

DEVELOPING A YUKON TOOLKIT TO ENCOURAGE COMMUNITY RECREATION PLANNING

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EXECUTIVE SUMMARY

Introduction and Context

Recreation is a fundamental element of vibrant communities contributing to individual health and quality of life. Recreation planning presents an opportunity to positively influence these outcomes through the development of relevant recreation facilities, programs and services. Moreover, recreation planning ensures accountability for appropriate use of public funds.

Government of Yukon Sport and Recreation Branch understands that recreation planning poses a unique set of challenges for rural and remote communities (Gebhardt & Eagles, 2014; Spittle, 2008). Through its mandate, the Branch identified a need to encourage and support recreation planning practices in rural Yukon.

The client (the Branch) sought assistance for a project that would result in two deliverables relevant to Yukon's rural and remote communities:

1. A resource to facilitate community recreation planning and
2. A recommended strategy for its implementation.

To produce these deliverables, an understanding of the rural and remote context, current concepts and theories of recreation planning, and the client's limitations to provide support to communities for recreation planning was necessary.

Methodology

Based on a constructionist epistemology (Crotty, 2003), the methodology considered contextual influences on the project. Multiple methods collected qualitative data. A literature review identified academic concepts and current practices of recreation planning. Interviews provided a rural Yukon perspective on recreation planning practices, challenges and considerations. A focus group assessed the draft resource for its relevance and identified strategies to support its use. Data analysis used a rural and remote lens to ensure the findings would be relevant and appropriate.

Findings

The literature review explored current practices in community recreation planning. It found that planning is a dynamic process requiring flexibility to address current realities and future priorities. The process requires preparation, a review of background information, activities that enable broad participation to create the plan, and deciding how to enact the plan. Inclusion and community engagement ensure the creation of a quality plan that reflects local priorities, is realistic, and encourages citizens to participate in its implementation.

Interviews explored rural Yukon's recreation planning practices and challenges. Findings indicated that successful planning is community-driven, comprehensive, inclusive and representative. However, given challenges in the rural context, outside support and resources are essential if recreation planning is to occur.

Focus group findings validated the resource's process and tools. These findings reconfirmed that community engagement and assistance from outside the community are essential.

An integrated analysis of the findings highlighted three core themes.

- Context influences recreation planning. Some communities need outside support to build internal capacity and obtain resources for successful recreation development.
- There is no 'best practice' for creating a community recreation plan. However, it is good practice to incorporate pre-planning, planning and implementation activities.
- Effective recreation planning requires community engagement to inspire participation in recreation delivery that fosters individual, community and environmental wellbeing.

Discussion

A detailed analysis of the findings illuminated three sets of factors that potentially impact recreation development either positively or negatively.

- *Factors external to the community.* Direction and guidance from the territorial government and recreation sector, financial support, and promoting awareness of recreation and its benefits impact recreation development across the territory.
- *Factors internal to, or situated within, the community.* Political and community support for recreation, the level of community engagement, and adequate capacity and resources impact recreation planning and delivery. Attention to these factors requires change locally that can be facilitated by outside support.
- *Factors associated with specific planning phases.* Developing a shared leadership model, alignment of the plan, creating the plan using a participatory approach, and formal approval of the plan are factors that can impact planning outcomes.

The research findings and the implication of these factors on recreation planning informed development of the Toolkit and options for its implementation.

Results

The Yukon Community Recreation Planning Toolkit was developed to encourage and support recreation planning in Yukon's rural communities. Available in print (see Annex A) and electronically, the Toolkit guides a community through a five-step process. Activities and tools assist with the identification of local priorities and creation of a community recreation plan. The Toolkit's implementation will ensure it is used and will encourage recreation planning.

The research found two external factors to be consistent with the client's mandate and relevant to implementation of the Toolkit:

- Government direction or guidelines for the scope and content of recreation planning can increase the number of communities with a recreation plan; and
- A recreation planning grant can increase the number of communities with a recreation plan. Financial assistance may have a greater impact on the practice of recreation planning in unincorporated communities.

From these factors, four options for implementation were identified.

1. Provide the Toolkit as a guide for community recreation planning.
2. Recommend authorities create a recreation plan using the Toolkit.
3. Recommend authorities create a recreation plan. Provide the Toolkit and funding.
4. Mandate authorities to maintain a recreation plan. Provide the Toolkit and funding.

Each option was assessed based on five criteria: anticipated time, expertise and financial commitments required of Sport and Recreation Branch, the demand on community capacity and resources, and the potential impact of each option on recreation planning practices in rural Yukon.

Recommendations

Based on the assessment of options and an understanding of the client's current level of capacity and resources, this report recommends implementing Option 1 and exploring the feasibility of Option 3. The proposed steps for the client to implement Option 1 include:

- Distribute the Toolkit broadly.
- Introduce local authorities for recreation and municipalities to the Toolkit and its five-step planning process. Ensure the role of local authorities and municipalities and the function of planning are understood.
- Explore the feasibility of Option 3 by assessing requirements for internal capacity and resources and by piloting and evaluating a recreation planning grant to identify its potential impact.

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1. INTRODUCTION

Valued for its personal, social, economic and environmental benefits, recreation improves quality of life in communities across Canada (Alberta Recreation and Parks Association [ARPA], 2010). Recreation is more than sport. It “is the experience that results from freely chosen participation in physical, social, intellectual, creative and spiritual pursuits that enhance individual and community wellbeing” (Interprovincial Sport and Recreation Council [ISRC] & Canadian Parks and Recreation Association [CPRA], 2015, p.4). Recreation strengthens family and community bonds and is a fundamental element of vibrant communities.

Public recreation reflects the uniqueness of Canada’s diverse communities. Communities may have similar infrastructure, a pool, trails, a community hall and arena, but recreation experiences are shaped by local culture, geography and interests, and by the people who volunteer or work to ensure recreation opportunities are available (Edwards & Matarrita-Cascante, 2011). In each community, social diversity and local priorities create a unique recreation context.

Recreation planning in rural and remote communities can be complex. Local leadership and resources influence capacity for recreation delivery while competing interests can result in recreation services that are not inclusive or relevant. The quality of life in rural and remote communities is enhanced when recreation activities meet residents’ needs and interests. Sometimes, figuring out what information is needed, how to gather it, and who to listen to can be bewildering. The challenge is to plan for sustainable recreation delivery without an undue burden on local resources (Sport and Recreation Queensland, 2003).

In Yukon, responsibility for recreation is delegated to municipalities and unincorporated communities (Government of Yukon, 2002). Yukon Government Sport and Recreation Branch provides support to these communities for “the development and delivery of sport, recreation and active living programs” (Department of Community Services, 2013, para. 1). The Branch implements policy, provides consultation and advice, is responsible for major sporting events, and oversees the allocation of funds for local recreation delivery (Department of Community Services, 2013). In their role, Sport and Recreation Branch staff often face questions such as: How do we find out what our community’s recreation priorities are? And, how do we go about developing a community recreation plan? As the client for this project, the Branch asked:

How can the Branch encourage and support Yukon’s rural and remote communities to develop and implement recreation plans?

More specifically, the client sought advice on the steps small communities take to create a meaningful recreation plan, the resources or practices that support a community planning process, and how the client’s limited time and resources might impact the provision of support.

The client requested two project deliverables or outputs. The first output was to create a resource for Yukon’s rural communities that would provide guidance and tools for recreation planning. Primary and secondary research, including a literature review and interviews, sought to ensure it would be useful for Yukon’s rural and unincorporated communities. The Yukon Community Recreation Planning Toolkit (Annex A) proposes a five-step, community-based

process for recreation planning. The second output was to identify options and a strategy to ensure the Toolkit would guide recreation planning practices. This output was informed by a focus group and discussions with the client. In order to influence positive outcomes for communities through effective recreation delivery, the overall goal of the project was to enable the client to better support rural recreation planning practices.

The report is organized as follows. Section 2 provides background on Yukon's rural context and recreation system, the client's role and responsibilities, and key drivers and considerations for the project, and introduces the analytic framework. Section 3 describes the project's research approach and design. Section 4 provides a literature review of community recreation planning approaches and identifies factors contributing to successful recreation plan development and implementation. Sections 5 and 6 share findings, respectively, from the interviews and focus group. Section 7 introduces key factors illuminated by the research findings that influence recreation planning. These factors informed the design of the Toolkit and the options for its implementation. Section 8 compares these options and recommends an implementation strategy. Section 9 concludes the report. The appendices provide supporting information and Annex A includes the Yukon Community Recreation Planning Toolkit¹

¹ Also available at http://www.community.gov.yk.ca/pdf/Recreation_Planning_Toolkit.pdf

2. BACKGROUND

This section provides the context, purpose and motivation for the project. Beginning with an overview of recreation in Canada, it explores the client's role in the territorial sport and recreation system. It introduces the key drivers and considerations expressed by the client and explains the significance of Yukon's rural and remote context and the recreation challenges these communities experience. A brief description of the project's purpose, design, outputs and outcomes, and an introduction to the analytic framework concludes this section. Section 3 discusses the project design in detail.

2.1 Recreation in Canada

An understanding of recreation in Canada and the core beliefs that ground the field are foundational to this project.

Positive impacts of recreation are well documented in a compilation of research, the Benefits of Recreation (ARPA, 2010). This evidence demonstrates impacts on personal and family health and development; quality of life; community and environmental wellbeing; reduced health care, social services and policing costs; and the economy (ARPA, 2010). Individual interests, social determinants of health, built and natural environments, and public policy shape recreation experiences. Purposeful planning and recreation delivery can enhance or strengthen the benefits of recreation.

Canadians participate in recreation opportunities delivered by public, non-profit and private sectors. Many Canadians consider the system of public recreation and parks an essential community service (Harper, 2011). "Public recreation is the provision of recreation services by governments and non-governmental groups and organizations for the benefit of individuals and communities" (ISRC & CPRA, 2015, p. 34). This project limits its scope to the public recreation system which typically includes public facilities, outdoor spaces, programs and services.

A Framework for Recreation in Canada 2015 presents a common vision and goals for the field. It resulted from an extensive process of collaboration that engaged voluntary and public sectors across the country. Responding to "changes and challenges in Canadian society" (ISRC & CPRA, 2015, p. 8), the Framework presents a renewed definition of recreation, a long-term vision and 31 priorities associated with five core goals. Positioning recreation as essential to wellbeing and quality of life, it aims to "guide and stimulate coordinated policies and practices" (ISRC & CPRA, 2015, p. 6) in public recreation.

Despite its endorsement in February 2015 by Federal, Provincial and Territorial Ministers for Sport, Physical Activity and Recreation (ISRC & CPRA, 2015), *A Framework for Recreation in Canada 2015* is not public policy. Therefore, unlike the *Canadian Sport Policy 2012-2022*, it does not direct programs or funding (Government of Canada, 2015). Public recreation, a responsibility of local government, is delivered primarily through municipal revenues generated from taxes, user fees and occasionally provincial, territorial or federal government grants (Association of Municipalities of Ontario [AMO], 2013; Nichols Applied Management Inc., n.d.).

2.2 Yukon's Recreation System

As a collaborator on *A Framework for Recreation in Canada 2015*, Government of Yukon endorses its common goals and priorities. The Yukon Active Living Strategy guides implementation of national and territorial priorities (Yukon Government, 2012). This policy emphasizes opportunities for the territory's 37,500 residents (Yukon Bureau of Statistics, 2015) to participate in structured programs and unstructured activities that promote physical activity, sport, recreation and an active lifestyle. To encourage implementation of these priorities, Yukon Government provides some recreation funding to communities.

Yukon Government's financial support for public recreation is allocated by a community's status of incorporation. The *Municipal Act* legislates block funding for local services ranging from roads and sewers to recreation (Yukon Government, 2002). Community Affairs Branch administers this discretionary funding to the eight municipalities listed in Figure 1 (p. 5). Municipalities budget a percentage of this block funding for recreation and supplement it with revenue from taxes and user fees.

The *Recreation Act* provides recreation-specific funding to unincorporated communities through 12 local authorities (Yukon Government, 2002) shown in Figure 1 on the following page. Sport and Recreation Branch administers this funding and provides support to the associations, community clubs or First Nation governments with local authority for recreation (Department of Community Services, 2014). As unincorporated communities do not collect taxes, and cannot generate sufficient revenue through user fees or fundraising, they rely heavily on Yukon Government to fund local recreation.

Throughout Yukon, a network of non-profit organizations enhances the delivery of public recreation. These groups may resource their programs, services and facilities through fundraising, sponsorships, corporate donations and a variety of grants available from federal, territorial and local governments.

Yukon Government has a vested interest in how its funds are used for community recreation. With a population of more than 29,000 in the City of Whitehorse, and the remaining 8,500 residents dispersed among 15 rural communities (Yukon Bureau of Statistics, 2015), balancing a variety of expectations and demands can be difficult. Sport and Recreation Branch believes that community recreation planning fosters the effective and efficient delivery of recreation and ensures accountability for the appropriate use of public funds.

Sport and Recreation Branch recognizes that it is easier to justify funding when local priorities align with those of the territorial government (Gebhardt, 2010). Recreation planning that determines local priorities within a broader context can lead to efficiencies in recreation delivery. However, undertaking recreation planning poses a unique set of challenges for small, rural and remote communities (Gebhardt & Eagles, 2014; Spittle, 2008).

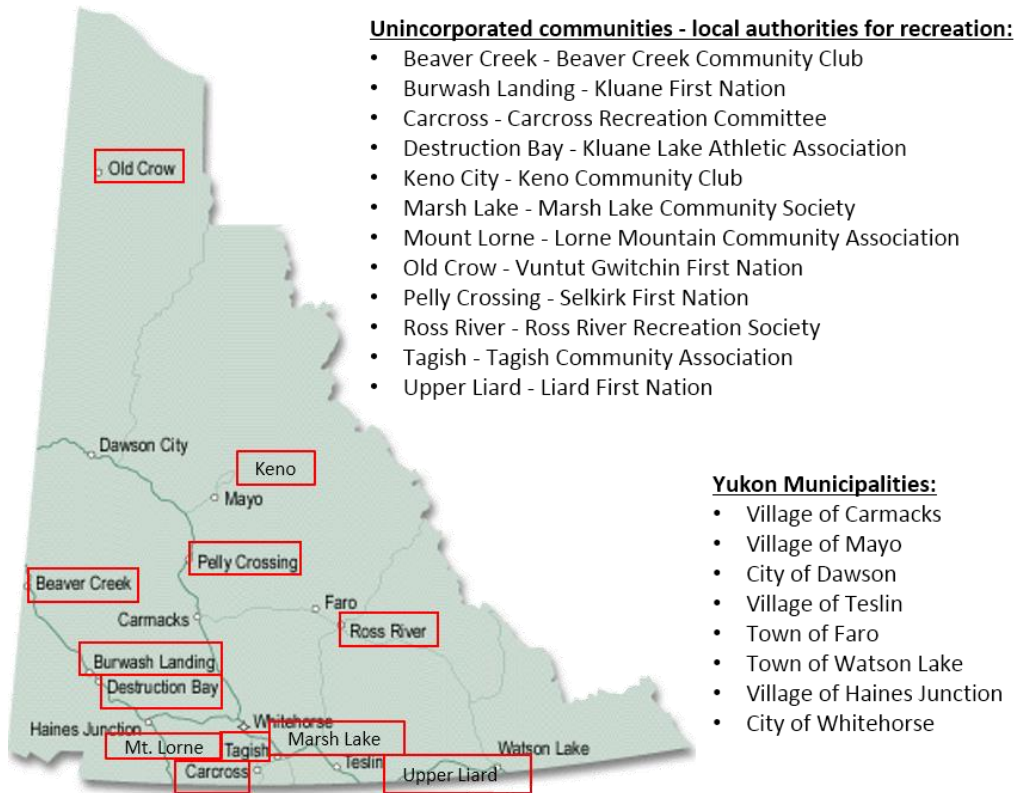


Figure 1: Authorities responsible for the delivery of community recreation in Yukon

2.3 Yukon's Rural and Remote Context

Sport and Recreation Branch prioritizes support to unincorporated communities. This project considers characteristics that impact recreation development in rural and remote Yukon. What follows highlights the difficulty of defining rural and remote, introduces a framework that objectively assigns a measure of 'rurality' to Yukon communities, and describes the challenges these communities face in planning and delivering recreation.

In Canada, lack of consensus exists around the use of 'rural' and 'remote' (Pitblado, 2005). Definitions are frequently based on population density and/or distance to/from the nearest urban centre (Gibson et al., 2014; Public Health Agency of Canada, 2007). Statistics Canada uses six, distinct definitions that vary by population, postal code, geography, etc. (Du Plessis, Beshiri, Bollman, & Clemenson, 2001). When different criteria are applied to Yukon, the result is a rural population that ranges from 28 to 100 percent. To complicate matters further, the Public Health Agency of Canada (2007) points out that the concept of 'rural' is also a social representation of values, culture, interests or lifestyle.

Objectivity in how 'rural' and 'remote' are applied in Yukon is necessary. Peachey, Croson and Tait (2014) introduced the concept of rurality in a report for prepared for Yukon Health and Social Services. These authors measure rurality in Yukon that results in a ranking where Old Crow is the most rural and remote community and Whitehorse is the least (Figure 2, p. 6).

**Exhibit 05-01
Rurality and Remoteness Ordinal Measures in Yukon Territory**

Rurality and Remoteness Ordinal Measures in Yukon Territory					
Community	Population Score	Time	Time	Transformed Index (0-100)	Ordinal Ranking
Beaver Creek	28.9	15	4.1	79	2
Carcross	26.5	15	-7.5	51	13
Carmacks	24.9	15	-4.6	55	11
Dawson City	16.3	15	8.6	72	4
Destruction Bay	29.5	15	-1.9	67	6
Faro	26.9	15	1.7	71	5
Haines Junction	23.9	15	-5.2	53	12
Mayo	15.7	15	3.3	61	9
Old Crow	26.9	15	15.1	100	1
Pelly Crossing	26.5	15	-1.7	64	7
Ross River	26.0	15	5.0	77	3
Teslin	25.3	15	-4.4	56	10
Watson Lake	15.5	15	3.6	61	8
Whitehorse	-10.0	15	-9.6	0	14

Rurality and Remoteness Ordinal Measures in Yukon Territory	
	<p>¹ Communities were identified as sites of health centres and excludes geographically linked First Nations communities to protect statistical integrity; other residents of Yukon Territory are dispersed throughout rural settings</p> <p>² Time ₆ is time to Whitehorse, as the basic referral centre and measures driving time (and, where required, time for air travel) with ideal road conditions</p> <p>³ Old Crow is fly-in only; for consistency in the application of the formula, the assumption is air time to Dawson City and road time from Dawson City to Whitehorse</p> <p>⁴ Whitehorse is the basic referral centre and the constant point of transfer to Vancouver, as the advanced referral centre</p>

Figure 2: Rurality and remoteness ordinal measures in Yukon Territory. From Peachey, D., Croson, W., & Tait, N. (2014). *A clinical services plan for Yukon Territory; Final report*. Toronto, ON: Health Intelligence Inc. and associates. Reprinted with permission.

Sport and Recreation Branch considers all Yukon communities, except Whitehorse, rural. Most of these communities are also remote with populations of less than 500 (Yukon Bureau of Statistics, 2015). Geography, demographics, transportation, population size and access to goods and services impact the delivery of recreation. In and out-migration, low bandwidth for

Internet, fluctuations in the local economy, limited public funds to support recreation and volunteer burnout are barriers to rural recreation development (Gibson et al., 2014; Oncescu & Robertson, 2010). Furthermore, “living in a rural and remote area compounds the effects of low income because basic needs are more expensive and there are limited choices” (Public Health Agency of Canada, 2007, p. 5). To varying degrees, these factors shown in Figure 3 below impact recreation in Yukon’s rural and remote communities.

In small communities, recreation planning can be complex. A few loud voices and “a plethora of recreation preferences and interests” (Spittle, 2008, p. 39) can make agreeing on recreation priorities difficult. A community may be limited in its ability to develop a recreation plan or lack the capacity and resources to implement it (Leone, Barnes, & Sharpe, 2015; Spittle, 2008). Moreover, a planning process used elsewhere may not be suitable for Yukon’s rural environment (Delorme, 2000; Public Health Agency of Canada, 2007; Ryser & Halseth, 2014). For these reasons, Sport and Recreation Branch requires community recreation planning resources and support appropriate to Yukon’s rural and remote context.

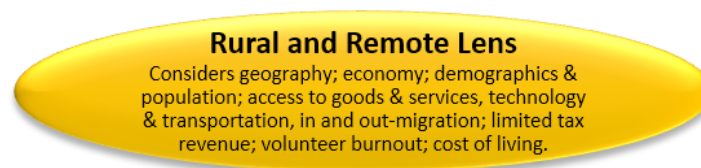


Figure 3: Factors impacting recreation development in rural and remote communities

2.4 The Client

Sport and Recreation Branch is located within Yukon Government’s Department of Community Services. Its mandate is to support “the development and delivery of sport, recreation and active living programs in Yukon” (Department of Community Services, 2013, para. 1). The Branch provides funding, consultative support, liaises with local authorities for recreation and local governments, and is responsible for major sporting events and Team Yukon. The Branch implements territorial and national priorities through policies such as the Yukon Active Living Strategy and the Yukon Sport Action Plan.

In its advisory and consultative role, the Branch receives requests for assistance with the development and delivery of recreation. Yukon communities want to know how to identify recreation priorities, develop a recreation plan, manage infrastructure, or maintain services with reduced volunteers and staff turnover. Given limited resources and diverse needs, answers are not easy. However, the Sport and Recreation Branch believes that answers to these questions are more likely when communities create and implement a recreation plan.

This project is motivated by the drivers illustrated in Figure 4 (p. 8). First, the Branch wants to respond to requests for support. Second, the Branch believes that recreation planning may improve accountability of public funds allocated to 12 unincorporated communities through the Recreation Act. Third, the Branch recognizes that decision-making for the territory’s capital

budgets is facilitated when community recreation plans identify infrastructure priorities. Fourth, the Branch believes that a planning resource can educate communities about territorial and national recreation priorities and encourage local recreation plans to align with these. Finally, the Branch recognizes that this project helps to fulfill its mandate and demonstrates its commitment to implementing the Yukon Active Living Strategy.

Considerations listed in Figure 4 below shaped the project’s design. As described, the client recognizes that recreation planning practices often require adaptation to the uniqueness of Yukon’s rural communities. The impact of legislation on the resources and funding available for recreation in unincorporated communities, and the capacity of unincorporated communities to undertake a comprehensive planning process were considered. The Branch was also concerned about having limited time, resources and expertise to support community recreation planning. These drivers and considerations, and their influence on the project, are incorporated into the analytic framework included at the end of Section 2.

