



CHALLENGE OF CHANGE HOCKEY PROGRAM WORKSHOP

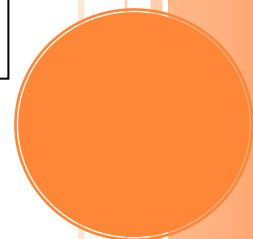
ATTACHMENT 1

INFORMATION COLLATED FROM WORKSHOP AND PRESENTATIONS



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CHALLENGE OF CHANGE HOCKEY PROGRAM WORKSHOP

Leadership and Mentoring Support to Indigenous Women in the Remote and Indigenous Communities Hockey Development Program

Presentation Feedback

Topics

- *Presentation 1 – Practical Benefits provided by effective communication and mentoring strategies*
- *Presentation 2 – Benefits of using Hockey programs as partner in non sport and recreation community programs*
- *Presentation 3 – partnering with community sport and recreation programs to achieve outcomes*

All these presentations were designed to be informative, disseminate practical methods used in best practice programs and reiterate that better results are achieved through working with people rather than undertaking the task without assistance and support.

Participants Comments

- ✓ *These presentations confirmed what most participants already knew but putting it in practice was the difficulty.*
- ✓ *Discussion time focused on identifying common difficulties faced and through dialogue and discussion participants engaged and offered shared experiences on how they approached these issues.*
- ✓ *Presenters were asked to share personnel expenses as examples of problem solving*
- ✓ *Acknowledgement that in the future the participants have a better understanding of how to seek information, assistance and support and confirmed that knowing that the problems they had were shared and they were not alone in dealing with them appeared to bring an ease and comfort to the sharing experiences.*

Workshop Practical Hockey Training/Introduction

The program's young indigenous hockey development officers were given the task of conducting a 2 hour training session with the expectation that

- (a) Those participants unfamiliar with hockey would become more familiar with the sport and gain a greater understanding by the conclusion of the session
- (b) Those participants familiar with hockey generally understand how delivery of programs can be flexible and take into account factors such as language, cultural sensitivities, isolation, limited numbers and access to equipment.

Participant Feedback

- ✓ Positive comments on the role of the young girls taking the sessions and the role they play within the program
- ✓ Basic understanding improved on how the program can be delivered and expectations
- ✓ Experienced a sense of fun and enjoyment and confirmed that in a practical sense, hockey can be included in community programs with relevant planning
- ✓ Understood the connection to build programs from participation through to competition and onto pathways as rewards for effort.
- ✓ Alleviated some of the safety concerns associated with the equipment.

WORKSHOP 1

Issue Identified: What Community needs does a hockey program need to satisfy to gain support?

- *Create and Support Indigenous Hockey Role Models and Leader*
- *Deliver hockey programs in a manner that suits the community facilities, population, access to supporters and volunteers*
- *Access support for equipment, skill training and accreditation, information of the game, videos to ensure the community knows more about the game*

- *Understand community priorities and design programs to support these and not just concentrate on the sport and nothing else- ASSIST WITH FUNDING SUPPORT*
- *Local Coach/ Coordinator is actively supported through the program to better develop and become more confident*
- *Provide reward and incentives through-out the program*

WORKSHOP 2

Issue Identified: Identify the best method to deliver a program within the communities?

- *Structured and Coordinated Approach to the program taking into account the needs*
- *Identify and Confirm community partners such as AASC and PCYC and other government agencies*
- *Create a program that achieves outcomes but is flexible in its delivery methods – modifications required to take into account facilities etc*
- *Ensure that there is ongoing evaluation from all people involved both on a practical and planning*
- *Teach new skills but make it fun and not boring*
- *Identify successful aspects of the program and create mentoring pilot programs using this including ideas relating to the delivery that works and general support in sticking to task and achieving outcomes. Can be easily distracted*

WORKSHOP 3 Difficulties in engaging Generation Y to become and stay involved (in particular girls)

- *Over and above one of the main factors was the ability to take into account that most of these young people are responsible for looking after siblings and other family members*
- *Need to provide suitable access to alternative programs either within the hockey program or in partnership with other activities to tackle this and free the Generation identified to choice and follow through with the hockey activity without distraction*

- *Engage Elders and seek to involve them in relationship building with this generation, learn about language, culturally significant factors and general increased learning about community and the part they play*
- *Shame Factor is significant in this generation - include ice breaker games so as to facilitate a greater sense of equality amongst the group is essential. Once the comfort level is found within the group – then begin teaching the new skills*
- *This generation is concerned about local prejudices and how it related back to them – involve and engage them in identifying the problems and make sure they invest in being part of finding the solution. Create representatives from the group to attend meetings and ensure they have a voice and their comments are respected.*
- *Belonging to a group is important so if you can provide something that says they are part of that particular group – this generation is more likely to relate.*
- *Provide open and detailed information – give them as much information until they say it is enough – don't presume what they need – ask and then deliver.*
- *Much less about gender distinction – more about the generation as a whole*

Important to understand that regardless of which community, remote or provincial – these issues were similar.

