in our efforts, but mistakes are occasions for learning and forgiving.
12. We came together to learn about team-building, resolving conflicts and differences amicably, while preserving the dignity of all participants.
13. We may laugh and cry together and share pain, joy, fear and anger.
14. We hope we will leave this meeting with a deeper sense of commitment to the objectives of "Working, Living, Playing Together" in sport and recreation.

2.4) Sign-up Sheet Template:

| Name | Organization and/or Volunteer Interests | Mailing Address | Phone | Email |
|------|---|-----------------|-------|-------|
| | | | | |
| | | | | |

2.5) Developed Action Plan:

The following table takes the action plan found on page 9 and develops it to give an idea of how one action plan can translate into a project.

Action Plan:

“Bring local rural communities together with local First Nations for organized activities. Groups could develop timelines for activities focusing on bringing the community together.”

Project Name: Unity of Nations:

Goal: To bring communities together through a fun ‘field day’ focused on building relationships between local rural towns and First Nations.

Step 1: Find a suitable date (i.e. week-end) and location for the field day. (i.e. First Nation school grounds, Municipal Park).

Step 2: Compile invite list representative of local First Nation, Métis, and Non-Aboriginal communities. Send out invites one month prior to the event.

Step 3: Organize all of the logistical details. Call upon community and provincial sports to assist in the days events.

Step 4: Host the event and take this opportunity to promote local sport and recreation-based opportunities.

Sample Agenda:

| | |
|---------|---|
| 10 a.m. | Kick-off & Icebreakers |
| 11 a.m. | Cooperative Games (three legged races, and egg races) |
| 12 p.m. | Catered Lunch |
| 1 p.m. | Soft Ball Clinic: Host: Soft Ball Saskatchewan |
| 2 p.m. | Soft Ball Game |
| 3 p.m. | Closing Circle |





2.6) Symposium Check-list:

1) Setting up the Space:

- | | Yes/No |
|---|---------|
| a. Large Group Sessions: Are chairs organized into a circle? | ___/___ |
| b. Small Group Sessions: Are there enough tables for breakout sessions? | ___/___ |

2) Greeting the Participants:

- | | |
|---|---------|
| a. Do you have coffee and muffins available? | ___/___ |
| b. Have participants had enough time to mingle? | ___/___ |

3) Getting Started:

- | | |
|---|---------|
| a. Have the organizers had the chance to review the Agenda and taken care of any housekeeping details (i.e. location of washrooms)? | ___/___ |
| b. Has everyone had enough time to introduce themselves? | ___/___ |
| c. Has the coach had sufficient time to breakdown the activities for the day and answered questions that arise? | ___/___ |

4) Setting the Goals:

- | | |
|--|---------|
| a. In the opinion of the organizers and coach are participants comfortable and ready to move on? | ___/___ |
| b. Have the Guidelines for Sharing been read out loud by participants? | ___/___ |

Conversations:

- | | |
|--|---------|
| c. Have all participants had the chance to reflect upon working, living and playing together in 'one on one' conversations? | ___/___ |
| d. Have all participants been given the opportunity to tell the large group what they think working, living and playing together is all about? | ___/___ |

Artwork:

- | | |
|---|---------|
| e. Has enough time been given for small groups to complete a picture of what it means to work, live and play together in a community? | ___/___ |
| f. Have all the small groups been given the opportunity to present their work to the large group? | ___/___ |



5) Developing Action Plans:

Yes/No

- a. Have small groups been able to spend a sufficient amount of time to develop 3 action plans (either simple or detailed)? ___/___
- b. Has each participant written down three personal actions they can take to promote working, living and playing together in their community? ___/___
- c. Has everyone been given the opportunity to express their thoughts on the action plans; and been able to talk about how they see themselves getting started? ___/___

6) Results and Follow-up:

- a. Has everyone that has attended signed the registration sheet? ___/___
- b. Have all the group action plans been collected; and have they been checked if all writing is legible? ___/___
- c. Has a follow-up letter been sent out to all symposium participants? ___/___



2.7) Follow-up Letter:



To Whom It May Concern:

Thank-you again for taking the time to participate in the Working, Living and Playing Together (WLPT) Project's symposium at **(Location and Date)**. The professionals and volunteers brought together to discuss working, living and playing together have shared their visions and ideas. Currently, we are compiling the notes taken during the symposium and will mail these notes to you promptly.

We can begin to work, live and play together through supporting each other in sport and recreation based activities. Your input, and the discussions had by the group, has provided everyone with ideas of how we can share time together and learn from each other. Let's begin where we enjoy spending time; the fields, courts, and spaces where we gather to have fun and excel. Sport and recreation activities provide excellent opportunities for people to meet in a fun and healthy atmosphere. The relationships we build today will not only increase participation in sport and recreation activities in the community, it will also provide a simple way to helping eliminate misunderstandings and prejudice through sharing positive experiences together.

If you are interested and would like more information on eliminating racism from sport and recreation please contact the organizations listed on the back of this guide. These organizations can provide you with resources such as an on-line Leaders Resource with exercises that provide individual and group activities to help define and identify incidents of racism.

For more information please contact **(Contact Name)** at **(Phone Number)**. Please stay in touch.

Sincerely,

(Contact Name)

WLPT Symposium Organizing Team

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