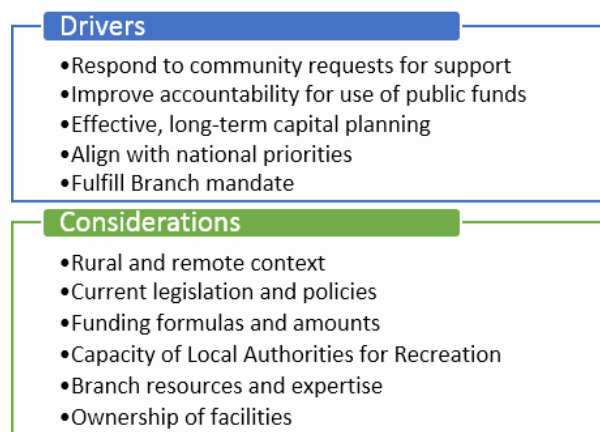


Figure 4: Project drivers and considerations

2.5 The Project: More Details to Consider

The client sought assistance to develop a resource and strategies that would encourage recreation planning in rural Yukon. Given the context and the client’s constraints, it was agreed the project needed to build an understanding of how to plan for recreation, create an easy-to-use resource and identify strategies to encourage its use. Two project deliverables or outputs were determined.

1. A resource to facilitate community recreation planning would be developed. This resource, the Yukon Community Recreation Planning Toolkit, is attached as Annex A.
2. Options to implement the Toolkit would be developed. Section 8 presents these options and recommends a strategy for implementation.

Project outcomes, identified in cooperation with the client, are listed in Figure 5 below. The client anticipates short-term outcomes within one year of the project’s completion.

- Yukon Government allocates resources and initiates a strategy to implement the Toolkit.
- Local governments, authorities for recreation and recreation practitioners recognize the Toolkit as a resource to support planning.
- Sport and Recreation Branch staff use the Toolkit to encourage rural recreation planning.

Yukon’s rural communities will experience medium-term outcomes within five years.

- Government recreation funding is used more effectively.
- Awareness of territorial and national recreation priorities increases.
- Yukon Government is perceived to be a strong supporter of public recreation.

Within five to ten years, long-term outcomes for Yukon’s rural communities are projected.

- Yukon communities demonstrate increased ownership and pride in local recreation.
- Participation in public recreation increases.
- Capacity and leadership for community recreation strengthen.
- Communities make better use of scarce funding and resources.
- Evidence of the Benefits of Recreation increases.

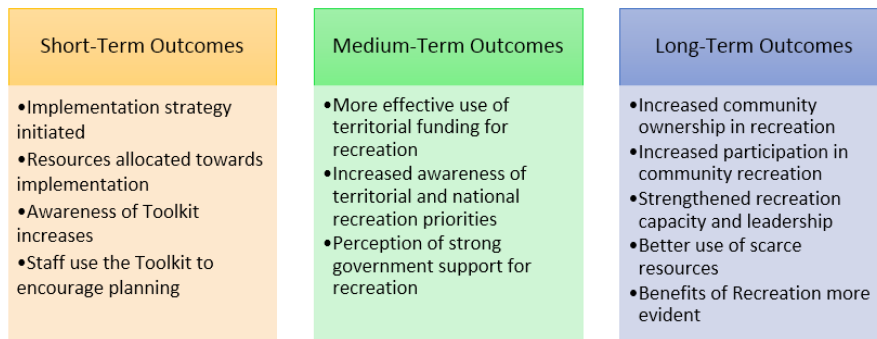


Figure 5: Anticipated project outcomes

2.6 Introduction to the Analytic Framework

The analytic framework (Figure 6, p. 10) captures the information presented in Section 2. The framework incorporates the project’s purpose, drivers and considerations. The flow illustrates the influence of the rural and remote context on the project’s design and deliverables.

Figure 6 incorporates project activities and outputs. Findings from a literature review and interviews informed the first draft of the Toolkit. A focus group reviewed the draft Toolkit and suggested strategies for its implementation. After finalizing the Toolkit, discussion with the client illuminated options for its implementation. A key stakeholder, the Recreation and Parks Association of the Yukon, participated in the discussion at the client’s request. Research activities are discussed in Section 3 and findings are presented in Sections 4, 5 and 6.

PROJECT: Develop a Toolkit to guide and support effective planning and delivery of recreation in Yukon's rural and remote communities.

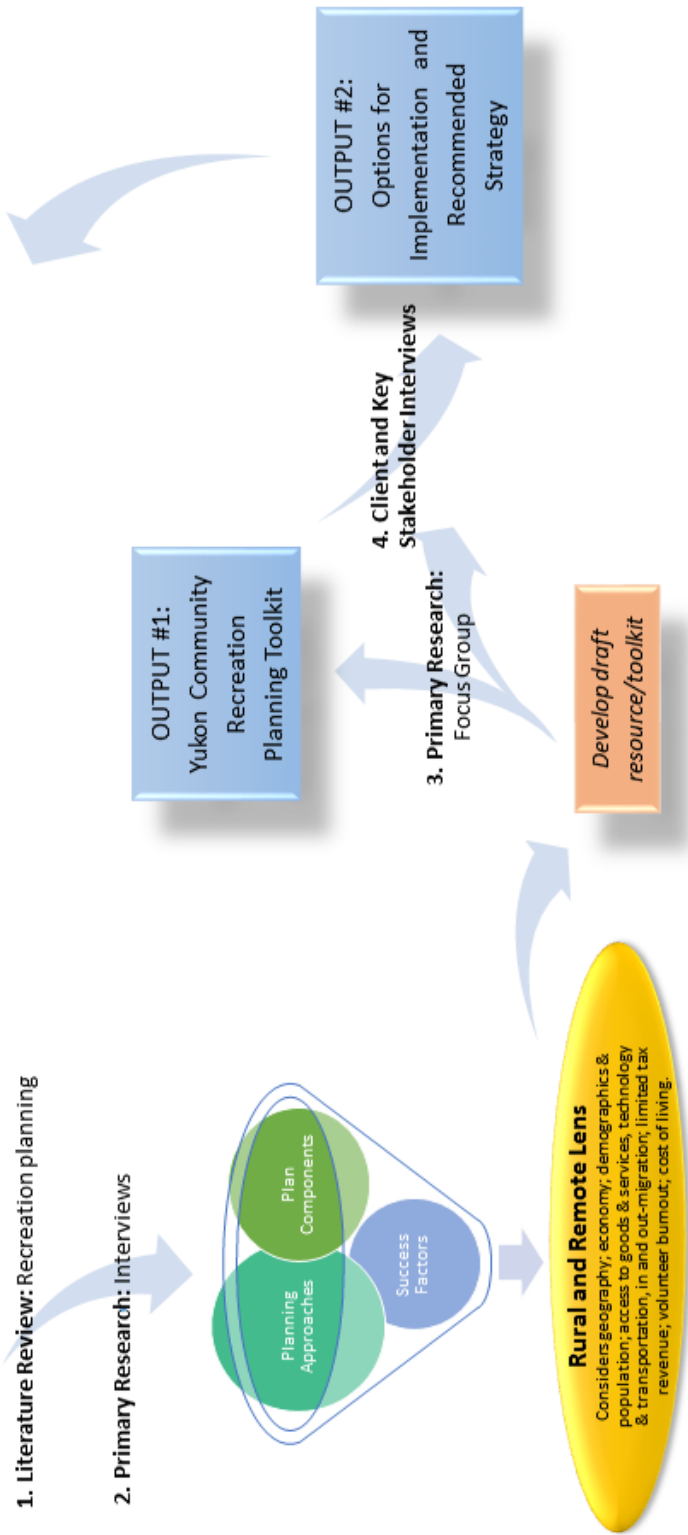
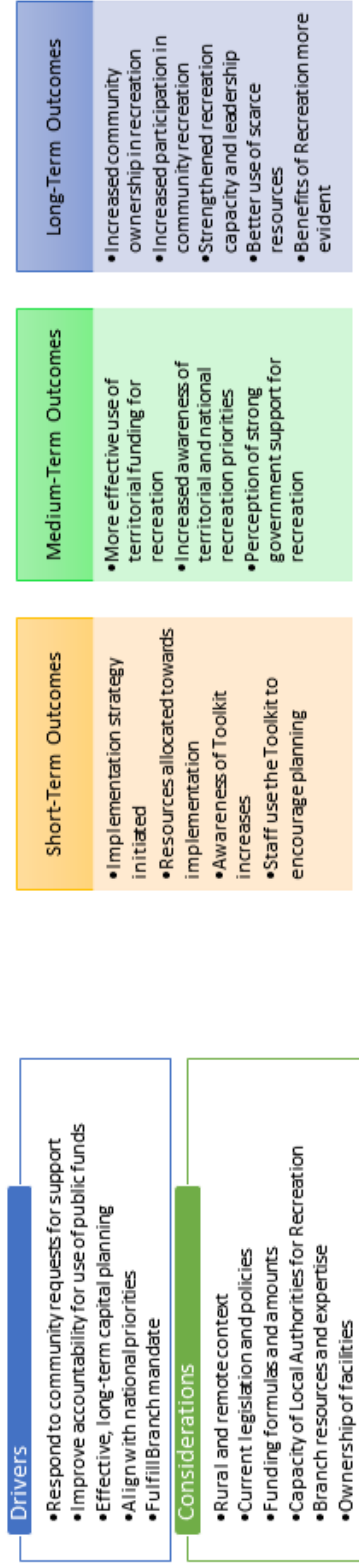


Figure 6: Emerging Analytic Framework

3. METHODOLOGY

This section describes the project’s methodology, introduces the qualitative research methods undertaken, and concludes by briefly describing the strengths and limitations of its design. As shown in Figure 7 below, methods included a literature review, interviews, a focus group and regular meetings with the client and a key stakeholder who participated at the client’s request. The methodology arose from a solid understanding of the rationale for the project and of the deliverables required.

To account for the influence of the rural and remote context on recreation delivery (Edwards & Matarrita-Cascante, 2011; Ryser & Halseth, 2014), a constructionist epistemology (Crotty, 2003) informed the project’s design. A community’s geographic, cultural and social characteristics shape local recreation opportunities and experiences. As policies, services or recreation designed for urban settings may not be appropriate for rural environments (Public Health Agency of Canada, 2005; Ryser & Halseth, 2014), the methodology incorporated a rural and remote lens (Figure 6, p. 10 in Section 2).

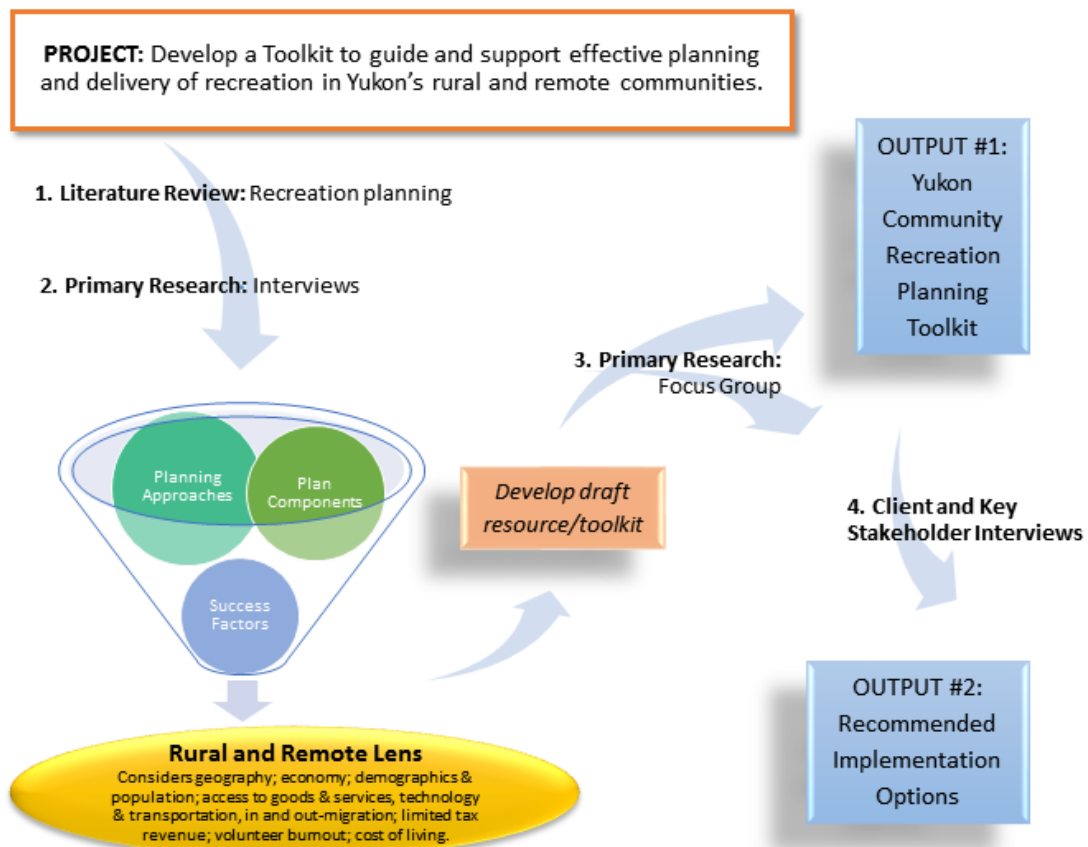


Figure 7: Project methods

3.1 Literature Review

The purpose of the literature review was to identify current approaches for developing community or public recreation plans. It sought to assess practices that, if applied or adapted, could be relevant and appropriate to the context of Yukon's rural and remote communities.

The literature review searched resources, documents, academic and grey literature for 'recreation planning', 'recreation development', 'recreation and parks/leisure master plans' and 'rural recreation'. Although considered rare (Edwards & Matarrita-Cascante, 2011; Leone et al., 2015), the review specifically sought literature pertinent to recreation development in rural and remote communities. Searches were performed on Summon @ UVic Libraries, Google Scholar and the Leisure Information Network. The Leisure Information Network (LIN) shares knowledge with the recreation and parks field, and houses recreation and leisure journals and periodicals and a recreation master plan collection (Leisure Information Network, n.d.).

The literature review identified academic concepts and theories of recreation planning. The analysis involved reviewing and sorting articles, sample plans and related resources. Excel was used to organize notes, track themes and group common practices. Section 4 presents the findings.

3.2 Interviews

Qualitative interviews complemented the literature review. They provided insight into the lived experiences of rural Yukon residents involved in recreation development. Interview findings, presented in Section 5, guided the Toolkit's development.

Participation in the semi-structured interview was voluntary and followed the principle of informed consent. Purposeful sampling was used to recruit participants consisting of key stakeholders and representatives from community recreation authorities identified by the client. An Interview Guide (Appendix A) provided a framework yet ensured ample opportunity for interviewees to share perspectives on issues not addressed in the interview questions (Patton, 2002). With participants' permission, in-person and phone interviews were recorded and transcribed. Excel helped to sort, extrapolate and categorize themes.

Thematic analysis allowed meaning to be constructed from the qualitative interview data. Ritchie and Spencer (1994) explain thematic analysis as a structured and objective approach that uses coding, categorizing and mapping to organize, sort and explore data.

3.3 Focus Group

The methodology incorporated a focus group to assess the relevance and usefulness of the Toolkit's draft content. Focus group findings informed subsequent revisions of the Toolkit and options for its implementation.

The focus group was held in conjunction with an annual gathering of Yukon's rural recreation practitioners. Of those in attendance, 21 voluntarily chose to participate in a guided discussion after being informed of the purpose and process. (Questions are included in Appendix B.)

Recording the discussion was difficult due to the venue and focus group size. Therefore, an observer took notes and produced a summary of the discussion.

Focus group notes were analyzed, then compared and contrasted with the themes that emerged from the literature review and interviews. Presented in Section 6, the focus group findings affirmed the Toolkit's content with minor additions and suggested options for its implementation.

3.4 Strengths and Limitations of the Methodology

This methodology has strengths and limitations. It addressed the need for a rural and remote lens for data collection, analysis and project deliverables thereby ensuring the project's results would be relevant and appropriate to the client and Yukon's rural communities.

Triangulation strengthened the methodology. Data and methodological triangulation, gathering data from various sources and using more than one method to collect data, reduced bias (Patton, 2002). By examining multiple perspectives on the challenges and realities of recreation planning in rural communities, triangulation increased the validity of the results.

Methodological limitations were sampling constraints and difficulty locating recreation planning and rural recreation development literature. Given Yukon's population, very few individuals fit the criteria to participate in interviews or the focus group. Although purposeful sampling is a qualitative research strategy for gathering rich, contextual information (Patton, 2002), some Yukon communities may not find the project results relevant.

The methodology was designed knowing that "the body of empirical research into recreation planning is relatively small" (Leone, 2009, p. 21). Moreover, research into recreation planning, development or delivery in rural and remote communities is sparse (Edwards & Matarrita-Cascante, 2011; Halpenny, 2009). Most grey literature originated in Alberta or Ontario where the concept of 'rural' differs to Yukon's context. The literature review addressed this limitation by exploring current recreation planning practices across Canada and then filtering the data through the rural and remote lens.

Findings from the literature review (Section 4), the interviews (Section 5) and the focus group (Section 6) are discussed in following sections.

4. LITERATURE REVIEW

Secondary data collection and analysis sought current recreation planning practices that could be adapted for Yukon's rural and remote context. Academic and grey literature was accessed through Summon @ UVic Libraries, Google Scholar, Google and the Leisure Information Network (LIN). Articles, recreation plans and government documents were reviewed, sorted and analyzed for themes and common practices.

To address a gap in recreation planning literature (Gebhardt, 2010; Leone, Barnes, & Sharpe, 2015), 20 documents were retrieved from LIN's collection of recreation master plans. Studies of recreation in the rural and remote context are virtually nonexistent (Edwards & Matarrita-Cascante, 2011; Halpenny, 2009) while older planning literature is no longer relevant due to public policy shifts that took place in the 1990s (Gebhardt, 2010; Leone et al., 2015). A review of the 20 documents listed in Table 1 (p. 15) permitted an analysis of recreation planning practices not possible from academic literature.

The literature review introduces community/public recreation planning (Section 4.1), describes common planning approaches and components of a recreation plan report (Section 4.2), and explores factors that impact the success of recreation planning (Section 4.3).

4.1 An Introduction to Community Recreation Planning

Planning determines actions that lead towards goals and desired outcomes (Leone, 2009; Sparks, 2016). As a "forward-looking process for anticipating and organizing change" (Leberman & Mason, 2002, p. 4), planning contemplates the future from the present. Planning is intentional and follows "a series of steps, which ultimately end in the plan being implemented" (Leone et al., 2015, p. 52). When organizations, governments or individuals conduct planning, they select actions that are anticipated to influence change (Gebhardt & Eagles, 2014).

Recreation plans serve different purposes. Most plans address physical and human aspects (Gebhardt, 2010). Recreation plans may be designed to meet community demands, needs and interests; provide leisure opportunities; identify how facilities and outdoor spaces will be managed; foster individual and social benefits; or reach participation targets (Veale, 2011).

Local governments are responsible for public recreation (AMO, 2013; Spittle, 2008). Good planning requires integration with other community plans (Leberman & Mason, 2002) and appropriate allocation of public funds (Sport and Recreation Queensland, 2003). Recreation planning should involve residents who are directly affected (Barnes, Rodger, & Whyte, 1997; Harper, 2009, as cited in Gebhardt, 2010). Factors complicating community recreation planning include the plan's purpose, available time and resources, local politics and public support.

Public participation in planning benefits and strengthens communities (Barnes et al. 1997; Leone, 2009; Lipcsei et al., 2015). When citizens are empowered to "make decisions about, and be involved in delivering, the recreation experiences they most value" (Sparks, 2016, p. 3), the community is mobilized resulting in diverse and sustainable recreation opportunities (Gebhardt, 2010; Manzo, & Perkins, 2006; Tamarack, 2002).

Table 1: List of documents reviewed; master plans and request for proposals (RFPs)

Type	Date	Community	Pop.	Title of Plan/Report	Plan Duration
Plan	2008	Tagish, YT	390	Community Recreation Plan	5 years
RFP	2009	Town of Renfrew, ON	8,000	Community Parks, Recreation and Culture Strategic Master Plan	10
RFP	2009	Town of Strathmore, AB	11,000	Park, Pathways, Culture and Recreational Master Plan	10
Plan	2009	Town of Hampton, NB	4,300	Recreation Master Plan	10
RFP	2010	Village of Cache Creek, BC	1,100	Parks, Recreation and Trails Master Plan	10
Plan	2011	City of Revelstoke, BC	7,100	Parks, Recreation and Culture Master Plan	10
RFP	2012	Beaver Regional Partnership ² , AB	10,000	Recreation and Cultural Services Master Plan	10
RFP	2012	Town of Rimbey, AB	2,400	Parks, Trails and Recreation Master Plan	10
RFP	2012	District of Squamish, BC	16,000	Parks and Recreation Master Plan	20
Plan	2012	Town of Bruderheim, AB	1,200	Recreation Master Plan	5
RFP	2013	Rural Municipality of Hanover, MB	14,000	Recreation Master Plan	20
RFP	2013	Town of Sundre, AB	2,600	Master Recreation Plan	N/S ³
Plan	2013	City of Fernie, BC	4,450	Leisure Services Master Plan	10
Plan	2013	City of Lacombe, AB	11,700	Recreation and Culture Master Plan	10
Plan	2013	City of Wetaskiwin, AB	12,500	Recreation and Parks Master Plan	10
RFP	2014	Regional District of Central Kootenay, BC	5,300	Master Plan for Villages of Slocan, Silverton and New Denver	N/S
RFP	2014	Town of Osoyoos, BC	6,500	Osoyoos Community Services Master Plan	10
Plan	2015	Hanwell, NB	4,250	Recreation and Leisure Master Plan	N/S
Plan	2015	Village of Haines Junction, YT	600	Haines Junction Community Recreation Plan	10
Plan	2015	Regional District of Central Kootenay, BC	5,300	Slocan Valley Recreation Master Plan - Draft #2	N/S

² Includes: Towns of Tofield and Viking, Villages of Ryley and Holden, and Beaver County

³ N/S = not specified

4.2 The Recreation Planning Process

A planning process progresses through several phases until a plan is produced. The small “body of empirical research into recreation planning” (Leone, 2009, p. 21) does not recommend or identify best practices for recreation planning (Gebhardt, 2010). However, it does describe the activities that comprise the process (Gebhardt & Eagles, 2014, Veale, 2011). As shown in Figure 8 below, recreation planning can be a simple, linear process that includes understanding present conditions and future opportunities, public consultation to identify priorities, and developing a vision, goals and objectives (Gebhardt & Eagles, 2014; Leberman & Mason, 2002).

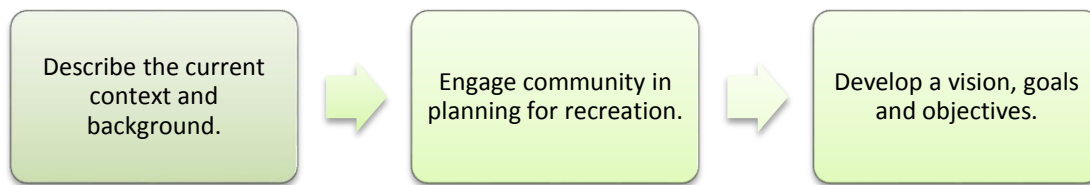


Figure 8: A simple recreation planning process

In reality, recreation planning is more complex and does not end with the production of a plan. Gebhardt and Eagles (2014) and Leone et al. (2015) describe a cyclical and comprehensive process where pre-planning, community engagement, implementation, monitoring and evaluation are essential. The six phases of a dynamic recreation planning process are illustrated in Figure 9 (p. 17) and described in the remainder of this section.

1. Plan the Process

‘Planning-to-plan’ involves identifying the purpose of planning, choosing activities, assessing the time and resources required, and determining the level of guidance and expertise needed. Gebhardt and Eagles (2014) make four recommendations for this phase. First, use terms of reference to provide clarity and direction and to describe the what, who and how of the process (Gebhardt, 2010). Second, decide whether or not a consultant or another expert is needed. Third, identify roles and responsibilities of staff, elected officials, recreation authorities, a planning committee and consultant. Fourth, determine how, and to what extent, the public will be involved in creating and implementing the plan.

A review of recreation documents (Table 1, p. 15) highlights similar considerations for pre-planning. On average, eight months is needed to develop a recreation plan. Most plans span a duration of 10 years or, as recommended by Gebhardt and Eagles (2014), mirror the timeframe of their Official Community Plan. Although local government retains authority for public recreation planning, use of professional consulting services is common practice. Planning is often co-led by a consultant and a committee comprising representatives from the local recreation department and community. Plan quality and implementation improve when participants, experts and professionals share in its creation (Gebhardt, 2010; Leone, 2009).



Figure 9: An expanded and cyclical recreation planning process

2. The Background

Understanding the current context is necessary when planning for the future. Background information can be gathered from existing sources of documentation (Leone, 2009; RC Strategies, 2015). Community demographics, local and national recreation trends, a programs and services inventory, and a facilities inventory and analysis are often compiled during this phase. Larger communities may conduct a financial analysis of facilities and operations while smaller communities may compare their facilities and programs to similar-sized communities. For example, several plans used provincial-level data to compare municipal recreation expenditures. Reference to the Benefits of Recreation (ARPA, 2015) was included in some plans to emphasize the potential impact of recreation. As the scope of the current context can be extensive, Gebhardt and Eagles (2014) recommend a separate report for this background.

3. Engage the Community

There is ample evidence of individual and community benefits when residents are engaged in planning (Barnes et al. 1997; King & Cruickshank, 2010; Manzo & Perkins, 2006). Community engagement involves shared leadership for planning, multiple opportunities for people to be included and have their ideas represented, and consistent feedback and follow-through (Lipcsei, Bruce, & Vinodrai, 2015; Tamarack, 2002). When residents are engaged from the

beginning, the plan will be responsive and motivate the community to participate in its implementation (Barnes et al., 1997; Tamarack, 2002).

Harper (2009, as cited in Gebhardt, 2010) identified three prerequisites to community engagement. First, who to engage and, second, the desired level of participation must be determined before, third, an engagement strategy is developed. Such a strategy identifies the activities that inform, consult and involve the public in obtaining, listening to and considering their input (Tamarack, 2002). Common methods of consultation include staff, politician and resident surveys conducted by mail, phone and electronically; stakeholder and staff interviews and focus groups; council workshops; open houses; interaction at public events; and displays in high traffic areas. Grybovych and Hafermann (2010) describe methods suited to rural communities such as posters in local shops, informal meetings over coffee, flyers at local events, community newsletters, banners on benches, and websites.

A participatory approach is perceived to “slow down the process and increase the cost of creating a plan” (Gebhardt, 2010, p. 31). Perhaps this is why government-led planning demonstrates public consultation but does not truly engage the community (King & Cruickshank, 2010; Leone, 2009). The document review found a similar pattern of declining public engagement as the process progressed. Residents were invited to share their interests and opinions but were not asked to participate during the selection and prioritization of alternatives or the development of goals and objectives. Instead, a consultant and planning committee, occasionally assisted by the recreation department and/or municipal staff, wrote the recreation plan.

4. Develop the Recreation Plan

A recreation master plan guides decisions regarding public recreation programs, services and infrastructure. Gebhardt and Eagles (2014) propose a plan should include clearly defined goals, a detailed facility inventory, linkages to other community plans, and evidence that public consultation informed the plan’s recommendations. Plans must be realistic, based on facts and direct implementation, decision-making and policy (Gebhardt & Eagles, 2014; Leone, 2009). Recreation plans must consider and reflect the local context (Veal, 2011).

Analysis of Table 1’s documents (p. 15) demonstrates variation in content, layout and length. Some reports were five pages long while others exceeded a hundred pages. As shown in Figure 10 (p. 19), most included a current inventory of facilities, programs and services as well as an analysis of future demand. Many presented demographics and trends. Some plans also listed facilities and services provided by local community groups and schools.

Not all documents included goals and objectives. Instead, some identified outcomes and recommended implementation strategies. If facilities were prioritized, a capital plan and budget were included in the report. Several plans analyzed the recreation department’s structure and operations and made recommendations for staffing, fees and charges, grants, partnerships and administration. As recommended by Gebhardt (2010), most plans aligned with the Official Community Plan. The Regional District of Central Kootenay’s plan (RC Strategies, 2015) aligned with the vision and goals of *A Framework for Recreation in Canada 2015*.

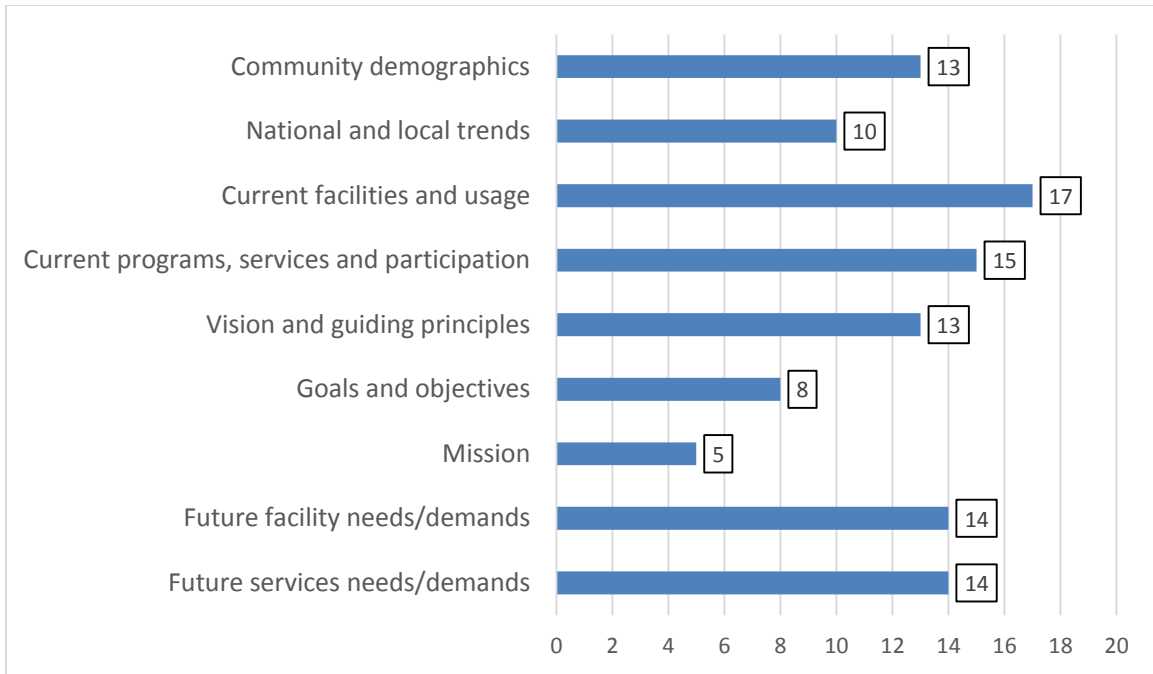


Figure 10: Frequency of common recreation plan components found in a review of 20 documents

5. Implement the Plan

Recreation planning does not end with a plan's production but extends into implementation planning (Leberman & Mason, 2002). Implementation is essential as it enacts the plan's priorities and recommendations. Sometimes council and staff work together on implementation strategies or the plan is handed to recreation staff to implement. Without implementation planning, shifting a recreation plan from a passive to an active state can be challenging (Leone et al., 2015).

Implementation is complex. It operationalizes a plan's goals and objectives by deciding who will be responsible for what activities, when, and with what resources. Four of the documents reviewed incorporated a detailed implementation plan. These addressed administrative and service delivery matters such as fees and charges, partnerships, staffing, community grants, promotion and communications. Long-range cost estimates, feasibility studies and capital projections provided additional detail. Some reports incorporated a matrix or decision-making tool to facilitate the allocation of limited resources.

6. Monitor and Evaluate the Plan

When monitoring and evaluation are part of implementation, it is easier to track and assess progress toward the plan's vision and goals. Monitoring and evaluation collect information that can be used to update council and public on progress and to substantiate a change in the plan if warranted. Ultimately, monitoring and evaluation activities collect data that will be useful when updating or renewing a recreation plan.

4.3 Factors that Influence Recreation Planning

Developing a quality recreation plan and successfully implementing it “involves a complicated set of planning process issues...and...factors” (Gebhardt & Eagles, 2014, p. 340). Contextual, political and human factors can impact the success of a planning process. However, successful recreation planning is highly subjective. A remote community may perceive success in circumstances where a larger municipality does not.

This section presents three groups of factors that affect recreation planning outcomes. The first group is external to the community, the second set is internal, and the third set correlates to the specific phases of a planning process.

1. External Factors

Within a recreation system, government policy and programs are an outside influence on community recreation planning practices. Gebhardt and Eagles (2014) describe a case study where, over a 20-year period beginning in the 1970s, Ontario’s guidelines “outlined the principles and practices for municipal recreation planning” (p. 326) and grants covered a portion of “the cost of creating a master plan” (p. 326). This policy resulted in an increased number of communities of varying sizes with a recreation plan.

In 1985, Wilkinson (as cited in Gebhardt, 2010) reported that information, education and financial support for public recreation planning needed to continue. However, public policy changes the mid-1990s reduced government support and negatively impacted recreation planning practices particularly in smaller communities with limited capacity and resources (Gebhardt & Eagles, 2014). This case demonstrates the potential for territorial policy, guidelines or funding programs to encourage or discourage community recreation planning (Gebhardt & Eagles, 2014; Leone, 2009).

The literature review found evidence of three external factors that impact recreation planning.

- Direction or guidance from higher levels of government.
- Direction and guidance through *A Framework for Recreation in Canada 2015*.
- Grants or funding to offset the cost of community recreation planning.

As these factors are a function of Yukon’s sport and recreation system, they broadly influence community recreation development and delivery are outside a community’s control.

2. Internal Community Factors

Factors situated within the community context impact recreation planning. A local government may prioritize other municipal services over recreation (Leone, 2009) or place minimal value on participatory approaches to community planning. When staff are not involved in planning, they are less likely to support the plan’s implementation (Gebhardt, 2010). Building relationships with citizens, stakeholders and staff requires time, commitment and resources.

Limited community capacity and resources are barriers to recreation planning (Gebhardt & Eagles, 2014). Regardless of outside support, a community requires some internal capacity,

readiness and resources to plan competently for the allocation of financial and human assets (The Aspen Group, n.d.; Leone et al., 2015).

The literature review found evidence of four internal factors that influence recreation planning.

- Political will to initiate, undertake and implement recreation planning with the community.
- Community capacity and resources for recreation planning and implementation.
- The depth and scope of community engagement and participation.
- Consistent support of citizens, stakeholders and staff for recreation.

These factors impact recreation planning and development locally. Although situated within the community, outside support is often necessary to enhance or develop these factors.

3. Factors Specific to the Planning Process

A third set of factors relates to recreation planning practices and directly influences the outcomes of a planning process. These specific factors are further categorized by pre-planning, planning or implementation phase.

During pre-planning, leadership for the process is determined. A better plan results when leadership combines expert and community perspectives (Leone, 2009). The literature review found evidence of two specific factors pertinent to the pre-planning phase.

- Terms of reference guide the planning process.
- A shared leadership model identifies roles and responsibilities of the planning committee, consultant and authority for recreation.

A desired outcome of the planning phase is a quality recreation plan presenting accurate facts, stating clear and realistic priorities and goals, and having resources for its implementation is. A quality plan also links to existing community plans and shows how the community participated in its creation (Gebhardt, 2010; Leone et al., 2015). The literature review identified three factors influencing outcomes of the planning phase.

- The recreation plan is co-created with those whose lives it will affect.
- The plan presents accurate facts, clear goals and objectives and aligns with other community priorities.
- The plan is realistic and resourced appropriately for the community and the staff tasked with its implementation.

Several factors influence a plan's implementation. Adequate resources, as well as staff and public support, are essential (Gebhardt & Eagles, 2014). The literature review suggests recreation planning should consider two factors for the implementation phase.

- The plan is formally approved and broadly distributed.
- Progress is regularly shared with the local authority and residents.

Collectively, these seven factors impact the effectiveness and relevance of a community recreation plan.

4.4 Summary of Literature Review Findings

Ironically, academic literature comments on the lack of best practices for recreation planning, but stresses the need to modify planning approaches to suit a community's unique characteristics (Gebhardt, 2010; Veal, 2011). Although there are common practices, these must be adapted to a community's size (Gebhardt, 2010), its political context, and its capacity, resources and infrastructure. Planning in an unincorporated, rural community will be a different experience than planning urban recreation.

Section 4 described recreation planning as a process that begins with preparation or pre-planning, integrates activities that engage residents, results in a written plan, then moves into implementation, monitoring and evaluation. Three sets of factors of factors were found to influence recreation planning practices and outcomes either positively or negatively.

The literature review provided insight into concepts and theories of recreation planning. In the next section, this understanding is focused on the perspectives of individuals involved in recreation development in Yukon's rural and remote context.

5. INTERVIEW FINDINGS

Section 5 presents primary research findings from key informant interviews. Nine individuals participated in a one-hour, semi-structured interview conducted in-person (n=6) or by phone (n=3). Appendix A provides the interview questions. The purpose was to gain perspective on Yukon's rural and remote context to ensure appropriate design of the Yukon Community Recreation Planning Toolkit. Recreation challenges, considerations for planning and the need for support emerged as key themes.

5.1 Recreation Development Challenges

Interview participants discussed challenges to developing recreation programs and facilities. In the absence of planning, recreation development does occur. However, planning increases the effectiveness and efficiency of recreation delivery. Challenges experienced pertain to awareness of recreation, political support, community capacity, adequate resources and the extent to which residents engage.

The level of recreation awareness influences how recreation programs and facilities evolve. Recreation's potential to foster positive outcomes is not broadly recognized. Therefore, as a public service, recreation is often cut or minimized. There is a common misconception that sport is recreation which can result in public funds for recreation being channeled to meet the interests through one sport such as minor hockey.

Limited awareness of recreation makes it difficult to convince leaders that recreation is an essential community service. For example, elected officials, municipal staff or members of the local recreation authority may "not understand the role of the (recreation) board or the role of the staff person." The focus becomes narrow "when municipal leaders think only of facilities when they think of a recreation plan." A limited perspective means political support and "buy-in from the local authority for recreation that we need a plan" can be difficult to obtain.

Capacity and resources were described as substantial barriers. Smaller communities may not have funds to hire a recreation programmer, and when they do, applicants may not have recreation training or experience. In these circumstances, well-intentioned volunteers, who may lack time and skill, deliver recreation. Local recreation boards with "no clear mandate", or members without board experience, constrain recreation development. A key challenge is limited financial and human resources to deliver recreation in a way that satisfies diverse community interests.

"Communication in this community is very difficult." Several communities lack the "strong relationships and bonds" necessary for recreation development. In some communities, there is a sense of disengagement and apathy towards recreation or tension arises from competing interests, opposing opinions and the scarcity of resources to fulfill expectations. Strong community relationships are needed to raise awareness of recreation and its benefits and to involve residents in decision-making about recreation development.

In summary, a comprehensive recreation planning process presents an opportunity to address the recreation development challenges rural Yukon communities encounter.

- An awareness of recreation and its benefits fosters political support.
- Strategies need to build local capacity and allocate available resources realistically.
- Community engagement is affected by the quality of community relationships.

Support and resources from outside the community can help communities address these challenges and create an environment where recreation planning will be successful.

5.2 Considerations for Recreation Planning

Interviewees shared their perspective on recreation planning in small communities. A group might decide to initiate a planning process in response to a current issue. To begin, a community meeting is called or a survey distributed. Without a clear understanding of “who will be involved, how it will happen, and the details of the process, as well as what the outcome will be”, residents come armed with their own ideas and opinions, the issue magnifies and a plan is difficult to create.

Communities need ownership of the planning process. The recreation board or a committee comprising staff and community members may be established to lead the process. However, members need to know how to reach out to the community, be able to gather background information and be comfortable meeting with stakeholders. A committee can build its capacity for planning by working with an “outside facilitator with a background in recreation”.

Two-way communication is essential. Every community has people who are hard to reach. As one interviewee explained, an inclusive approach means “going into the spaces where people are...rather than expecting them to come to you.” Casual conversations can strengthen relationships and build an awareness of recreation. Effective communication makes it easier to gather quality information through surveys, meetings or school visits. Planning is more successful with consistent communication which involves “checking in with these groups...so you know if you're on the right track and what might be missing.”

A recreation plan is a “framework for decision-making” that provides direction to the recreation board, staff and elected officials. Several interviewees stated that a plan must “address infrastructure needs and priorities” and guide capital investments. A facilities inventory, a feasibility study or solid background information can help with decision-making when a community is polarized over an issue such as building a year-round swimming pool. However, a recreation plan needs to balance priorities between infrastructure, people (e.g., “a focus on seniors or youth”) and programs (e.g., after school). With a plan in place, decision-makers will be able “to legitimize where investments are being made whether it's a large-scale capital project or program dollars.”

Several factors should be considered before beginning a planning process:

- Take time to design the process.

- Establish a local and representative committee to lead the process.
- Use an outside consultant for support and to facilitate the tough conversations.
- Take time to learn more about the community.

During a planning process, interviewees recommend to:

- Continually strengthen relationships and encourage community participation.
- Create a balanced plan that realistically addresses local issues.

Recreation planning that considers these factors has a greater potential for positive community change.

5.3 Support for Recreation Planning

After explaining the essential elements of recreation planning in rural Yukon, interviewees offered suggestions about the content and format of the Yukon Community Recreation Planning Toolkit. There was a strong preference for a “how-to guide like a ‘Recreation Planning for Dummies’” written in plain language with clearly laid out steps and a “simple to follow” process. Checklists, templates, sample survey questions and activities that encourage widespread community involvement in planning will also be useful. Several participants explained that the Toolkit must guide rather than prescribe because a “recreation plan will be different for each community.”

Although keen to use the Toolkit, interviewees mentioned the need for additional support and suggested two strategies.

- Local governments, recreation directors and boards must understand the Toolkit’s purpose and how to use it. Community visits and presentations to the Association of Yukon Communities (AYC) will promote the resource and, at the same time, raise awareness about recreation and its benefits.
- Unincorporated communities will need funds to contract a facilitator or consultant as their capacity and resources are limited.

Interviewees believe that the Toolkit, accompanied by these additional supports, will encourage rural recreation planning.

5.4 Summary of Interview Findings

Key informant interviews sought to ensure the Yukon Community Recreation Planning Toolkit would provide appropriate guidance and tools for developing a rural community recreation plan. Interviewees discussed community challenges and identified several factors that positively impact outcomes of a planning process. Section 7 explains how these findings were applied to the Toolkit’s format, content and five-step planning process. A focus group reviewed the draft Toolkit for design, content and relevance. The next section presents focus group findings.

6. FOCUS GROUP FINDINGS

A focus group reviewed the draft Yukon Community Recreation Planning Toolkit for its relevance and recommended strategies for its implementation. Twenty-one recreation practitioners participated in the discussion guided by questions listed in Appendix B. Hosting the focus group during Yukon's annual recreation conference resulted in less time being available than anticipated. Due to the venue and size of the group, the discussion was not recorded verbatim. A thematic analysis of an observer's notes provided perspectives on the draft Toolkit and suggested ways it could encourage recreation planning practices.

6.1 Findings about the Toolkit

Focus group participants were introduced to the Toolkit's five-step process and accompanying tools and discussed the purpose of a community recreation plan. A plan should reflect priorities identified by the community and provide direction for infrastructure, outdoor spaces, programming and services. The group agreed that a recreation plan does more than provide goals. It provides direction to identify the resources needed, gather those resources and allocate them appropriately. A recreation plan is a beacon or marker that can be used to "know we are headed in the right direction" and "to determine what we achieved, what worked, and to celebrate" accomplishments.

Community engagement was perceived an essential component of recreation planning. Encouraging widespread involvement in recreation planning requires a variety of tactics. Face-to-face, interactive and fun activities are more successful while surveys tend to reach people who are already engaged. Planning that involves a broad cross-section of the community results in a quality plan, support for its implementation, and positively impacts community dynamics and relations. The challenge is knowing who to reach and how to make them feel welcome.

The Toolkit's design and content were considered relevant to Yukon's rural communities. The five-step process offers a clear description of each step yet emphasizes the cyclical and fluid nature of planning. The Toolkit's format is appropriate for municipal councils, First Nation governments, recreation staff, recreation boards, local authorities for recreation and community clubs.

Three suggestions to improve the draft toolkit were presented. First, the Toolkit must introduce Yukon's sport and recreation system and the people and resources available to support rural recreation. Second, the toolkit must stress alignment of a recreation plan with other official community plans. Third, there was a request for "a list of questions to help me start the conversations with my community."

6.2 Strategies for the Toolkit's Implementation

Three themes emerged from a strategic discussion of how to promote the toolkit and encourage its use. Focus group participants suggested that, in addition to implementing the Toolkit, successful recreation planning and development will require:

- 1) *An increased awareness and appreciation of recreation.* The Sport and Recreation Branch is ideally positioned to promote the Toolkit, educate communities and leaders about recreation, and generate awareness that recreation is more effective and efficient when a plan is in place. Elected officials, recreation board members and the general public must understand that “developing a recreation plan is good practice.”
- 2) *Help with planning for small communities.* Resources are scarce, yet a consultant is needed to facilitate the planning process. A recreation planning grant would provide funds to contract someone from “outside the community” ensuring an objective and unbiased approach. As conflicting issues or expectations do arise, the planning process needs an individual without a vested interest. Sport and Recreation Branch could maintain a list of consultants with the experience and skills appropriate to this task.
- 3) *A forum for sharing ideas and plans across Yukon.* Focus group participants expressed interest in sharing completed recreation plans and ideas for community engagement. Sport and Recreation Branch could host this forum.

The focus group proposed these strategies to encourage the Toolkit's use and increase the practice of recreation planning in rural Yukon.

6.3 Summary of Focus Group Findings

The focus group provided feedback on the draft Toolkit and perceived its potential to support recreation planning practices. Factors considered to influence recreation planning practices include:

- Support and financial assistance for planning from the territorial government.
- Promoting greater awareness of recreation and its benefits.
- Activities that engage the community in talking about, planning for and delivering recreation.
- Access to help from an outside facilitator or consultant.
- A recreation plan that aligns with other community plans and priorities.

The next section integrates findings from the focus group, interviews and literature review and discusses their application to the project's deliverables.

7. DISCUSSION

The purpose of the project was to develop and implement a resource to guide and support effective recreation planning and delivery in Yukon's rural and remote communities. Methods included a literature review and interviews to inform the development of the resource and a focus group to confirm its relevance and suggest options for implementation.

Three themes summarize the collective findings.

1. Context influences recreation planning. Outside support to build internal capacity and obtain resources is necessary for successful recreation development.
2. Effective recreation planning requires community engagement to inspire participation in recreation delivery and foster individual, community and environmental wellbeing.
3. There is no 'best practice' for creating a recreation plan. However, it is good practice to incorporate pre-planning, planning and implementation activities.

This section provides a brief summary of the research which illuminated three sets of factors (Figure 11, p. 29) that influence recreation planning and development. Two sets, as discussed in Section 7.2, informed development of the Yukon Community Recreation Planning Toolkit. The implications of a third set, pertinent to the client, are explored in Section 7.3 before options for the Toolkit's implementation are introduced in Section 8.

7.1 Summary of Research Findings

Research findings were analyzed and applied using a rural and remote lens. In community recreation, context matters. History, culture and community dynamics shape recreation experiences (King & Cruickshank, 2010) as do geography, demographics, in and out-migration, fluctuations in the local economy, volunteerism and the local authority for recreation. The research findings needed to inform development and implementation of a planning resource while respecting the diversity and uniqueness of Yukon's rural communities.

A literature review explored approaches to recreation planning practices. Planning, a cyclical and dynamic process, intentionally seeks to create future change (Leberman & Mason, 2002; Leone et al., 2015). Community engagement ensures a plan is responsive, realistic and mobilizes participation in its implementation (Barnes et al., 1997; Tamarack, 2002). Unique community characteristics, challenges and three groups of factors impact recreation planning.

Interviews explored experiences with recreation planning in rural Yukon. Findings reiterated the need for planning that is community-driven, comprehensive, inclusive and representative. As the rural context poses limitations, outside support and resources are essential.

Findings from the focus group confirmed the relevance of the draft Toolkit to rural Yukon and emphasized that community engagement is crucial to creating and implementing a quality plan. The focus group discussed the value of Yukon Government's support and its role in promoting an awareness of recreation.

Similarities between research findings were more evident than differences. Perhaps this is a result of minimal research into community recreation planning in recent years (Leone, et al., 2015). However, planning incorporates common components and approaches regardless of where it takes place. Differences between research findings may be attributed to the rural and remote context which magnifies challenges such as capacity, access to resources, political support and community engagement. A well-designed recreation planning process, with some outside support, offers an opportunity to reduce these barriers.

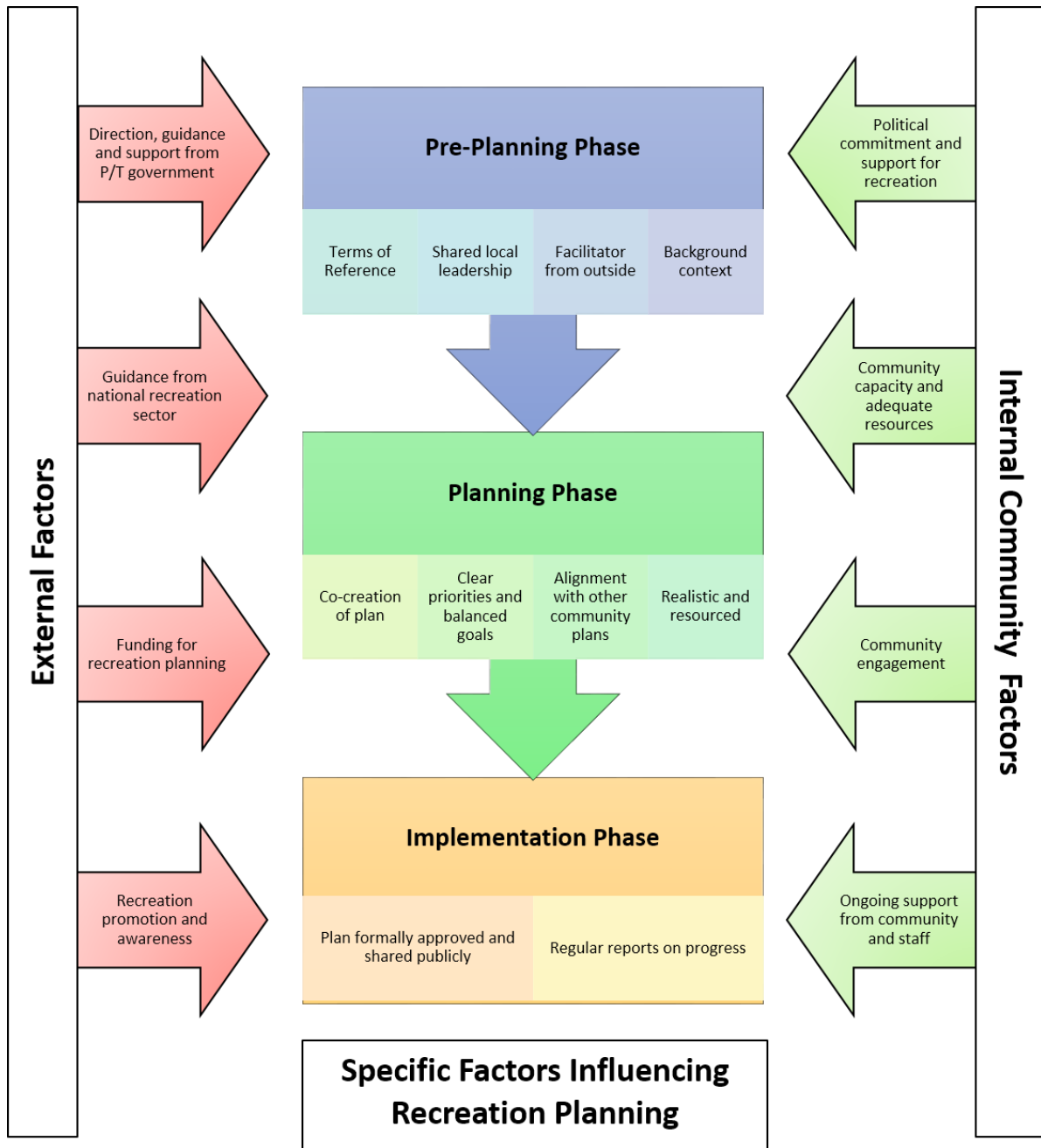


Figure 11: The factors found to influence recreation planning and implementation

An integrated analysis of research findings found three categories of factors that influence recreation planning and development (see Figure 11, p. 29).

1. *External Factors:* The second set of external factors have an impact on Yukon's sport and recreation system broadly, influence recreation development and delivery, and are outside a community's locus of control.
2. *Internal Factors:* The third set are situated within the community. Internal factors require shifts at the community level facilitated by outside support to impact recreation.
3. *Specific Factors:* The degree to which each specific factor occurs within the pre-planning, planning or implementation phase impacts overall planning outcomes. Factors impacting pre-planning and planning phases were identified by all findings while factors impacting the implementation phase were found in the literature review.

Section 7 discusses the research findings and explores how these specific, external and internal factors informed development of the Yukon Community Recreation Planning Toolkit and the options identified for its implementation.

7.2 Application of Findings: The Toolkit

The project's goal was to provide guidance for rural recreation planning. However, recreation planning literature is limited (Leone, et al., 2015) and there is no 'best practice' model for recreation planning (Gebhardt, 2010). Thus, it is not surprising that, in the absence of direction from a higher level of government "toward plan development and content" (Gebhardt & Eagles, 2014, p. 321), community recreation planning is ineffective or non-existent. Moreover, models used in southern Canada or urban settings are often not relevant to remote, Northern communities (Delorme, 2000). Thus, a simple process and useful tools to facilitate recreation planning in rural Yukon communities were required.

Findings from the literature review and interviews contributed to the development of the Yukon Community Recreation Planning Toolkit (Annex A). Specific factors (Figure 11, p. 29) led to the design of a five-step planning process. Internal factors prompted a community-based approach that is evident in the tools and templates accompanying each step. External factors were set aside to be addressed through strategic implementation of the Toolkit.

The five-step planning process is shown in Figure 12 (p. 31) and described in more detail in the Toolkit (Annex A, p. 5). Research findings and the specific factors that correspond to the pre-planning, planning and implementation phases (Figure 11, p. 29), contributed to the development of the activities and tools proposed for each step.

As the literature review and interview findings confirmed the importance of pre-planning, steps one and two, Collect and Connect, are about preparing to plan. Step one involves organizing people and resources and identifying the activities that will be part of the planning process. The Toolkit recommends a terms of reference (Gebhardt, 2010) to clarify authority, leadership, roles and responsibilities and developing shared leadership through a representative planning committee and an outside facilitator (Gebhardt & Eagles, 2014). Step 2 activities encourage

learning about the current recreation context from existing sources (Leone, 2009) and gathering background information where gaps exist.



Figure 12: The Yukon Community Recreation Planning Toolkit’s five-step planning process

Steps 3 and 4, Collaborate and Create, emphasize community engagement as a means of motivating and mobilizing the community to participate in the planning process (Barnes et al. 1997; Leone, 2009; Tamarack, 2002). Research findings confirmed that community relationships enable a participatory approach and the co-creation of a quality recreation plan. As community engagement can slow a planning process (Gebhardt, 2010), a longer timeframe for Step 3 is recommended (Annex A, p. 6). Step 4 presents tools to create a realistic plan (Gebhardt & Eagles, 2014) aligned with other community plans. The Toolkit proposes a plan must present balanced goals and meet a broad spectrum of clearly identified community priorities. Step 4 concludes with formal approval and a public celebration of the recreation plan.

Literature indicates that implementation is a natural and necessary extension of a recreation planning process (Leone, et al., 2015). Step five, Coordinate, briefly introduces implementation planning and recommends evaluation, monitoring and regular reporting on progress.

The Toolkit strengthens internal community factors (Figure 11, p. 29) that impact recreation delivery. Focus group findings demonstrate its potential to enhance community capacity. Its techniques and tools are relevant, appropriate, written in plain language and easy to use. A shared leadership model, where a consultant or outside facilitator (Leone, 2009) works with a local committee, builds local knowledge and skill. The Toolkit raises awareness of recreation by introducing national recreation priorities, the Benefits of Recreation and Yukon’s sport and recreation system. Lastly, by promoting alignment of recreation plans with official community plans, the Toolkit fosters political support of recreation.

In conclusion, the Toolkit addresses the research findings by including a process and activities that establish or strengthen the specific and internal factors influencing recreation planning. Its potential impact will depend on the level to which it is promoted and distributed, and on the extent to which Yukon communities can access additional support and resources for planning. The next section explores strategies that directly and indirectly encourage the use of the Toolkit and strengthen recreation planning practices.

7.3 Application of Findings: Supporting Recreation Planning

Territorial governments recognize that the absence of long-term community recreation planning is a barrier to the effective delivery of recreation (Kowalski, et al., 2012) and that rural communities encounter challenges planning for recreation. To respond to the need for territorial direction for recreation planning (Leone, 2009), Sport and Recreation Branch developed the Yukon Community Recreation Planning Toolkit (Annex A). The next step, its implementation, is an opportunity to raise awareness of the benefits of recreation, encourage alignment with territorial and national priorities, strengthen local capacity for recreation, improve the effective and efficient use of public funds and increase the number of rural communities with a recreation plan.

Several challenges, time, funds, expertise and local support, are anticipated to impact the Toolkit's implementation. Staff are busy and may not have time to promote the Toolkit or educate communities about the planning process. Staff may lack confidence or knowledge necessary to assist a community planning effort. Financial resources may limit the number of communities who can afford to create a plan as communities receive funding for recreation delivery, not recreation planning. Lastly, a limited understanding of recreation and its benefits contributes to poor local support for recreation planning.

An analysis of the integrated findings identified four external factors (Figure 11, p. 29) that directly and indirectly impact recreation planning practices. Two of these factors, government guidelines and financial assistance, exert a direct influence. The other two, promoting recreation awareness and understanding territorial and national recreation priorities, impact the broader system. In its role, Sport and Recreation Branch can shape these external factors in a way that benefits recreation planning and development. This section explains in greater detail the research findings that substantiate these external factors and concludes by noting their implications for the Toolkit's implementation.

Direct Support for Recreation Planning

Primary and secondary research findings identified the need for "policy or guidelines directing the preparation and content of plans" (Leone, 2009, p. 25). Interview and focus group findings confirmed that barriers include limited skill and knowledge of recreation planning and limited resources to contract expertise. Appropriate implementation of the Toolkit as a resource for recreation planning requires guidelines for its use and resources to support planning.

A case study substantiates the potential for the territorial government to influence community recreation planning. Gebhardt and Eagles (2014) describe how government guidelines and grants increased the practice of recreation planning in municipalities of varying sizes. These authors found that when government direction and financial assistance declined, so did the number of small communities with a recreation plan.

Focus group findings reiterated the need for this level of government support. The Toolkit is a resource to guide a planning initiative, but funding or assistance to contract an expert

facilitator are also required. This support is particularly important for Yukon's unincorporated communities that have limited capacity and resources.

Indirect Support for Recreation Planning

Research findings indicate planning will be more successful in an environment where recreation is recognized for its contribution to individual health and community wellbeing. Political and public support for recreation development and delivery evolves from attitudes, beliefs and values about the benefits of recreation. Without adequate support, it can be futile to initiate a planning process. Although not evident in the literature, primary research findings identified awareness and education as an indirect, external factor impacting recreation development in Yukon's rural and remote communities.

From the client's perspective, fostering recreation awareness presents an opportunity to ensure territorial and national priorities related to recreation are considered in community recreation plans. The literature review suggests a future trend in recreation planning whereby local plans will demonstrate their alignment with the vision and goals of *A Framework for Recreation in Canada 2015*.

Promotion and awareness indirectly support recreation planning while the Toolkit, a grant or a consultant are direct strategies. Recreation awareness fosters political and community support and creates an environment where recreation planning will be successful.

Implications for the Toolkit's Implementation

This discussion presents four factors for the client's consideration. When considering options for implementation presented in Section 8, the most relevant implications are:

- Government direction or guidelines for the scope and content of recreation planning can increase the number of communities with a recreation plan.
- A recreation planning grant can increase the number of communities with a recreation plan. A grant may have a greater impact on the practice of recreation planning in unincorporated communities.

Government guidelines and financial assistance are two factors that will directly impact implementation of the Toolkit and recreation planning practices in rural Yukon.

7.4 Expanded Analytic Framework

The expanded analytic framework (Figure 13, p. 34) incorporates the external, internal and specific factors found to impact recreation planning practices in rural and remote communities. Specific and internal factors informed the Toolkit's community development approach and design of the five-step planning process. Of the four external factors, two directly influence recreation planning practices and have implications for this project.

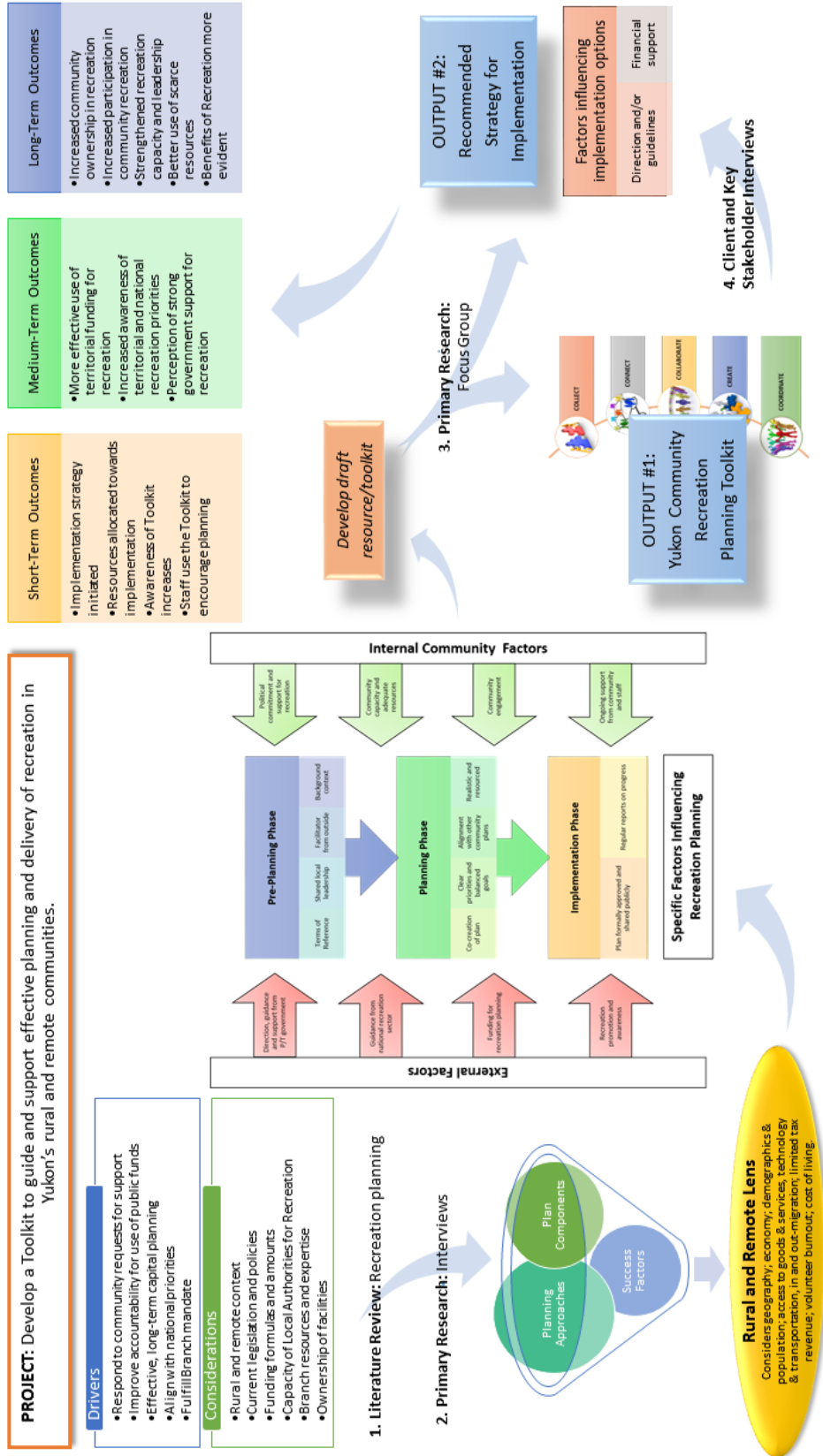


Figure 13: Expanded analytic framework

8. IMPLEMENTATION OPTIONS AND RECOMMENDATION

The client was motivated to develop and implement a resource to guide and support effective recreation planning in Yukon's rural and remote communities. To support effective recreation planning, the resource (Annex A) now requires implementation.

Section 8 presents four options for implementation.

1. Provide the Toolkit as a guide for community recreation planning.
2. Recommend authorities create a recreation plan using the Toolkit.
3. Recommend authorities create a recreation plan. Provide the Toolkit and funding.
4. Mandate authorities to maintain a recreation plan. Provide the Toolkit and funding.

Each option is described and then assessed based on anticipated time, expertise and financial commitments required from Sport and Recreation Branch, the demand on community resources, and the potential impact on recreation planning practices. A recommended strategy concludes this section.

8.1 The Options

Implementation options arose from the external factors identified through research. To varying degrees, all options directly influence recreation planning practices and are considered feasible. Table 2 (p. 36) describes seven actions for implementation that are feasible given the client's current capacity and resources.

As shown in Table 2, each option combines two or more tasks. From one to the next, the level of guidance and assistance increases incrementally. All options include broad distribution of the Toolkit and an introduction to its planning approach. In Section 8.2, Table 3 (p. 38) provides an assessment of each option using capacity and resource demands and potential impact as criteria.

Option 1: Provide the Toolkit as a guide for community recreation planning

This option distributes the Toolkit to a broad target group of local authorities for recreation, recreation boards, recreation directors, Chief Administrative Officers, First Nation governments, YG Community Affairs and Association of Yukon Communities (AYC). A brief presentation introduces the resource and provides an overview of the five-step planning process.

This option requires staff explain the Toolkit's content and community development approach. Orientation to the Toolkit by its author and a PowerPoint presentation or page of speaking notes would ensure consistent presentations.

Resource requirements are minimal. Regular work duties can absorb the staff time needed to distribute and introduce the Toolkit. Copies of the Toolkit must be printed. An electronic version is already available for download.

If a planning process is initiated, this option places a high demand on a community’s human and financial resources.

Option 1 suggests a low to moderate impact on recreation planning practices. As the Toolkit showcases Yukon Government’s commitment to recreation, interest in planning will grow. However, each community will determine its readiness, motivation, capacity, resources and political will for planning.

Table 2: Tasks associated with the four options for implementing the Toolkit

To implement an option, Sport and Recreation Branch carries out the associated tasks.	Option #1	Option #2	Option #3	Option #4
<u>Distribute</u> the Toolkit in print and electronically to a broad target group.	■	■	■	■
<u>Introduce</u> authorities for recreation and municipalities to the Toolkit and its five-step planning process. Ensure these groups understand their role and the function of planning within Yukon’s sport and recreation system.	■	■	■	■
<u>Recommend</u> local authorities and municipalities receiving recreation funding under the <i>Municipal Act</i> or <i>Recreation Act</i> prepare and implement a recreation plan. Write this recommendation as a program guideline.		■	■	
<u>Advise</u> , upon request, how to use the Toolkit for planning. At an initial meeting, facilitate Step One activities: select a planning committee, identify the need for a consultant and determine a work plan and budget.		■	■	■
<u>Administer</u> a recreation planning grant (RPG) program. Develop criteria that favours unincorporated communities (i.e., covers a greater portion of the cost).			■	■
<u>Track</u> or monitor community recreation plans funded by an RPG. Share completed plans and planning tools (e.g., survey) on a website.			■	■
<u>Mandate</u> local authorities and municipalities receiving recreation funding under the <i>Municipal Act</i> or <i>Recreation Act</i> to prepare and implement a recreation plan. Monitor compliance as necessary.				■
<p>Implementation Options:</p> <ol style="list-style-type: none"> 1. Provide the Toolkit as a guide for community recreation planning. 2. Recommend authorities create a recreation plan using the Toolkit. 3. Recommend authorities create a recreation plan. Provide the Toolkit and funding. 4. Mandate authorities to maintain a recreation plan. Provide the Toolkit and funding. 				

Option 2: Recommend authorities create a recreation plan using the Toolkit

Option 2 encourages recreation planning through the distribution of the Toolkit and a recommendation that local authorities and municipalities receiving recreation funding under the *Municipal Act* or *Recreation Act* prepare a recreation plan. This option assumes that a recreation plan demonstrates accountability and transparency. The recommendation must be carefully developed and worded to avoid the perception that it imposes unrealistic expectations.

Option 2 adds support for communities who choose to create a recreation plan. Communities request assistance for an initial meeting during which a facilitator demonstrates how to use the Toolkit by working through Step One activities.

A moderate amount of staff time is needed to distribute, introduce and provide assistance. Staff will work through internal channels to ensure the recommendation is appropriate. It will take time to incorporate the written recommendation into program guidelines. Option 2 requires a high level of staff expertise. Staff must be familiar with the Toolkit and the planning process. Staff may need facilitation skills for an initial meeting, if requested.

Resource requirements are moderate. Travel and consulting time may need to be added to the requirements outlined in Option 1. This option places a high demand on a community's human and financial resources when a planning process is initiated.

The potential impact of Option 2 is low to moderate. Despite written guidelines recommending a recreation plan and initial assistance to start planning, there is no requirement to create a plan nor is there financial assistance for planning.

Option 3: Recommend authorities create a recreation plan. Provide the Toolkit and funding.

Option 3 adds financial assistance to Option 2. Distribution and introduction to the Toolkit, implementation of guidelines recommending recreation planning, and initial planning assistance are part of this option. A recreation planning grant (RPG) program supports the recommendation for communities to create a recreation plan. Municipalities and local authorities apply for funds to cover a portion of the cost. Ideally, guidelines require matching funds from municipalities, but offset up to 100% of the cost for unincorporated communities.

This option requires a moderate to high commitment of staff time. Staff distribute and provide information about the Toolkit; develop and implement guidelines that recommend a recreation plan; develop, promote and administer the RPG program; and maintain a list of recreation planning consultants. When a community receives an RPG, facilitation of the first meeting could be delegated to a consultant. Time demands may decrease when guidelines and the grant program are in place. However, staff review applications, prepare funding agreements and monitor results. Staff track, collect and share completed recreation plans and planning tools.

Option 3 requires a significant financial commitment. The annual funding amount must be determined and allocated in the budget. Lastly, other government departments (e.g., finance) may be involved in the administration of the RPG.

Option 3 places a moderate demand on a community’s human and financial resources as the grant helps to offset the cost of planning.

The potential impact of Option 3 is moderate. Funding to support recreation planning may motivate a community with adequate capacity and human resources. However, with limited community capacity, even preparing a grant application can pose a barrier.

Option 4: Mandate authorities to maintain a recreation plan. Provide the Toolkit and funding.

As shown in Table 2 (p. 36), Option 4 is similar to Option 3 with one exception. Instead of recommending a recreation plan, the guideline mandates local authorities for recreation and municipalities to create a recreation plan and maintain it on file. (Such a mandate could be incorporated as a criteria for receiving recreation funds under the *Municipal Act or Recreation Act*.) Option 4 involves similar actions to Option 3 with consideration to the additional time needed for internal approval before its implementation and for monitoring and evaluation.

Demands on staff time, expertise and resources are assessed at the same levels as Option 3.

The potential impact of option 4 is moderate to high. Mandating recreation planning and providing financial assistance may be strong motivators. Although the number of rural communities with a recreation plan may increase, there will be some lacking readiness or capacity for planning.

8.2 Comparing the Options

Table 3 (below) presents and compares four implementation options based on an assessment of demands for staff time and expertise, resource requirements, and anticipated impact on rural recreation planning.

Table 3: An assessment of four options for implementing the Toolkit based on five criteria

Criteria	Option #1	Option #2	Option #3	Option #4
Time commitment required from the Branch	Minimal	Moderate	Moderate to High	Moderate to High
Planning expertise Branch staff need	Minimal	High	Moderate	Moderate
Financial commitment required from the Branch	Minimal	Moderate	High	High
Demand on local resources when planning	High	High	Moderate	Moderate
Projected influence of option on recreation planning practices	Low to Moderate	Low to Moderate	Moderate	Moderate to High

Option 1 requires a minimal investment and fits the client's present level of capacity and resources. The potential impact on recreation planning practices is low to moderate. Option 2 requires a moderate investment. Although municipalities may have capacity and resources to create a plan, unincorporated communities will not. Without financial support for planning, the potential impact of this option is low to moderate. Option 3 requires a significant investment from Yukon Government. With the provision of financial assistance for planning, communities will feel supported. As a result, the potential impact of Option 3 is moderate. Option 4 also requires a significant investment from Yukon Government. The mandate to develop a plan accompanied by financial assistance may lead to an increase in the number of communities with a recreation plan. However, Option 4 could prompt negative perceptions and be detrimental to the supportive role envisioned by the client. Therefore, the potential impact of Option 4 is moderate to high.

All options present strategies to implement the Toolkit and encourage recreation planning. There is a fine balance between the level of community capacity and the amount of outside support needed to build it. Regardless of which option is implemented, some communities will never have the readiness or ability to engage in a community-driven, planning process.

8.3 Recommendation

Based on a comparison of the four implementation options and the client's current level of capacity and resources, this report recommends the client implement Option 1 and explore the feasibility of Option 3.

Option 1 will support and encourage recreation planning throughout Yukon. Broad distribution of the Toolkit will generate interest in recreation and allows time for communities to become familiar with recreation planning concepts. It provides time for staff to develop their knowledge of the resource and planning process. There is time to use and evaluate the Toolkit before investing more resources into another option.

This report also recommends the client investigate the feasibility of Option 3. Time, capacity and financial requirements, as well as the potential impact of Option 3 on communities and relationships with the Branch, will be explored. To better understand the potential impact of Option 3 on recreation planning practices, the report recommends the client pilot a grant program using Yukon Active Living Strategy implementation funding. During the 2017-18 fiscal year, one local authority for recreation and one municipality will receive a grant to create a recreation plan. The client may choose to extend the pilot for another year. Evaluation of the pilot will determine whether or not a greater investment and implementation of Option 3 will produce better results.

8.4 Implementation Plan

Section 8 concludes with an implementation plan outlining the actions necessary to implement Option 1 and explore the feasibility of Option 3. Designed for the client, the implementation plan presents a timeframe to accommodate the fiscal year and considers current resources.

Table 4 below presents the implementation plan. In April 2016, Sport and Recreation Branch staff will be oriented to community recreation planning concepts and the Toolkit's five-step process. Distribution and promotion of the Toolkit will be ongoing and begin in May 2016. A two-year timeframe to explore the feasibility of Option 3 is proposed to begin September 2016.

Table 4: Plan to implement the recommended strategy

1. Preparation	Timeline:
Prepare copies of the printed Toolkit which is available electronically.	April 2016
Print the National Recreation Framework's one-page overview to distribute with the Toolkit.	April 2016
Review by Branch staff of background research (report sections 2, 4, 5, 6 and 7).	April - May 2016
Orient Branch staff to the Toolkit, its community development approach and the five-step planning process.	April - May 2016
Prepare a PowerPoint presentation or speaking notes to ensure consistent presentations of the Toolkit.	May 2016
Compile and maintain a list of qualified, recreation consultants.	April - June 2016
2. Distribute and Promote the Toolkit	
Prepare an email introducing the Toolkit and distribute it to municipalities and local authorities for recreation.	May 2016 and then annually
Identify opportunities to present the Toolkit (e.g. AYC's annual meeting, RPAY's annual conference, Community Affairs) and do so.	Ongoing
Build awareness of recreation planning and territorial and national priorities during visits to unincorporated communities.	Ongoing
3. Explore Feasibility of Option 3	
Assign responsibility for investigating Option 3.	September 2016
Assess the costs associated with creating a community recreation plan.	October 2016 – January 2017
Identify the components of a grant program considering staff time and capacity, budget, etc.	October 2016 – January 2017
Pilot a grant program with one municipality and one local authority (year 1).	April 2017 – March 2018
Determine whether a second year of the pilot is feasible.	February 2018
Pilot the grant program for a second year (if desired).	April 2018 – March 2019
Evaluate the pilot program.	April 2017 – March 2018
Complete the feasibility assessment of Option 3.	April – May 2018
Decide whether to maintain Option 1 or implement Option 3.	June 2018

9.0 CONCLUSION

Government of Yukon Sport and Recreation Branch recognizes that effective community recreation planning strengthens communities, addresses local challenges and issues, increases access to relevant recreation facilities, programs and services, and uses scarce resources more wisely (Leone, 2009). The purpose of this project was to develop and implement a resource to guide and support effective recreation planning and delivery in rural Yukon. The project sought to identify recreation planning theories and concepts appropriate to small, Northern communities and to identify how the client could encourage recreation planning with limited time and resources. Findings from a literature review, interviews and focus group were analyzed through a rural and remote lens to ensure the Toolkit and strategies for its implementation were relevant.

Three main themes emerged from the research.

1. Context influences recreation planning. Outside support to build internal capacity and obtain resources is necessary for successful recreation development.
2. Effective recreation planning requires community engagement to inspire participation in recreation delivery and foster individual, community and environmental wellbeing.
3. There is no “best practice” for creating a recreation plan. However, it is good practice to incorporate pre-planning, planning and implementation activities.

These findings confirmed the Toolkit’s relevance for rural Yukon. The Yukon Community Recreation Planning Toolkit, attached as Annex A and available in print and electronically, presents a community-based, five-step process, activities and tools for recreation planning.

Recommendations for further action will ensure the Toolkit is used and influences rural recreation planning practices as intended. Four incremental options for the Toolkit’s implementation were presented. Initially, it is recommended that the Toolkit be distributed and its concepts introduced to a broad target group. Over time, a greater investment into implementation may be warranted and could result in more communities with recreation plans. A recreation planning grant program and/or guidelines that recommend or mandate a community recreation plan may produce this impact.

The Toolkit will be a welcome resource for rural and remote communities across the country. In Canada, documentation to guide recreation planning practices is lacking (Gebhardt, 2010). There is no evidence of ‘best practices’ for recreation planning and little direction for communities or consultants (Leone et al., 2015). The sector stated that building capacity for recreation in rural and remote communities is a priority (ISRC & CPRA, 2015). With its February 2016 launch of the Toolkit, Yukon Government demonstrated its commitment to “upper-level guidance and assistance” (Gebhardt & Eagles, 2014, p. 341) and to building community capacity for sustainable and meaningful recreation development.

Implementation of the Toolkit presents an opportunity to explore how inclusive and relevant recreation benefits rural, remote and Northern communities. There is a need for more research into rurality and its influence on recreation experiences (Edwards & Matarrita-Cascante, 2011).

The Toolkit can engage communities in conversations about recreation. These conversations can further illuminate the support necessary to ensure recreation development continues to be a priority and “an investment in the quality of life for every individual and for vibrant, healthy and sustainable...communities” (Yukon Government, 2012, p. 19).

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APPENDIX A: INTERVIEW QUESTIONS

Interview Questions

Community Engagement and Recreation Planning Toolkit

1. Please explain to me, your role as [insert role] with [insert organization].
2. Please explain to me your involvement and leadership role with regards to recreation in your community.
3. From your perspective, what is the purpose of a community recreation plan?
4. What challenges do you encounter when you try to engage community members in recreation planning and development?
 - Challenges within your organization?
 - Challenges in the community?
5. From your perspective, what are the essential elements of:
 - Engaging a community?
 - Community recreation planning?
6. With regards to community engagement and recreation planning...
 - What does your community do well?
 - What could your community do better?
7. Who might use this toolkit in your community?
8. What types of tools and resources will be most useful to include?
9. Are there any other observations you would like to make, or you think I should take into account within the scope of this project?

APPENDIX B: FOCUS GROUP GUIDE

FOCUS GROUP: Interview Guide for October 1, 2014 at 11:30 AM

NOTE: During the focus group, recreation directors will be invited to test the toolkit's sample tools and guide, and then provide feedback by responding to open-ended questions. Questions will be finalized when the draft toolkit is prepared for presentation to this group.

[Researcher] Thank you for taking the time to help review, test and provide feedback on the tools and resources found in the draft Yukon Toolkit for Community-Based Recreation Engagement and Planning.

Testing the tools will involve several small group activities and discussion. Once we have had a chance to consider their merit and how the toolkit might be improved, I will engage the larger group in the discussion through open-ended questions.

As we have already discussed the purpose of the project and the how your insight will contribute to the development of the Toolkit, I would like to remind you that your participation is voluntary and that you gave your free and informed consent when you signed the Participant Consent Form. We have also reviewed our guidelines for groups.

Do you have any questions or concerns before we begin? We will take a break at approximately [time].

1. As a means of introduction, could each of you please explain to me, your role as [insert role] with [insert organization]?
2. From your perspective [confirm which perspective if interviewee fulfills more than one role], what is the purpose of a community recreation plan?
3. What challenges do you encounter when you try to engage community members in recreation?
 - Internal?
 - External?
4. From your perspective, what are the essential elements of:
 - Engaging a community
 - Community recreation planning?
5. With regards to community engagement and recreation planning...
 - What does your community do well?
 - What could your community do better?
6. To what extent do the proposed steps of recreation planning match or suit your community's capacity?
7. Who will use this toolkit in your community?
8. What sample tools will be most useful to engage the community in recreation conversations and planning? What tools are missing from the toolkit and need to be included?
9. Are there any other observations you would like to make or think I should take into account within the scope of this research project?

ANNEX A: YUKON COMMUNITY RECREATION PLANNING TOOLKIT

Available electronically at:

http://www.community.gov.yk.ca/pdf/Recreation_Planning_Toolkit.pdf

YUKON COMMUNITY RECREATION PLANNING TOOLKIT



SUPPORTING RURAL YUKON COMMUNITIES





YUKON COMMUNITY RECREATION PLANNING TOOLKIT

**SUPPORTING OUR
RURAL COMMUNITIES**

This toolkit was designed to help rural Yukon communities identify local recreation priorities and create a community recreation plan. A five-step process as well as sample templates and tools make it easy to use and adaptable to the unique context of each rural community.



January 2016

Development of the Yukon Community Recreation Planning Toolkit was made possible through the Yukon Active Living Strategy with funding from Yukon Government Sport and Recreation Branch and in partnership with the Recreation and Parks Association of the Yukon.



For more information on the Yukon Community Recreation Planning Toolkit, please contact:

Yukon Government Sport and Recreation Branch
Tel: (867) 667-5254 or 1-800-661-0408 extension 5254
Email: sportrec@gov.yk.ca

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This five-step, community-driven process will assist Yukon's smaller communities to develop community recreation plans.



INTRODUCTION

This toolkit can assist Yukon's smaller, rural communities to create their community-based recreation plans. A community recreation plan identifies how to allocate resources for recreation services, programs and infrastructure. A plan prioritizes actions based on the current state of recreation and a practical vision for the future. A good recreation plan connects to local government plans, reflects community values and interests, and considers the resources available. A community recreation plan answers three questions:

1. **Where are we now?** (the current state)
2. **Where would we like to be?** (future opportunities)
3. **How are we going to get there?** (strategies, actions and resources)

In Yukon, responsibility for recreation rests with each community. Annual funding for recreation is allocated through the *Municipal Act* and the *Recreation Act*. Municipalities receive block funding, support and services for recreation from Government of Yukon Community Affairs Branch. In unincorporated communities, the **local authority for recreation** receives this funding, support and services for recreation from the Sport and Recreation Branch. Depending on the community, the local authority for recreation may be an association or community club, or a First Nation government. A recreation plan provides an opportunity to demonstrate local ownership for recreation delivery and accountability to Yukon Government (YG) for funding received.

The Sport and Recreation Branch "supports the development and delivery of sport, recreation and active living programs" (Department of Community Services, 2013). Although communities are responsible for recreation, sound planning considers the broader context of territorial and national priorities. The Yukon Active Living Strategy (Government of Yukon, 2012) explains how community recreation addresses these priorities by increasing physical activity levels, curbing childhood obesity, providing activities during the after-school time period, etc. The Framework for Recreation in Canada describes national priorities related to active lifestyles, inclusive recreation, the importance of nature and supportive environments, and recreation capacity (Interprovincial Sport and Recreation Council & Canadian Parks and Recreation Association, 2015).

To encourage community-driven planning, this toolkit introduces the five-step planning process illustrated on the facing page. From beginning to end, the process involves 1) collecting the people and resources needed to plan, 2) connecting with the current community context, 3) collaborating with the community, 4) creating a vision and goals, and 5) coordinating the plan's implementation. This toolkit describes each of these steps, suggests activities, and offers tips and tools to guide communities in their recreation planning efforts. Communities will want to adapt these techniques and templates for their own unique needs.

Recreation is the experience that results from freely chosen participation in physical, social, intellectual, creative and spiritual pursuits that enhance individual and community wellbeing.

ISRC and CPRA, 2015

Pathways to Wellbeing - A Framework for Recreation in Canada was endorsed in February 2015 by Federal, Provincial and Territorial Ministers responsible for Sport, Physical Activity and Recreation.

As contributors to the Framework, Yukon Government Sport and Recreation Branch and the Recreation and Parks Association of the Yukon encourage communities to consider how some of these national priorities can be integrated into their local community recreation plans.

The Framework for Recreation in Canada can be accessed at www.lin.ca/national-recreation-framework.

KEY CONCEPTS

This toolkit is based on three, philosophical principles.

1. Recreation is an essential community service and contributes to personal, social, environmental and economic benefits that foster individual health and community well-being.
2. Effective recreation planning engages people from across the community, strengthens community connections and creates a shared vision that aspires to achieving benefits through recreation.
3. Recreation planning is a process that determines priorities, sets a course of action, and empowers residents to make decisions about, and be involved in delivering, the recreation experiences they most value.

The Benefits of Recreation

In Canada, we believe recreation is an essential community service that fosters personal, social, economic and environmental benefits, and improves our quality of life (Alberta Recreation and Parks Association [ARPA], 2010). According to Canada's national recreation framework, recreation is more than sport. It is the experience of individual and community well-being that results from choosing to participate in physical, creative, intellectual, spiritual and social pursuits (ISRC & CPRA, 2015).

Engaging and Planning with Community

Community recreation reflects the way a community works together. Although we find similar recreation facilities across the country (e.g., pools, trails, community halls and arenas), recreation experiences are diverse. Opportunities to participate in recreation are shaped by local residents, culture, geography, interests and resources.

How we plan for recreation is as important, and sometimes more so, than the activities delivered by the plan. When a community comes together to plan and support recreation, the benefits contribute to healthy, vibrant and sustainable communities. A benefits-based approach to recreation emphasizes the positive outcomes that are realized when people participate in recreation.

In the field of recreation, we tend to think of recreation planning as a process done by those responsible for funding and delivering recreation. We think of government's responsibility to collect and analyze information in order to make decisions about recreation infrastructure (e.g., facilities and open spaces) and recreation service delivery (e.g., staffing).

We know that Yukon municipalities and local authorities for recreation have a mandate and responsibility for community recreation and do need to plan appropriately and responsibly.

Community recreation planning is a process of learning and decision-making. To be relevant to the unique culture of each community, the process must engage the people who live there. Community recreation planning takes time because it is based on relationships, trust and honesty. It involves assessing a community's strengths and assets, making decisions about the future and determining a strategy of how to move forward.

Community conversations about recreation identify opportunities and strengthen participation in local recreation. Community conversations provide guidance for decision-making and the development of a recreation plan. A community-based approach is a process that gets the whole community involved rather than placing responsibility for recreation programs and services solely on the shoulders of local government or the authorities for recreation.

“Recreation planning is a people-oriented process that brings together information about the rational allocation of recreation and sport resources to meet the present and future requirements.”

Sport and Recreation Queensland, 2003

Community Recreation is a process by which communities identify their own recreation issues, interests and needs and are actively involved in developing outcomes and taking action in ways that support their well-being and celebrate their identity.

New Zealand Recreation Association, 2008

THE TOOLKIT

The Toolkit presents a five-step, community-driven process that can assist Yukon's smaller communities to develop a community recreation plan.



COLLECT Get organized. Form a team. Design the planning process.

- * Determine authority and accountability
- * Establish a planning team
- * Determine the purpose and scope of the recreation plan
- * Identify how to be inclusive and representative
- * Develop a work plan and a budget



CONNECT Learn about the community and the current state of recreation. Build awareness of the process.

- * Prepare a community profile
- * Review existing community plans
- * Inventory recreation facilities, programs and services
- * List community groups and associations
- * Identify opportunities for communicating with community



COLLABORATE Engage the community. Share dreams and ideas. Envision the future.

- * Communicate to be inclusive and strengthen relationships
- * Engage others using surveys, gatherings, meetings, etc.
- * Invite people to share their dreams and ideas
- * Envision the future of recreation in the community



CREATE Create a vision and goals. Identify values. Determine priorities and realistic strategies.

- * Review what was learned from engaging community
- * Identify values and principles to guide decisions
- * Write the vision
- * Develop several goals
- * Identify several objectives to achieve each goal



COORDINATE Identify the priority actions and available resources. Develop an implementation plan.

- * Identify viable options to implement the plan
- * Determine priority actions and available resources
- * Prepare an implementation plan

PLANNING TIMEFRAME

The Toolkit's planning process proposes a timeframe that considers the flow in Yukon's small and/or unincorporated communities. The following outline is a suggested timeframe for planning. It is possible to accomplish the process in less time. However, it may also take more time depending on who is involved and whether or not an outside facilitator is contracted.

Activity	Time	Sep	Oct	Nov	Dec	Jan	Feb	Mch	Apr	May	Jun
Step 1: Collect											
Meeting #1	2 hours										
Meeting #2	2.5 hours										
Step 2: Connect											
Meeting #2	0.5 hours										
Compile information about the current state of recreation	1 month										
Meeting #3	2 hours										
Step 3: Collaborate											
Meeting #3 – review activities	1 hours										
Prepare engagement activities	1 month										
Carry out community engagement activities (e.g., survey, meetings)	3 months										
Analyze and present information gathered from the community	1 month										
Meeting #4	2.5 hours										
Step 4: Create											
Meeting #4	0.5 hours										
Meeting #5 (may require two meetings)	6 hours										
Prepare draft plan and present to the community	1 month										
Finalize the recreation plan	1 week										
Step 5: Coordinate											
Meeting #6	6 hours										
Implement, Evaluate, Adjust											
Oversee implementation	Ongoing										
Strengthen capacity	Ongoing										
Evaluate	Ongoing										
Review progress annually	3 hours										



STEP 1: COLLECT

Tips and Tools for Step 1

Tool 1.1 Identify and Select a Planning Committee

Tool 1.2 Terms of Reference Template

Tool 1.3 Work Plan Template

Yukon Recreation Act - www.gov.yk.ca/legislation

Sport and Recreation System, Yukon Community Recreation Leaders Guide Module 2
www.yukonrecreationleadersguide.ca

A Framework for Recreation in Canada - www.lin.ca/national-recreation-framework

How to Choose a Consultant – Factsheet 98-053 from www.omafra.gov.on.ca

STEP 1 SUMMARY WORKSHEET

Use this worksheet to record ideas and decisions for Step 1.

Who is the local authority for recreation in your community?

What are the advantages and disadvantages of establishing an independent planning team? Will you establish a planning team? If so, who should be represented on the planning team?

How will you involve your recreation director?

What are the advantages and disadvantages of contracting an outside facilitator? Will you contract a consultant?

Complete Tool 1.1 Identifying and Selecting a Planning Committee

Complete Tool 1.2 Terms of Reference Template

Who will use the recreation plan? What for?

What are the main reasons for developing a plan? What will your plan need to address? What are the territorial and national priorities that you need to consider?

In order to be inclusive, who will need to be involved? How?

How much money is available for planning? What other resources do you need?

What are the key activities you want to accomplish for each step?

Collect:

Connect:

Collaborate:

Create:

Coordinate:

Considering your responses above, what is the total time needed to develop your community recreation plan?

Complete Tool 1.3 Work Plan Template

STEP 1: COLLECT

During the first step, get organized and ready to begin the planning process. Use the Step 1 Summary Worksheet on the facing page to collect your ideas, discussions and decisions.

As you work through this step:

- Determine who has authority and accountability for developing and implementing community recreation plans.
- Establish a team to lead the recreation planning process.
- Review *Pathways to Wellbeing - A Framework for Recreation in Canada*.
- Identify the purpose and scope of the proposed community recreation plan.
- Identify how to be inclusive and representative throughout the process.
- Develop a work plan and budget for the planning process.

Who needs to be represented during Step 1?

- Government and/or the authority for recreation (municipality or community club)
- A recreation advisory body (Recreation Board)
- A representative of local First Nations government
- A recreation director (if there is one)

You may want to ask Yukon Government (YG) Sport and Recreation Branch to help explain the sport and recreation system at your first meeting.

Approximately how long will Step 1 take?

- Meeting #1: Two hours
- Meeting #2: Three hours

Key Outcomes for Step 1

- Planning team
- Terms of Reference for the planning team
- Work plan and budget for the planning process

INFORMATION FOR STEP 1

Organize your planning approach at the first meeting. Invite representatives from the local authority or municipality, an advisory body, the local First Nation and recreation department (if there is one).

Authority

Determine under whose authority the recreation plan will be developed and implemented. Authority depends on whether your community is a municipality or is unincorporated with a local authority for recreation.

Authority for recreation rests with these local governments or organizations.

- Beaver Creek - Beaver Creek Community Club
- Burwash Landing - Kluane First Nation
- Carcross - Carcross Recreation Committee
- Carmacks - Village of Carmacks
- Dawson City - Town of Dawson
- Destruction Bay - Kluane Lake Athletic Association
- Faro - Town of Faro
- Haines Junction - Village of Haines Junction
- Keno City - Keno Community Club
- Mayo - Village of Mayo
- Marsh Lake - Marsh Lake Community Society
- Mount Lorne - Lorne Mountain Community Association
- Old Crow – Vuntut Gwitchin First Nation
- Pelly Crossing - Selkirk First Nation
- Ross River - Ross River Recreation Society
- Tagish - Tagish Community Association
- Teslin - Village of Teslin
- Upper Liard - Liard First Nation
- Watson Lake - Town of Watson Lake
- Whitehorse - City of Whitehorse

For more information about Yukon's recreation system and legislation, refer to Module 2 of the Yukon Community Recreation Leaders Guide (www.yukonrecreationleadersguide.ca) or contact YG Sport and Recreation Branch at 867-667-5254 or 1-800-661-0408 extension 5254.



Who has authority for recreation in your community? How will this influence the planning process?

Planning Team

In community planning, those with authority and accountability for recreation may be different to those tasked with leading the process. In small communities, a local association with authority for recreation, an internal working group appointed by elected officials, a committee representative of the community or a recreation board may be tasked with leading the planning process.



For your community, what are the advantages or disadvantages of establishing a representative planning team?

Small communities have dedicated volunteers. However, not all team members will have the skill or confidence to lead a community planning process. Sometimes community issues arise that make it difficult for community members to remain impartial and listen to all sides. Moreover, volunteer team members may not have the detailed knowledge of a recreation director.

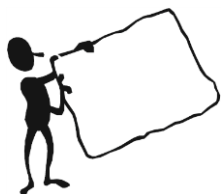
Consider who will be responsible for leading the planning process. Discuss the advantages and disadvantages of contracting outside help. Determine how the local recreation director or programmer will participate.



Decide:

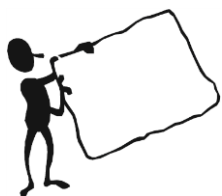
- | | | |
|--|------------------------------|-----------------------------|
| Will the recreation authority delegate responsibility of planning to a team? | <input type="checkbox"/> YES | <input type="checkbox"/> NO |
| If so, will individuals be appointed? | <input type="checkbox"/> YES | <input type="checkbox"/> NO |
| Will you accept expressions of interest to be a planning team member? | <input type="checkbox"/> YES | <input type="checkbox"/> NO |
| Will you contract an outside consultant? | <input type="checkbox"/> YES | <input type="checkbox"/> NO |
| Will you involve the local recreation director? | <input type="checkbox"/> YES | <input type="checkbox"/> NO |

When convening a planning team, make sure it represents your community. Include a cross-section of people bringing a balanced perspective to the committee. If your community is divided over a particular recreation topic (e.g., motorized versus non-motorized recreation), include people who can respectfully represent both sides of the discussion. Determine to what extent elected officials (Chief and Council, or Mayor and Councillors) and/or the local advisory committee will be involved in the committee and planning process.



Use Tool 1.1 Identifying and Selecting a Planning Committee to help you select your planning team.

Be concise and clear about the structure of the planning team, its purpose and the responsibilities assigned to its members. Provide direction to the team by developing a terms of reference.



Use Tool 1.2 Developing a Terms of Reference to provide direction to your planning team.

A second meeting will help you decide on the scope of your planning process and the activities required.

Plan-to-plan

Once you have a clear understanding of who has authority for recreation planning and who will lead the process, you can plan-to-plan. Determining the planning process requires an understanding of the intended purpose, the scope of the plan, the available timeframe and the budget.



Consider the reasons for developing a community recreation plan. Is it to?

- Engage more people in deciding about and participating in recreation? YES NO
- Provide direction for decision making about recreation infrastructure? YES NO
- Identify the current situation and future opportunities? YES NO
- Set goals and timeframes for achieving goals? YES NO
- Provide direction and resources for recreation programs and services? YES NO
- Or...?

What focus will your recreation plan have? Do you want a recreation plan that addresses community facilities, outdoor recreation or recreation for tourism? Or, do you want a plan that focuses more on recreation programming? Will your plan include a vision, goals and objectives? Or, do you require a more complex strategy for implementation?

Review ***Pathways to Wellbeing - A Framework for Recreation in Canada***. Consider how your plan will connect to national priorities for recreation.



Decide. What do you want to address through the recreation plan?

- Benefits of Recreation
 - Development of Volunteers
 - Recreation Facilities – Capital and Operational
 - Support for Special Events
 - Community Vision
 - Parks, Playgrounds and Trails
 - Recreation Programming and Services
 - Fee Collection Policies
- Or...?

Inclusive recreation strengthens the social fabric of a community. When local governments and community groups work together, and the planning process ensures fair representation, the results are a sense of community ownership for recreation delivery, and more effective and efficient use of resources.



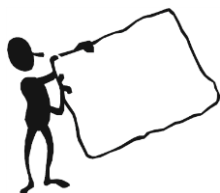
Who will use the plan and why?

- Citizens
- Recreation staff and board
- Municipal Council
- First Nations

Once the purpose and scope of your recreation plan is clear, start to collect your thoughts about how the planning process will take place. Browse through the Toolkit to get a sense of the activities involved in each step. Consider how each activity applies, or not, to your community. What actions will lead to a recreation plan that is created and endorsed by your community?

Be realistic about the length of time you need for recreation planning. Once you come up with a number of months, add half as many again to accommodate delays or interruptions. Consider seasonal influences on community participation in the planning process. Keep in mind that creating a community recreation plan will take up to a year as shown in the Planning Timeframe on page 6.

Capture the proposed actions and timeframes of the planning process in a work plan. Your work plan and the terms of reference provide guidance and direction to your planning efforts.



Use 1.3 Work Plan Template to design a work plan with timeframes for your community's planning process.

My Notes

Tips and Tools

Step 1: Collect



Tool 1.2 Terms of Reference Template

The planning team is established under the authority of:

Team reports to this Authority: Monthly () Bi-monthly () Quarterly ()

Budget allocated to Team:

Name of Team:

Date established:

For timeframe:

Team Composition:

Responsibilities:

Chair

Other Members

Outcome(s) and Deliverables:

What will be accomplished or produced?

Team Goal(s):

In broad terms, what will the team do?



STEP 2: CONNECT

Tips and Tools for Step 2

Community Profile – www.yukoncommunities.yk.ca and www.eco.gov.yk.ca/stats

Facility Inventory – www.community.gov.yk.ca/cd/rec_facilities.html

Active and Healthy Living Program Inventory – www.aicbr.ca

Tool 2.1 List of Community Groups and Associations Template

Tool 2.2 Recreation Programs and Services Template

Tool 2.3 Community Engagement Mapping

Tool 2.4 Top Tips for Inclusive Community Engagement

Tool 2.5 Communications Plan Template

STEP 2 SUMMARY WORKSHEET

Use this worksheet to capture ideas and plans for Step 2.

This step requires a lot of information gathering. Assign responsibility for this work and a deadline. Record information collected so it can easily be shared.

What needs to be done?

Who will do this?

By when?

Develop a one-page Community Profile.

Gather and review other community plans. Prepare a written summary that lists these and identifies how they connect to recreation.

Update your Community Recreation Facilities Inventory.

Compile and/or update your List of Community Groups and Associations (Tool 2.1).

Prepare and/or update your Recreation Programs and Services Inventory (Tool 2.2).

Review the information gathered. What are some of your community's strengths and assets? Prepare this information in a format that is easy to share with your community.

Design a simple communications plan (Tool 2.5).

Use Tool 2.3 and 2.4 to identify strategies to engage diverse groups and individuals in your community.

Ask: What does our community need to know about the planning process? What types of messages and media will promote interest?

What are different ways to share messages? What types of communication work well in our community?

Who will be responsible for communicating? Can we do this without extra help?

When will we start these activities? What time of year works best?

STEP 2: CONNECT

During this step, gather information to help you connect with your community. By the end of this step, you will clearly understand the current state of recreation. You will also have a plan to encourage people to become involved in the process. Use the Step 2 Summary Worksheet to collect your ideas, discussions and decisions.

As you work through this step:

- Prepare a community profile describing your community's characteristics.
- Gather and review your community's official plans and previous recreation plans.
- Review and update, or compile, your recreation facilities inventory.
- Develop, or update, your list of community groups and associations involved with recreation.
- Compile, or update, your recreation programs and services inventory.
- Identify strategies for communicating and engaging with community.

Who needs to be involved during this step?

- The planning team
- The recreation director or organization in charge of delivering recreation
- An outside facilitator (if you have decided to work with one)

Approximately how long will this step take?

- Meeting #2: Thirty minutes from the first meeting
- Information Gathering: One month
- Meeting #3: Three hours

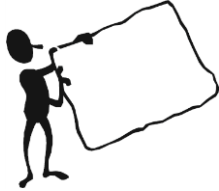
Key Outcomes for Step 2

- Community Profile
- Recreation Facilities Inventory
- List of Community Associations
- Recreation Programs and Services Inventory
- Communications Plan

INFORMATION FOR STEP 2

Step 2 involves gathering data and planning to communicate with your community. **Data** is the information you already have or information you need. Gathering data requires knowing where to get the information and how to collect it.

At the end of Meeting #2 (in Step 1), assign data gathering tasks to team members.



Use Step 2 Summary Worksheet to assign responsibility for the preparation of:

- ✓ A one-page community profile
- ✓ A review of official community plans and previous recreation plans
- ✓ A community recreation facilities inventory
- ✓ A current list of community groups and associations
- ✓ An inventory of recreation programs and services

Not everyone is comfortable gathering and summarizing information. If you need help, ask a local resident who is not on the planning team, an outside consultant, or use what is available on websites and then have the team update the information and fill in gaps.

Community Profile

A community profile includes demographic information about your community. At minimum, it should list the number of residents and the age distribution. You can include information such as the number of tax payers, income levels, education or ethnicity. Some community profiles describe social, economic and environmental characteristics.

Yukon Community Profiles (www.yukoncommunities.yk.ca) provide information about population, income, cost of living, quality of life, Yukon First Nations, community services, etc. Review this information and prepare a brief summary about your community to guide decisions about the delivery of recreation. Present the summary in a one-page format that can be shared with the community.



Decide what information is essential for recreation planning and needs to be included in your Community Profile.

- Number of residents
- Age distribution
- Income
- Ethnicity
- ?
- ?

Community Plans

Review the current plans that guide decision-making and allocation of resources in your community. Your Official Community Plan and Integrated Community Sustainability Plan provide insight into local government priorities. Look for how these plans connect to recreation. The plans may prioritize renovation of a recreation facility or programming for a specific population group (youth). The plan may be based on values and principles that are relevant to recreation (outdoor lifestyle). Previous recreation plans can provide historical information.

As you review each plan, prepare a brief summary that you can share with others.



Summarize the values and priorities related to recreation that you find in these plans.

- Official Community Plan (OCP)
- Integrated Community Sustainability Plan
- Community Recreation Plan
- Economic Development Plans

Community Recreation Facilities Inventory

A recreation facilities inventory lists your community's infrastructure (arena, pool, fitness room) as well as outdoor spaces (playgrounds, parks, trails). This information can help you understand the infrastructure available for recreation, whether or not new infrastructure or renovations are required, and how to make better use of existing facilities.

In 2009, and then again in 2016, YG Sport and Recreation Branch compiled an inventory and condition assessment of recreation facilities in Yukon's municipal and unincorporated communities. Download and update your community inventory from www.community.gov.yk.ca/cd/rec_facilities.html.

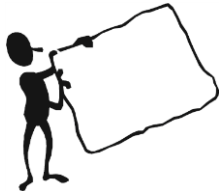


Consider the following questions as you update your community's facility inventory.

- Does the inventory list all indoor and outdoor community recreation facilities?
- Is there a map showing where facilities, playgrounds, parks and trails are located?
- Are any recreation facilities owned by a First Nation, school or other group?
- What is the current condition of the recreation facilities?
- Are maintenance and/or upgrades required? If so, what will this cost?
- On a scale of 1-10, how accessible are the facilities?
- On a scale of 1-10, how well used are the facilities?

List of Community Groups and Associations

You may already have a list of community groups and associations. Review and update this list using the template provided (Tool 2.1). Include organizations involved in recreation from the government, non-profit and private sectors. Include the group's name, contact information and a brief description of their mandate. You may want to identify groups that who need to be engaged in the planning process.

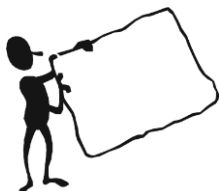


Complete Tool 2.1, a listing of community groups and associations.

Recreation Programs and Services Inventory

Use your list of community groups and associations to compile an inventory of your community's recreation programs and services. Capturing every program requires a lot of time. Instead, record programs that are constant and have been delivered regularly over the past few years or longer (e.g., carpet bowling, Yoga, an after-school program).

In 2014, the Arctic Institute of Community Based Research (AICBR) compiled an inventory of active living and healthy eating programs in Yukon. To view the inventory as an interactive, online map, go to AICBR's website (www.aicbr.ca) and click on the map icon. You can select program inventories from communities in Yukon and Northwest Territories.



Use Tool 2.2 Recreation Programs and Services Template to compile your inventory. Include who the program or service targets, when it is offered and the location where it is held.

Review your Information

At Meeting #3, review the information gathered. As a group, discuss what stands out as most important. What did you already know that is important to remember? What did you learn that you didn't know before?

As a planning team, take time to identify and summarize your community's recreation assets and strengths. These strengths are a good starting point for positive conversations and will engage the community. If residents know about the recreation opportunities and facilities available, and recognize the benefits these provide, it can help to minimize negative talk.

Communications Strategy

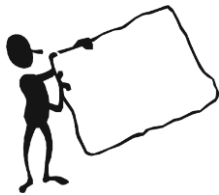
During Meeting #3, apply what you have been learned and develop a communications plan. This plan should not be complicated, but when written, it will be easier to understand how you will:

- ✓ Involve local residents in the recreation planning process.
- ✓ Encourage residents to participate in discussions where they can share ideas and help to identify recreation priorities.
- ✓ Inspire residents to help implement the community recreation plan.

Use Tool 2.3 to map groups in your community and to identify those with whom you will communicate. Then, respond to the Step 2 Summary Worksheet questions. As a group, ask:

- What does our community need to know about the planning process?
- What types of messages and media will promote interest?
- What are different ways to get the message out?
- What types of communication work well in our community?
- Who will be responsible for communicating?
- Can we do this without extra help?
- When will we start these activities?
- What time of year works best?

Apply the Orton Family Foundation's Top Tips for Inclusive Community Engagement (Tool 2.4).



Summarize your discussion.
Create your communications plan using Tool 2.5's template.
Identify your communications goal, key messages and target audience(s).
Identify a few activities, the medium, timing, cost and the person responsible.

My Notes

Tips and Tools

Step 2: Connect



Tool 2.1 List of Community Groups and Associations Template

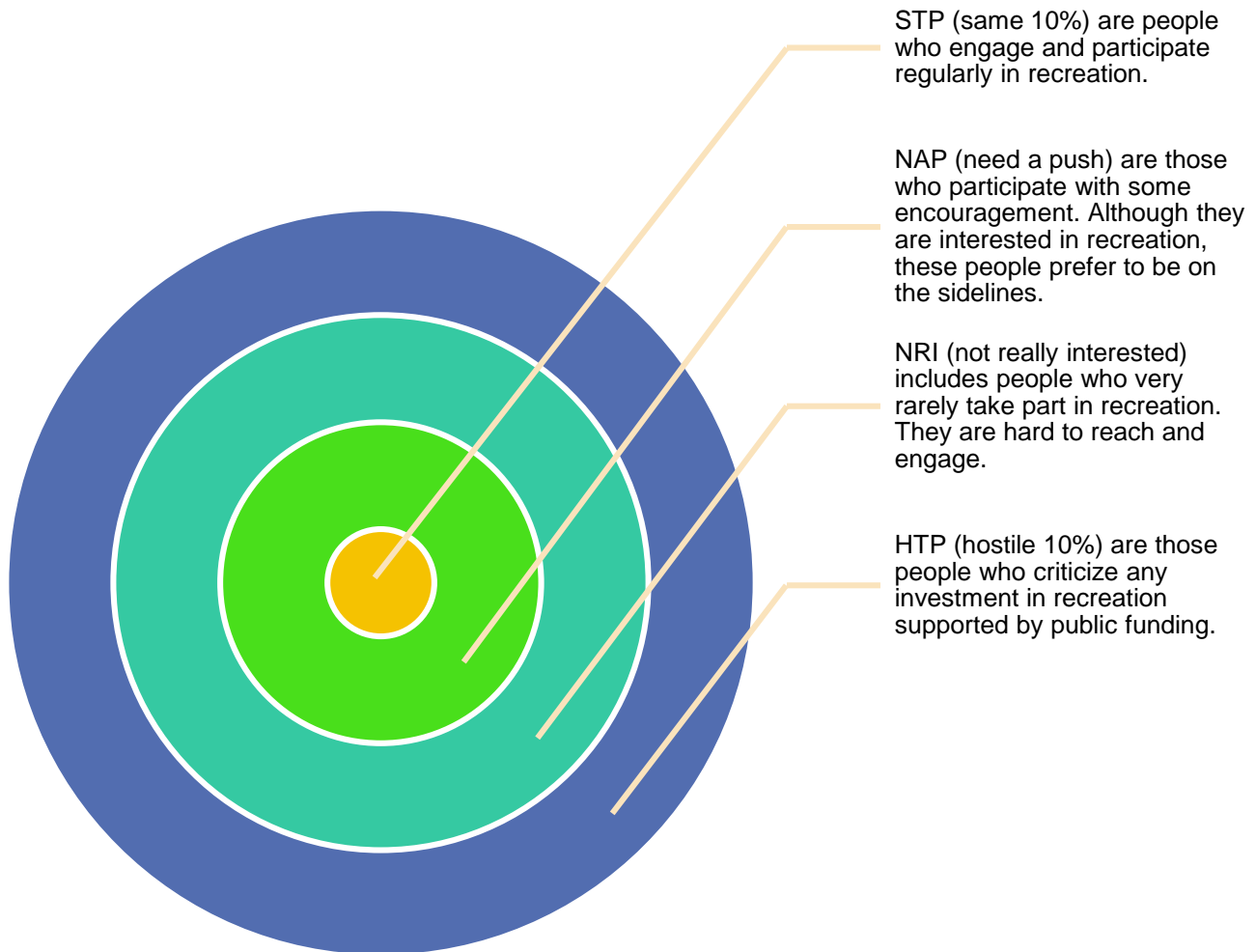
Name of group or association	Mandate	Contact	Participated in planning Y/N	If not, why not?

Tool 2.2 Recreation Programs and Services Template

Who offers the program or service?	What is the name?	Who does it target?	When is it offered?	Where is it held?

Tool 2.3 Community Engagement Mapping

- Copy this diagram onto a flipchart. With sticky notes, “map” community groups and individuals.
 - Sticky notes placed in the centre represent 10% of your community. These are groups of people who already participate and volunteer.
 - The next two circles represents 50-80% of your community. These groups and people sometimes participate in recreation and rarely volunteer.
 - The outer edge represents the remaining 10%. These people and groups generally tend to be critical of any investment in recreation.
- When the team believes the map represents your community’s participation in recreation, identify strategies for each grouping that may encourage interest and involvement in the recreation planning process.



Adapted from the Orton Family Foundation (2015)

Tool 2.4 Top Tips for Inclusive Community Engagement **Heart&Soul**

- #1 There is no such thing as the “general public”.**
Know who your community is (demographics, stakeholders, networks) and how they get their information – this knowledge is the foundation for how you will design community engagement activities and communicate about your project.
- #2 Keep your “promise” to community members.**
Be clear about how resident input will be used and show how that information shaped project results.
- #3 Go to the people.**
Change up how you gather community input. Go to where people hang out whether it is a physical gathering space like a coffee shop or community center or an online space.
- #4 Spread the word.**
Create a communications strategy that includes project branding, messaging and tactics for talking about your project effectively.
- #5 Ask for people’s personal stories.**
Encourage people to express their experiences and opinions in their own words. Don’t expect them to understand planners or technical jargon.
- #6 Understand local power dynamics.**
Design project activities in a way that provides dignity to everyone and where people feel safe talking about their concerns.
- #7 Engage around interests.**
Sometimes you have to participate in community issues that matter to others before making a connection to your own project.
- #8 Think about the details.**
When you hold a community event, determine how to make it more inclusive (e.g., time, location, child care, transportation, food, translators, facilitators, etc.).
- #9 Use technology...if it’s a fit.**
There are many great high tech *and* low tech ways to engage people so pick strategies that are a fit with who you are trying to reach.
- #10 Make it fun!**
When you bring people together for a discussion, consider making it a social opportunity too.

Adapted from Rosenbluth (2014)

FOR MORE INFORMATION
Visit www.orton.org



ORTON FAMILY
FOUNDATION

Tool 2.5 Communications Plan Template

Goal:

Key Messages:

Target Group/Audience(s):

Activity:	Media:	Timing:	Responsibility:	Cost:
<i>Create a newsletter about the recreation planning process</i>	<i>Written and distributed through schools and the grocery store</i>	<i>End of September</i>	<i>Joe</i>	<i>photocopying</i>



STEP 3: COLLABORATE

Tips and Tools for Step 3

Sample Yukon Community Recreation Survey – www.rpay.ca/pdf22

Tool 3.1 Conversation Starters

Tool 3.2 Community Surveys

Tool 3.3 Recreation Art Gallery Evening (Photovoice)

Tool 3.4 Community Wall of Fame (Our Stories)

Tool 3.5 What We Value (Benefits of Recreation)

Tool 3.6 Community Coffee House (World Café)

STEP 3 SUMMARY WORKSHEET

Use this worksheet to gather ideas and implement activities for Step 3.

What is the purpose that was identified in Step 1 for your recreation plan?

List broad topics that need to be explored (e.g., youth participation, facilities, accessible and affordable recreation, etc.).

In Meeting #3, review the work plan created in Step 1 and the list of broad topics and activities chosen for Step 3. Does the work plan need adjusting?

- No
- Yes. If so, what are the changes?

For the activities chosen, whether from Tools 3.1 to 3.6 or another activity, describe how each will be implemented.

Planned Activities:	For each activity chosen... What needs to be done? When? By whom?
Casual conversations (Tool 3.1)	Tasks: Timeframes: Responsibility:
A community survey (Tool 3.2) <input type="checkbox"/> Paper <input type="checkbox"/> Online <input type="checkbox"/> In-person (interview style)	Tasks: Timeframes: Responsibility:
Sharing perspectives and stories: <input type="checkbox"/> Art Gallery Evening (Tool 3.3) <input type="checkbox"/> Wall of Fame (Tool 3.4)	Tasks: Timeframes: Responsibility:
Community Gathering (meetings) <input type="checkbox"/> Benefits of Recreation (Tool 3.5) <input type="checkbox"/> Vision, common priorities and goals (Tool 3.6)	Tasks: Timeframes: Responsibility:
Other?	Tasks: Timeframes: Responsibility:

At Meeting #4, review what you learned. Ask questions that will help you understand your community's priorities. How do we sustain our community's strengths? What can we do differently to address the challenges identified? Given current resources, what can we accomplish in 10 years? How do we involve the community in this vision?

Prepare a simple presentation to share what was learned with decision-makers and the community.

STEP 3: COLLABORATE

During Step 3, reach out to the community, build relationships with a diverse range of people, create opportunities for discussion, and inspire excitement and passion for recreation. Use the Step 3 Summary Worksheet to gather ideas and to help you implement these activities.

As you work through this step:

- Use the communications plan you prepared in Step 2.
- Provide several opportunities for people to share their opinions, ideas and dreams.
- Use surveys, meetings, coffee houses and/or school visits to gather varied perspectives.
- Share what you learn with the community to inspire their future vision for recreation.

Who needs to be involved during this step?

- As many community members as possible (children, youth, adults, families, Elders)
- The planning team
- The local organization with authority for recreation
- The recreation director or organization in charge of delivering recreation
- An outside facilitator (if you have decided to work with one)

Approximately how long will this step take?

- Meeting #3: One hour (at end of the last meeting)
- Prepare engagement activities (e.g., design survey): One month
- Community engagement activities (e.g., survey, gatherings): Three months
- Analysis and presentation of information gathered: One month
- Meeting #4: Three hours

Key Outcomes for Step 3

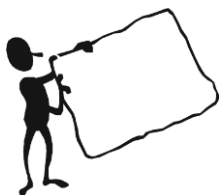
- Information gathering tools
- Community participation and engagement
- An analysis and presentation of what was learned

INFORMATION FOR STEP 3

Engage the community during Step 3. Provide opportunities for people to come together and discuss their values and priorities. Choose activities that build a collective understanding of recreation through:

- Casual conversations or dialogue
- Surveys or interviews
- Personal stories or photographs
- Gatherings with a specific focus

Invite people of all ages and backgrounds to share their hopes and ideas. This will help a community vision, common priorities and potential strategies for recreation to emerge.



Review the purpose for the community recreation plan.

List the broad topics you need to explore (e.g., youth participation, family activities, aging facilities, accessible and affordable recreation, outdoor spaces, etc.) making sure these relate to the purpose.

At the end of Meeting #3, revisit your work plan. Decide what changes, if any, are needed.



Ask:

Will activities chosen for Step 3 engage our community in productive discussion (e.g., public meetings, surveys, etc.)?

Will the activities help gather information about the broad topics relating back to the purpose of the plan?

Do we have the time and resources necessary for these activities?

Confirm your work plan and take time to identify who will do what and when.

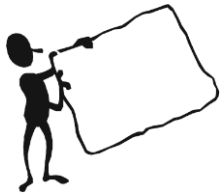


On the Step 3 Summary Worksheet indicate:

- The activities chosen for Step 3
- The tasks necessary to implement these activities
- The proposed timelines or timeframes
- The person and/or people responsible

Beginning the Conversation

All conversations need to begin somewhere. The planning team and other volunteers can use Tool 3.1 Conversation Starters to encourage people to talk about recreation. Decide how to capture and summarize what you hear. For more detail about facilitating casual yet focused conversation, go to www.campusforcommunities.com/tools and download the City of London's resource, *Kitchen Table Conversations*.



Using Tool 3.1 Conversation Starters

Identify which planning team members will initiate casual conversations.

List three to five people in the community for each team member to approach.

Choose a few key questions (see Tool 3.1) to start the conversation.

Summarize and share with the planning team what was heard.

Surveys

Surveys are a structured, information collection technique. A community recreation survey can gather useful information for planning. Survey responses may be written, oral and/or online, and can include open and closed questions, rating scales, etc. As not everyone is comfortable reading and writing, develop a survey that can be completed orally, on paper and electronically. Consider getting help from someone who has survey experience with:

1. Designing the survey,
2. Collecting information,
3. Organizing the data (information collected),
4. Making sense of the information, and/or
5. Presenting what was learned.

1.

Designing a survey

- Know what you want to accomplish before creating and distributing the survey.
- Shorter surveys with a blend of check boxes and spaces to write answers are recommended.
- Consider literacy levels in your community. Make it easy to respond.
- Start with simple questions about the present before you ask about the future.

Review the sample Yukon Community Recreation Survey (www.rpay.ca/pdf22) and adapt it to suit your needs. Or choose and modify questions from the Question Bank; A Compendium of Survey Questions for Recreation Practitioners (lin.ca/sites/default/files/attachments/question1.pdf).

2.

Collecting information through a survey

- Inform people about the purpose of the survey.
- Make sure to explain how their responses will be used.
- Set a deadline to submit responses. Extend the deadline if necessary.
- Consider draw prizes to encourage responses from people who do not usually participate.
- Set up several locations where people can leave written responses.

Not everyone likes surveys. In small communities, people may be worried about being singled out for their opinion. Maintaining anonymity (making sure individual respondents are not identified) and confidentiality (ensuring personal information is not made public) can be difficult. Avoid asking for names, age, address, gender, etc., or keep this information separate to the responses. Online surveys may provide more privacy than a survey conducted in-person by someone from the community. Tell people how you will respect their identity, opinions and privacy.

3.

Organizing the information

- Assign the task of organizing the responses to a maximum of two people.
- Compile responses into a common format (Excel spreadsheet).
- Separate quantitative information (information that can be counted) from qualitative data.
- Perform calculations on quantitative data (e.g., totals, averages, percentages).

Excel can help you to organize information and calculate quantitative data. Online tools such as Survey Monkey and Google Forms let you download responses into Excel. Qualitative data gathered through open-ended questions can be more challenging to organize.

4.

Making sense of the information

- Analyze the information you gathered.
- Review the results. Look for what makes sense and for what is surprising.
- Read all responses to the open-ended questions. Look for and record consistent themes.
- Determine what findings are most relevant to your recreation plan's purpose.

Making sense of (analyzing) information can be done by the planning team or a consultant. Using Excel, present quantitative data as charts and tables. To interpret qualitative responses, use flipcharts. As you review the responses, record the common themes that emerge. Present survey results and findings concisely so that decision-makers and the community can understand what you learned.

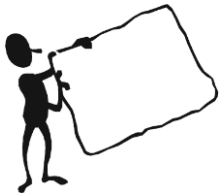
5.

Presenting the results

- Use visuals and brief statements to present your findings.
- Describe what was learned by grouping themes or topics.
- Simplify the presentation before sharing it with your community.

Sharing through Stories

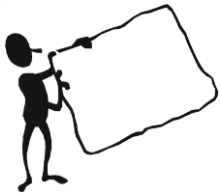
Stories can engage people who are harder to reach (e.g., children, youth, Elders) and whose voices are not always heard. Stories told through photographs and other media address barriers, such as literacy, that can make it difficult to participate in planning. Stories convey history, culture, values, challenges, successes and dreams. Stories strengthen relationships and help community members recognize what they can accomplish together. When told through video, photo, art and/or drawings, stories about recreation can have a powerful impact on the community's vision for recreation.



Use Tool 3.3 Recreation Art Gallery Evening and/or Tool 3.4 Community Wall of Fame to explore community values and perspectives about recreation through stories, photographs and other media.

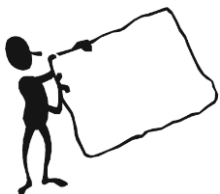
Learning Together

Learning from one another with the goal of planning for the future is not always an easy process. Likely, some of the work in Step 3 will be messy. People do not always agree. Some people have strong opinions about what is right or wrong for their community. If issues emerge, allow time for people to voice their concerns, but do not get bogged down in negativity. If this part of the process becomes challenging, arrange for a neutral person to facilitate one or more community gatherings.



Use Tool 3.5 What We Value to identify community values related to recreation. You can integrate this tool into a community survey, facilitate it at the beginning of a community meeting, or use it during your outreach to different groups (e.g., a high school class, a senior's centre, a pre-school parent meeting, etc.).

A new appreciation for recreation will emerge when people share their stories and perspectives, and explore common values and priorities. As the conversation shifts from the past and present to the future, encourage people to participate in creating a collective vision of recreation. Then, explore ideas and options that can make the vision a reality.



A Community Coffee House (Tool 3.6) offers a meeting format to help you develop a vision and goals for your community recreation plan.

Throughout Step 3, encourage community conversations and collaboration using meetings, discussions and/or forums such as a Community Café. Make sure you ask probing questions to uncover information that will help shape the community recreation plan.



Ask your community...

Given what we have learned from one another...

- What are the strengths of our community? What do people appreciate about recreation in our community?
- What are our challenges? What do residents want changed?
- Where do we want to be in 10 years? What is the change we want to see?
- What do we need to do to make this vision possible? What can we do together?

A New Understanding

At Meeting #4, consider the values and priorities expressed by the community. Keep an open mind when reviewing the information that was gathered and presented. In preparation for writing the community recreation plan, summarize the main themes, identify future goals and consider actions that may help implement the goals.



During Meeting #4 search for themes and community priorities.

Within the planning team, ask:

- How do we sustain our community's strengths?
- How do we continue to support the things people appreciate about recreation?
- What can we do differently to address the challenges identified?
- Given our current resources, what can we accomplish in 10 years?
- How do we involve the community in making this vision possible?

Take time to prepare a simple presentation summarizing the key themes and priorities that emerged during Step 3. The presentation might be a newsletter, a bulletin or a speech at a community potluck. Keep it short and concise. Capture key points, particularly those that will shape your recreation plan.

Understand that a recreation plan will never address all priorities. Make sure your community recognizes that the plan will be developed based on their priorities and with consideration to available resources.

Tips and Tools

Step 3: Collaborate



Tool 3.1 Conversation Starters

Decide who will facilitate or start casual conversations about recreation.

List three to five people in the community that each of these people will approach.

List the names of each individual who will be a conversation-starter.	List the names of at least three people each conversation-starter will approach.
	* * *
	* * *
	* * *
	* * *

The questions below can encourage people to talk about recreation in their community. To start conversations, choose one or two from the list or develop your own.

- What is important to you about this community?
- What do you value about our community?
- What makes you proud to live here?
- What do you like about recreation in our community?
- What are your reasons for participating in recreation? If you don't participate, what would encourage you?
- If recreation and sport are important to you personally, can you tell me a story to illustrate this?
- Can you tell me about a time when you and others in your community came together and made things better through recreation and sport?
-

Tool 3.2 Community Surveys

This worksheet will help you gather information using a community recreation survey.

1. Will the planning team design the survey? Will you get help from an external consultant?

2. List the topics you want to explore.

3. Explain the purpose of the survey in a few sentences.

4. How will you reassure people that their identity, opinions and privacy will be respected?

5. What is the best way to collect information about these topics in your community?
 Writing In-person (verbally)
 Online A combination of these

6. Review the sample survey at www.rpay.ca/pdf22. Can it be adapted to suit your purpose and community? What questions should be removed, changed or added?

7. How will you ask questions? Responses to closed questions can easily be calculated, whereas answers to open questions require more reading and interpretation.

Example of a closed question:

- My favourite place to recreate is...
- in a community facility (arena, school)
 - at home
 - outdoors using trails and parks

Example of an open question:

What do you think of when you hear the word "recreation"?

8. When will you begin collecting responses? What is the deadline? If you can extend the deadline, what is the latest date?

9. Who will distribute and collect survey responses? How will this be done?

10. Who will organize the returned responses? What will you do with incomplete responses? What format will be used to organize responses (e.g., Excel spreadsheet, paper tabulation)?

11. Will you explore, analyze and interpret the results as a team? Or will you assign this task to a sub-committee or consultant?

12. Review the results that were calculated. What do they tell you about the topics you wanted to explore? Are there any surprises?

13. Read through the qualitative responses one at a time. What themes stand out? Is anything surprising? What did you learn from your community about the topics you set out to explore?

14. How will you present the survey results? What information is most relevant to the purpose of the recreation plan? Do you need to simplify this presentation before sharing the results with the community?

Tool 3.3 Recreation Art Gallery Evening (Photovoice)

Host an art gallery over an evening, several days or a few weeks. Feature photos, art, drawings and/or digital stories that show and describe recreation in your community.

Choose a theme(s) for the art gallery consistent with the purpose of your recreation plan. For example, you may want to display art on three walls where:

1. Art of the Strengths Wall shows “what we like about recreation”.
2. Art on the Improvements Wall illustrates “what we would like to change about recreation”.
3. Art on the Dreams Wall portrays “what we would like recreation to look like in the future”.

Review these tips to ensure a successful recreation art gallery activity.

- Agree on the purpose for the activity. What do you want to accomplish? How will this help you create a community recreation plan?
- Who will you engage? How will you engage harder to reach groups? What will you do to reduce barriers to participating?
- What forms of art do you want people to share? Do you want only photographs, or can children share drawings and youth create videos?
- What theme or question will guide the activity? Do you want to know what people like to do for recreation, where their favorite places are, or what changes would make the community a better place to live?
- Where, and for how long, will you host this activity?
- How will you encourage people to share and interpret the context or meaning of the art? Will you ask for their story when they submit it? Will you include an open discussion using probing and reflective questions?
 - What does this art tell us about our community’s strengths?
 - What are these photos telling us about recreation in our community?
 - What aspects of our community are missing?
 - What does this art convey about our community values?
- Who will record what is learned through this activity? How will this be shared with the community?

Photovoice is a technique that shares ideas, experiences and perspectives through photographs. To learn more about using Photovoice, search for additional resources at photovoice.ca or go to the Alberta Rural Development Network’s webpage www.ardn.ca/ardn-initiatives/photovoice/how-to.

Tool 3.4 Community Wall of Fame (Our Stories)

A key benefit of recreation is its potential to positively impact quality of life. Review Yukon evidence of these benefits in *Celebrating Our Stories; Building a Healthier Yukon Together* (www.rpay.ca/pdf42).

Success stories help create a meaningful community recreation plan. A community wall of fame is one way to gather and share success stories. Unlike a recreation art gallery evening, building a wall of fame takes time. Many communities have a permanent sports wall of fame, but very few have a recreation wall of fame. Once you establish a wall of fame, keep it as a reminder of individual and community achievements.

Collecting stories takes time. People need to be interested and willing to share. Stories must be remembered and recorded. Try to begin this activity as early as possible in the planning process. You may want to continue collecting success stories while you implement the recreation plan.

ENCOURAGE your community to share their stories of success on a wall, through posters, on video or at a community dinner. Provide clear instructions to help community members share their stories.

Instructions

Please share your story of how a recreation activity, event or experience positively impacted your life or the life of someone you know. Your story helps us understand how to plan for recreation so that it supports positive outcomes for you, your family and others in our community.

Stories can be written on sticky notes or on a piece of paper.

Use these questions to write your success story.

- What was the recreation activity, event or experience?
- What were the benefits and positive impacts?
- What would need to happen to make sure benefits like these continue?

ADAPT this activity by incorporating it into a community meeting. Place a table with large sticky notes and pens near the entrance. Post the instructions. Invite people to share their stories as they arrive for the meeting, during the break, or as they leave.

Tool 3.5 What We Value (Benefits of Recreation)

Review the Benefits Scanning tool (www.rpay.ca/pdf4). It includes ten statements to identify what people value in your community.

1. Our community values active, healthy lifestyles.
2. Recreation in our community includes physical, creative, social, mental, spiritual and cultural opportunities.
3. Recreation is affordable and accessible for all members of our community; subsidies are available for children and youth at risk.
4. Community agencies value recreation as a positive influence in the lives of children, youth and young adults.
5. We help people learn how to use leisure time constructively.
6. Community leaders understand the relationship between recreation, parks and quality of life.
7. Citizens understand that recreation helps to reduce crime.
8. Opportunities for family recreation are available.
9. Citizens are generally willing to invest their time, talent and resources in our community.
10. We are proud of our recreation facilities, parks and trails.

Choose five to ten value statements that have meaning for your community. Use those listed above, revise them or create your own. Then, following the layout below, set up one page per statement.

Insert statement here

This doesn't sound like our community



This sounds like our community

1	2	3	4	5	6	7

Provide each person with one star sticker per statement and these instructions.

Place one star along the continuum by the number that best indicates your agreement.

- A star closer to #1 means you disagree strongly.
- A star closer to #7 means you agree strongly.

If you have no opinion or don't know, save your star!

This activity can be done on its own, at the beginning of a community gathering, in school classrooms or at meetings of community groups. How the stars are placed will quickly tell you what people feel about the community and identify where there is opportunity for change.

Tool 3.6 Community Coffee House (World Café)

A Community Coffee House offers a structured format for community conversations. It can be used to encourage the conversation and collaboration needed to create a community vision for recreation and to generate ideas of how to move towards the vision. A coffee house can be hosted as an evening event with potluck dinner or as a drop-in with afternoon tea.

The structured conversation format seats 4 to 5 people at small tables covered with paper and stocked with pens and large sticky notes. One to three questions are used to focus the conversation. Ideas can be recorded on paper tablecloths or on sticky notes. After 15 to 20 minutes people switch tables. One person may stay at the table to summarize the previous conversation for newcomers. After several conversation rounds, the whole group may reconvene to discuss the recurring themes.

To host a Community Coffee House:

1. Learn more about World Cafés at www.theworldcafe.com and also at www.kstoolkit.org/The+World+Cafe.
2. Identify the purpose (e.g., explore how recreation can enhance quality of life).
3. Choose an appropriate location, time and setting. Extend the invitation to your community.
4. Design several questions to focus the conversation.
5. Encourage participation in the conversation through respectful listening and sharing.
6. Listen for diverse ideas and opinions as well as common themes.
7. Conclude by sharing new understandings.

Questions that guide the coffee house conversation should be broad and encompass topics that are meaningful to the people who participate.

- What do you want this community to be like ten years from now?
- How can recreation help this vision become a reality?
- How can we work together to accomplish this?

A coffee house can also gather information about topics identified at the beginning of Step 3.

Set up one table per topic with a leading question. Provide pens, sticky notes and paper so people can record their ideas. Ask questions like:

- How can we make better use of existing recreation facilities?
- What can we do to engage children and youth in healthy activities?
- How can we encourage and support volunteers?



STEP 4: CREATE

Tips and Tools for Step 4

Tool 4.1 Community Recreation Plan Template

Tool 4.2 Goal Rating Sheet

Tool 4.3 Decision-Making Matrix

A Framework for Recreation in Canada - www.lin.ca/national-recreation-framework

STEP 4 SUMMARY WORKSHEET

Use this worksheet to create the community recreation plan during Step 4.

At the end of Meeting #4, confirm the process for creating the recreation plan. Will the planning team meet for two half-days or for one full day? Will you use a facilitator?

Prepare flipcharts, each with a recreation plan heading (values, guiding principles, vision, mission, goals and objectives).

Review national priorities and the summaries of the information gathered during Steps 2 and 3.

Identify your community's core **values**.

Identify and write **guiding principles**—principles that will guide development and implementation of the plan.

Write a **vision** statement consistent with the values that describes the future for recreation expressed by your community.

A **mission** statement for the organization tasked with implementing the recreation plan may already exist. If not, create a mission statement that describes 1) the benefit delivered, 2) for whom and 3) how.

Create a reasonable number of **goals** that will move you towards the vision and address the plan's purpose. Use Tool 4.2 Goal Rating Sheet if necessary.

Turn ideas for reaching the goals into SMART, viable **objectives**. Use Tool 4.3 Decision-Making Matrix to select objectives that will have an impact without draining resources.

How will the draft recreation plan be presented for the community's endorsement? In your draft, include sections 2 to 5 of the Community Recreation Plan Template (Tool 4.1).

Finalize the plan by incorporating section 1 (background) and section 6 (acknowledgements).

STEP 4: CREATE

In Step 4, armed with a good understanding of community priorities and the current state of recreation, you are now ready to create your community recreation plan. The Summary Worksheet on the facing page is designed to support you during Step 4.

As you work through this step:

- Review national priorities and what was learned from the community in Step 3.
- Confirm the values and principles guiding the plan.
- Write the community's vision for recreation.
- Develop several goals that will move your community towards its vision.
- For each goal, identify several viable objectives.
- Develop or confirm the mission of the organization responsible for implementation.

Who needs to be involved during Step 4?

- The planning team
- The recreation director or organization in charge of delivering recreation
- An outside facilitator (if you have decided to work with one)

Approximately how long will this step take?

- Meeting #4: Thirty minutes from the last meeting
- Meeting #5: Six hours (or split the time into two meetings)
- Prepare the draft plan and present to the community for validation: One month
- Finalize the community recreation plan: One week

Key Outcomes for Step 4

- Presentation of the draft plan
- Community Recreation Plan

INFORMATION FOR STEP 4

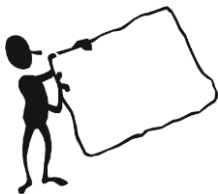
During Step 4, the planning team will create a draft community recreation plan, present it to the community for approval and prepare the final version. Confirm the process for Step 4 at the end of Meeting #4. Allow six hours to draft the recreation plan. Plan for a full day or two half-days. Drafting a plan does not always flow smoothly. Consider using a facilitator to keep the planning team on task.



Confirm the process for Meeting #5. Prepare flipcharts with these plan headings.

- ✓ Values
- ✓ Guiding Principles
- ✓ Vision
- ✓ Mission
- ✓ Goals
- ✓ Objectives

Review the priorities outlined in *Pathways to Wellbeing - A Framework for Recreation in Canada*. Then, at the beginning of Meeting #5, review the information collected in Steps 2 and 3. Information presented in an easy-to-read, summary format will take about 20 to 30 minutes to review. Key words or themes related to the flipchart headings can be written directly on the flipchart or on a sticky note and then posted on the flipchart.



Use Tool 4.1 Community Recreation Plan Template to help you prepare and lay out different sections of the recreation plan.

Values and Guiding Principles

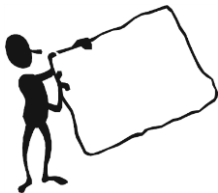
Values are words that characterize what is important and express an understanding about how a community functions (or aspires to function). Community values related to recreation may include respect, inclusion, equality, accessibility, etc.

Guiding principles are the behaviours that demonstrate values. Guiding principles describe how a value is acted upon. Values and guiding principles are the basis for deciding what to include in the plan, how to allocate resources, etc. A guiding principle might state that a local authority for recreation “actively seeks out and engages with existing and potential partners, and recognizes the contributions of others” (Village of Haines Junction, 2015).

Following the review of information collected in Steps 2 and 3, identify community values and guiding principles. Take up to an hour to create a list on each flipchart (one for values and one for guiding principles). Then, refine each list by selecting those that are most relevant and meaningful. Guiding principles will likely reflect your core values and should provide guidance for decisions you will make. Post the values and guiding principles so you can refer to them throughout Step 4.

Vision Statement

A **vision** statement paints a community's ideal picture of the future. This statement needs to be clear and compelling. A community's vision for recreation is not an organizational vision, but an expression of the hopes and dreams for the future. Select wording that will resonate with community members.



How did community members express their vision for the future?

Write a vision statement that describes the desired future for recreation.

Write the vision in the voice of your community and consistent with their values.

The Village of Haines Junction (2015) aspires to this vision.

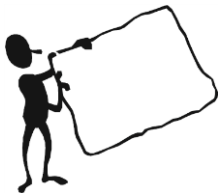
Haines Junction has a vibrant core where diverse recreation opportunities foster individual and collective health and wellness, people support each other, the land is enjoyed and cared for, and residents are connected through trails and common spaces.

Mission Statement

A community recreation plan is created and owned by the community. However, an organization needs to be responsible for its implementation. In Yukon, the local authority for recreation is usually responsible for public recreation delivery and its mandate is stated in its constitution. The mandate cannot be changed, but a mission statement may be developed at this point if desired.

A **mission statement** describes the organization's purpose related to recreation. For example,

The Tagish Community Association (2008) strives to foster a "sense of community" and enhanced quality of life for individuals through the delivery of recreation.



Try completing the sentence, "This organization exists to..."

Or, create a statement that describes:

1. The key benefit(s) the organization enables,
2. Who benefits from the organization's services, and
3. How the organization provides these benefits (ARPA, 2008).

Goals and Objectives

During the second half of Meeting #5, develop goals and objectives. **Goals** are broad, community priorities whereas **objectives** are specific strategies to achieve the goals. In planning, you may find that these terms are used interchangeably. The terminology is not important as long as planning moves from broad priorities (goals), to general statements of what will be accomplished (objectives), and then to more specific action-oriented strategies (tasks) identified in Step 5.



Ask questions to brainstorm potential goals.

- What will help this vision become a reality?
- What is working?
- What needs to change?
- What would progress look like?

List potential goals on a flipchart.

Draft goals that:

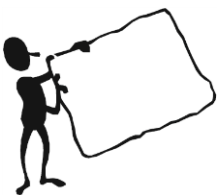
- Relate directly to the purpose of the recreation plan.
- Align with the broad topics identified in Step 3.
- Reflect priorities expressed by the community.
- Contribute to positive personal, social and environmental outcomes—the Benefits of Recreation.
- Continue to engage the community as the plan is implemented.

Write a positive statement of intent for each goal. For example:

Support, empower and engage a vibrant volunteer community.

(Village of Haines Junction, 2015)

Select a reasonable number of goals for your vision and for the resources available to implement the recreation plan.



Use Tool 4.2 Goal Rating Sheet and Tool 4.3 Decision-Making Matrix to select the goals and objectives that are most relevant and will have the greatest impact.

Once goals have been selected, brainstorm ideas that can be turned into objectives. Make sure everyone understands that not every idea can or should be implemented. Developing objectives requires a shift in thinking from the big picture to strategies that are concrete and realistic. Viable objectives are essential for the successful implementation of the community recreation plan.



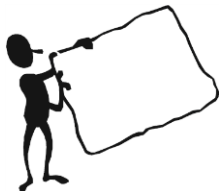
For each goal, brainstorm ideas in response to the question:

So, how do we do that?

Create objectives for each goal from these lists. Do a reality check to ensure the plan will be appropriate for your population and projections for future growth, for the current state of facilities, and most importantly, for your recreation budget and human resources.

The Tagish Community Association (2008) created this realistic objective for a goal about parks, playgrounds and trails.

The Board will identify priorities regarding Playground (cleanup and general maintenance) and Ball Field (fill holes and general maintenance).



Turn the list of ideas for each goal into objectives.

- Filter and remove ideas that are not realistic or viable.
- Combine several ideas into one broader objective.
- Sometimes an idea is not viable, but a preliminary action might be. For example, instead of an objective *to construct a new community hall*, the objective could be *to explore the feasibility of upgrading or replacing the community hall*.

Select a reasonable number of objectives for each goal. Use Tool 4.3 Decision-Making Matrix to select objectives that will sustain current strengths and that will demonstrate impact without placing too high a demand on organizational and/or community resources.



Remember to write SMART objectives.

- Specific
- Measurable
- Achievable
- Realistic
- Timely

Completing the Plan

At this point, the priorities and dreams expressed by the community will be reflected in the plan's values, guiding principles, vision, mission, goals and objectives drafted by the planning team.



Before introducing the draft recreation plan to your community ensure:

- The objectives are viable and connect to the goals and vision.
- The plan does not require more resources than you can access.
- How and where available resources will be allocated is generally evident.
- There is an understanding about who will be responsible for what.

Share the draft community recreation plan in a simple format—a poster on display at the library or a newsletter sent home through school. Present and validate the plan at a community gathering. As the community contributed to the plan, aim for acceptance of the plan and avoid asking how it should be changed.

To finalize the plan, add the background and acknowledgements sections (see Tool 4.1 Community Recreation Plan Template).

The background is an introduction to the plan's purpose and scope. Include relevant information gathered during Step 2: the community profile; the listing of groups, associations, programs and services; the facility inventory; and priorities identified in other official community plans. Conclude this section by describing the process that was followed to create the community recreation plan.

Write the acknowledgements section. Recognize the contribution of community members to the planning process and thank the planning team for their commitment and dedication. Thank any funders who provided financial support to develop the recreation plan.

Once the plan is complete, hold a public celebration where the local authority for recreation, the community, elected Council, etc. formally adopt the plan. Post the plan in a visible community location.

Tips and Tools

Step 4: Create



Tool 4.1 Community Recreation Plan Template

The following are recommended sections for a community recreation plan.

1.0 Background or Context

- Explain the purpose and scope of the recreation plan.
- Provide an overview of the current community context. Include relevant information gathered during Step 2 from the community profile; the listing of groups, associations, programs and services; the facility inventory; and priorities identified in other official community plans.
- Describe the process followed to create the community recreation plan.

2.0 Values and Guiding Principles

- Community Values (e.g., respect, inclusion, equality)
- Guiding principles (e.g., accessible and affordable recreation) and other broad criteria that may be used for making decisions related to recreation planning and implementation.

3.0 Vision

- Introduce a clear and compelling vision statement based on the community's hopes and dreams for the future of recreation.

4.0 Mission

- Write a mission statement from the perspective of the local authority for recreation. Complete the sentence, "This organization exists to..."

5.0 Goals and Objectives

- Goals encompass broad priorities that relate to the purpose of the plan and state broadly what will be accomplished.
- Objectives or strategies are specific actions that when implemented will help achieve the goals.
- Tasks are the most detailed and explain how each objective will be undertaken. These appear in the implementation plan (Step 5).
- Goals and objectives may be grouped under major areas such as facilities, human resources, programs and services, etc.

6.0 Acknowledgements

- Take time to recognize the contribution of the community in the planning process.
- Recognize sources of funding that contributed to the plan's development.
- Thank planning team members for their commitment and dedication.







Tool 4.2 Goal Rating Sheet

Reproduce this sheet to help select goals and/or objectives that will support the purpose and vision of the community recreation plan.

Write one **goal** (or objective) here in large letters:

Signatures:

Do you agree? Colour in one dot below then sign on the right.

					
Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	I'm Confused
○○○○○○○ ○○○○○○○	○○○○○○○ ○○○○○○○	○○○○○○○ ○○○○○○○	○○○○○○○ ○○○○○○○	○○○○○○○ ○○○○○○○	○○○○○○○ ○○○○○○○

Strengths and Opportunities

Concerns and Weaknesses

Potential Actions for Implementation

Sheet # _____ Date: _____ Organization/Event: _____

www.IdeaRatingSheets.org

Tool 4.3 Decision-Making Matrix

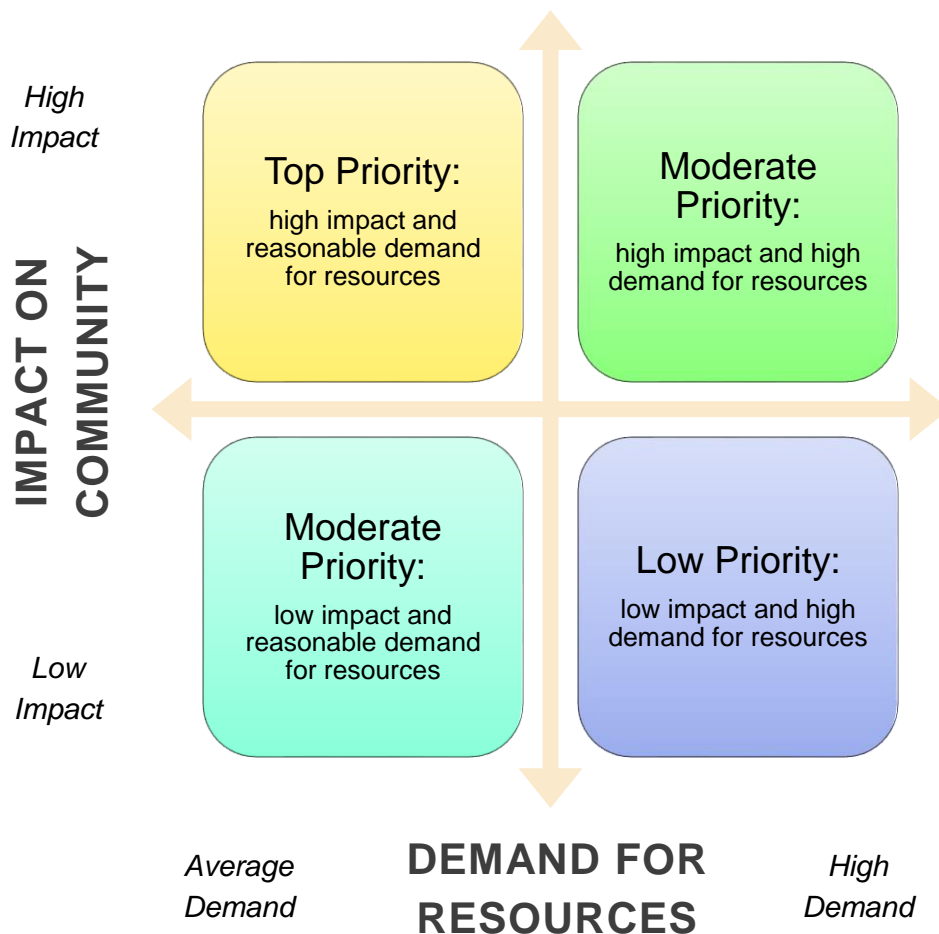
Use this activity to make decisions about each level of your recreation plan. In other words, use the matrix for selecting goals. Or, use the matrix to choose objectives that will have a greater impact on the goals and vision. You can also use the matrix when making implementation decisions in Step 5.

Reproduce the chart below. On sticky notes, write the options or ideas under consideration. Discuss each option asking:

- What will be the **impact** on the community if we implement this option?
- What level of **resources** (money, people, time) are needed to implement this option?

Place the sticky notes on the chart according to the group's assessment.

Take a look at where your options are grouped. If they are all in one part of the matrix, be more specific about your assessment. High priority options should be included as goals (or objectives or tasks) in your plan. Consider the resources available for options that are a moderate priority. Balance the plan by selecting one or two options that are rated a moderate priority and one or two that are rated a strong priority.





STEP 5: COORDINATE

Tips and Tools for Step 5

Tool 5.1 Implementation Plan Template

Tool 5.2 Reviewing and Renewing the Plan

STEP 5 SUMMARY WORKSHEET

Use this worksheet to confirm decisions made during Step 5.

Plan to spend five to six hours developing your implementation plan during Meeting #6.
Tool 5.1 provides a template and process to develop the implementation plan.

For each objective in your recreation plan identify:

1. The tasks (actions) that are necessary to achieve each objective.
2. The timing and timelines that describe when tasks will start and conclude.
3. The individual and/or organization assigned with responsibility for each task.
4. The resources needed—financial (budget) and other resources (people and time).

At the end of Meeting #6, determine how you will track and record progress.

Will you formally evaluate implementation of the community recreation plan? If so, what will this cost?

Decide if progress will be monitored by:

- keeping a record of activities
- collecting feedback following programs and events
- continuing to gather stories from the community
- other

Schedule the first annual review meeting for _____.

Tool 5.2 Reviewing and Renewing the Plan provides questions to guide this discussion.

STEP 5: COORDINATE

Step 5 involves the coordination of tasks, people and resources to support successful implementation of your community recreation plan. Use the Step 5 Summary Worksheet on the facing page to guide you through this final step.

As you work through this step:

- Identify viable actions to implement the plan.
- Determine priority actions and tasks.
- Prepare an implementation plan.

Who needs to be involved during Step 5?

- The planning team
- The authority for recreation
- The recreation director or organization in charge of implementing the recreation plan
- An outside facilitator (if you have decided to work with one)

How long will this step take?

- Meeting # 6: Six hours (or split this time into several shorter meetings)

Key Outcomes for Step 5

- Implementation Plan

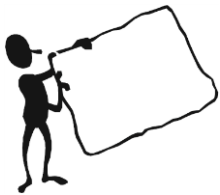
INFORMATION FOR STEP 5

Step 5 will help you operationalize your community recreation plan through the coordination of tasks (actions), people and resources. An implementation plan identifies viable activities to achieve goals and objectives, allocates resources, assigns responsibility and sets reasonable timeframes.

Consider scheduling Meeting #6 so that the implementation plan coincides with the beginning of your organization's fiscal year. Make sure to involve the recreation director and/or organization in charge of implementing the recreation plan.

The implementation plan will be used by the organization responsible for community recreation and by any staff to whom responsibility is delegated. Although it is not necessary to publicly share your implementation plan, it should be made available to funders, to board members and, upon request, to community members.

An implementation plan is an action plan that describes how each objective will be accomplished. Be aware that this can be a lengthy process as you will be creating a mini-plan for each objective. Every action should be accompanied by a description of what (the tasks), who (the responsibility), when (the timeline) and with what (the budget). Given the amount of detail in this type of plan, you may want to create it in Excel or a similar program.



Use Tool 5.1 Implementation Plan Template to develop your implementation plan during Meeting #6.

Use Tool 4.3 Decision-Making Matrix to select viable actions that will further your objectives and goals.

At the end of Meeting #6, decide how you will track, record, monitor and/or evaluate implementation of your community recreation plan. Keep a written record. Add two columns to your implementation plan. Use one to record successes and accomplishments related to an objective and its tasks. Use the other to record challenges and strategies to address these.

Monitoring and evaluation are outside the scope of this resource. However, simple activities can indicate the extent to which the recreation plan positively impacts the community. Gather stories regularly from residents. Expand your wall of fame. Provide suggestion boxes. Collect feedback after a program or event. For more information on evaluation, refer to module 6 of the Yukon Community Recreation Leaders Guide (www.yukonrecreationleadersguide.ca).

Most importantly, celebrate success. Host an annual community dinner. Recognize accomplishments with community awards. Appreciate how implementation of your community recreation plan improves the health and well-being of your community. Promote the Benefits of Recreation and continue your good work.

Tips and Tools

Step 5: Coordinate



Tool 5.1 Implementation Plan Template

1. Set up Meeting #6 in a location with lots of wall and table space.
2. Write each objective from your community recreation plan on one piece of flipchart paper. Post the objectives in groups under the goal to which they relate. Have markers and sticky notes on hand.
3. For each objective brainstorm a list of actions and/or tasks that will lead you to accomplish the objective. Add notes about resources required, timeframes and person(s) responsible.
4. When each objective has its list of tasks, refine your implementation plan.
5. Use Tool 4.3 Decision-Making Matrix to select viable tasks. Viable tasks can be accomplished without a significant drain on resources and will have a noticeable community impact.
6. On a new piece of flipchart paper placed horizontally, list the tasks down the left-hand side.
7. Add a column for the timing and timelines of each task as shown in the example below.
8. Add another column to the right for the person and/or organization responsible for each task.
9. On the right-hand side of the paper, indicate the resources required for each task.
10. When you have completed this for all objectives, you have a draft implementation plan.
11. Now you need to examine your implementation plan from various perspectives. Ask the following questions and make adjustments as needed.
 - a. Are the tasks achievable?
 - b. Is the timing realistic? Do we have too much scheduled in one timeframe?
 - c. Is the workload reasonably distributed? Or will it overwhelm one individual or organization?
 - d. Are the resources (money, time, people, etc.) allocated to each task available?
12. Calculate the cost of your implementation plan. Is the amount within the scope of your community recreation budget? If not, adjust the implementation plan.

Objective: <i>Write one objective here</i>							
Tasks (actions)	Timing:				Assigned to:	Resources	
	Apr-Jun	Jly-Sep	Oct-Dec	Jan-Mch		Budget	Other
<i>Task #1</i>					<i>Board</i>	N/A	2 meetings
<i>Task #2</i>					<i>Board</i>	\$500	Facilitator
<i>Task #3</i>					<i>Rec Director</i>	\$2,000	+ 20 hours
<i>Task #4</i>					<i>Rec Director</i>	N/A	+20 hours

Tool 5.2 Reviewing and Renewing the Plan

Tool 5.2 has been adapted with permission from Campus for Communities of the Future. Download the original from www.campusforcommunities.com/tools/facilitative-tools/item/evaluating-your-plan.

Review and renew your community recreation plan annually. Involve people and organizations who participated in creating the plan and who are responsible for implementing it. Together, reflect on the successes and challenges of the past year. Revise your implementation plan if necessary.

Use these questions to guide the review and renewal of your plan.

Objective Questions:

- What have we already accomplished from our community recreation plan?
- What has happened since we started implementing this plan (e.g., events, actions accomplishments)?
- What parts of our plan are underway but still need work?
- What parts of our plan have we not been able to start?
- What events or changes have affected our implementation of the plan?

Reflective Questions:

- What accomplishments are we pleased with?
- What strikes us as most important?
- What is exciting about implementing the plan?
- What concerns do we have about implementing our plan?

Interpretive Questions:

- What parts of the plan do we need to reconsider?
- What parts of the plan are most critical to complete?
- Given that we likely have limited time and resources, what parts of the plan can we reasonably complete?
- What new elements do we need to add to our plan?

Decisional Questions:

- What do we need to include in our revised plan?
- What steps can we take to ensure we reach our objectives?
- Who do we need to share these changes with?

My Notes

THE PLANNING CYCLE

Planning is cyclical in nature. Although this resource has introduced five steps in a community recreation planning process, community recreation goes beyond the creation of a plan. The process also encompasses implementation, resource allocation, capacity building, monitoring and evaluation.

Planning flows naturally into implementation. When evaluation is integrated throughout the planning process, it becomes easier to modify and adapt the recreation and implementation plans.

To successfully implement your Community Recreation Plan continue to:

- Oversee the activities that will help you achieve your goals and objectives.
- Ensure resources are available when they are needed.
- Enhance capacity of staff and community volunteers to support implementation of the recreation plan.
- Track, record and recognize progress towards your goals and objectives.
- Review the recreation plan regularly making adjustments as necessary.

This will require time and resources for:

- Ongoing oversight for implementation,
- Capacity building and training,
- Evaluation and monitoring, and
- An Annual Review of the Community Recreation Plan.

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ADDITIONAL PLANNING RESOURCES

Yukon Community Recreation Leaders Guide

Developed by Yukon Government and the Recreation and Parks Association of Yukon, this Guide strengthens capacity for recreation in Yukon's rural and remote communities. It is based upon thirteen foundational competencies identified by Yukon's recreation leaders and deemed essential for the effective delivery of community recreation.

www.yukonrecreationleadersguide.ca

Community Heart and Soul™ Field Guide

This Guide presents the Orton Family Foundation's approach to strengthening communities. The Guide describes a step-by-step process that gets people to participate in making decisions and taking action to improve the place where they live, work, learn and play. The process focuses on getting everyone involved in finding ways to protect, restore or enhance their community's identity—its heart and soul—over the long term.

www.orton.org/resources

Cultural Planning Toolkit

The Cultural Planning Toolkit is a guide for community-based cultural planning. It includes an adaptable model and practical checklists for navigating and charting progress. The Toolkit has been developed to encourage community leaders, planners and local government staff to explore the potential of cultural planning. It demonstrates how cultural resources can support the delivery of a spectrum of community priorities.

www.creativecity.ca/publications/ccnc-toolkits.php

Planning Recreation; A Manual of Principles and Practices

This manual was prepared for recreation professionals involved in planning and developing Ontario's recreation system. Although the manual was published more than 20 years ago, it describes common approaches to recreation planning.

lin.ca/resources/planning-recreation-manual-principles-and-practices