Engaging and Empowering Aboriginal people through Physical Activity

February 21 & 22, 2013

Organized by:
Aboriginal Physical Activity & Cultural Circle
www.a-pacc.com

Location:
The University of British Columbia
Woodward Instructional Resource Centre (IRC)
2194 Health Sciences Mall
Vancouver, BC V6T 1Z3

Venue Sponsor:
Institute for Aboriginal Health http://www.iah.ubc.ca/
Thank you to everyone who has joined us for the first National Aboriginal Physical Activity Conference, on the beautiful traditional territory of the Musqueam community in Vancouver, BC.

The National Aboriginal Physical Activity Conference (NAPA) is the nation’s largest conference on Physical Activity in the Aboriginal community that was created for all people with an interest in sports, recreation, fitness, and traditional activities for the promotion of health and wellness. This inaugural event highlights over 50 speakers with a passion to share their teachings. APACC believes in physical activity as a way to health and wellness and we will continue to follow our dreams for a better future for our communities.

We have no outside funding for this event, however, more importantly we have dedicated people who believe in the conference vision – engaging and empowering Aboriginal people through physical activity.

The Aboriginal Physical Activity & Cultural Circle (APACC) believes that physical activity makes a positive difference in the Aboriginal Community and that our people have a quest to be involved in sports, recreation, fitness and traditional activities. By bringing the community of leaders, role models, and participants together under one roof we can build on this network to create opportunities and improve access to physical activities for Aboriginal people of all ages, abilities, genders, and practice. We have many exciting initiatives and plans for the future and are very excited for our progression and growth as a national non-profit association.

We greatly appreciate your feedback on the surveys that can be found in your conference bag. We are expecting our next conference to be even more successful with our growing knowledge and experience.

All Our Relations,

Dr. Rosalin Miles
Executive Director

Melody Young
Conference Coordinator

Aboriginal Physical Activity & Cultural Circle
6520 Salish Drive
Vancouver, BC
V6R 2N9

Website: www.a-pacc.com
Phone: 778-895-7773
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Aboriginal Physical Activity & Cultural Circle Association

Vision, Mission and Objectives

Mission: to create a community of mentors, leaders, participants, and supporters who promote physical activity as a way to health and wellness.

Vision: to establish and expand relationships between individuals engaged in physical activity by improving access to resources, and promote exposure to health and wellness opportunities.

Objectives:
- To improve access to physical activity, such as, sports, recreation, fitness and traditional activities, by establishing, operating and maintaining a network to provide links and partnerships with corporate funders for Aboriginal members.
- To relieve barriers to physical activity in Aboriginal communities and families by providing resources for persons in need.
- To assist in the preservation of Aboriginal traditional activities.
- To develop or promote health and wellness in Aboriginal communities and families by supporting the physical activity as a tool for prevention of, and curative measures for, health and wellness challenges and by creating a network of people in fields of health education, and providing a research bibliography that advocates changes in the health of the Aboriginal community.

Team players
Our Team Player service is free for all Aboriginal people who are involved in sports, recreation, fitness, or traditional activities. Aboriginal will be defined as a person who identifies to being First Nations/Indian, Métis or Inuit. It is open to individuals, teams, athletes, coaches, trainers, recreation workers, organizers, and so on. By becoming an APACC Team Player you receive discounts on all APACC events, access to resources and our events calendar, first news of events, access to APACC Community Grants, networking with like minded people and we hope to be able to offer more in the future. You can register on our website to engage in the network.

Board of Directors
Thank you to the following founding board members for their time and dedication to creating the Aboriginal Physical Activity and Cultural Circle:

Dr. Georgia Kyba
Randy Ermineskin
Suzanne Johnson
Roger Adolph
Valerie Tosoff
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National Aboriginal Physical Activity Conference
February 21 & 22, 2013
Schedule

Location: UBC, Woodward Instructional Resource Centre (IRC)
2194 Health Sciences Mall, Vancouver, BC V6T 1Z3

Lecture Hall: 1, 2, or 6 (Hall 3, Presenters room to practice set up)
* No sign up is needed for any of the sessions

Day One - February 21, 2013 Thursday

8:30 am  Registration
9:00 am to 4:00 pm  Tradeshow – 20 booths in IRC lobby

9:00 am  Master of Ceremony – Dr. Rosalin Miles
Traditional Welcome – Musqueam Elder Larry Grant
Introductions to APACC Board of Directors
Keynote Speaker – Waneek Horn-Miller, Assembly of First Nations
Lecture Hall 2

9:45 am  Session One
A)  Developing Fitness Programs for Your Community, Join the Resistance – Brian Justin, The University of the Fraser Valley  Lecture Hall 6
B)  A New Approach to Sport and Recreation for Aboriginal Peoples in Canada – Dr. Victoria Paraschak, The University of Windsor  Lecture Hall 1
C)  Promoting Life - Skills in Aboriginal Youth (PLAY) Program – Catherine Cheechoo, Right To Play, Lauren Simeson, Promoting Life Skills in Aboriginal Youth (PLAY)  Lecture Hall 2

10:45 am  Health Break – provide Coffee, Tea, and Sliced Fruit

11:00 am  Session Two
A)  Power of Sport – Aaron Derickson  Lecture Hall 1
B)  Healing through Expressive Arts Workshop - Shayla Oulette, Sunworks Performance Arts & Cultural Society.  Lecture Hall 6
C)  Indigenous Youth, Health and the Future of Saskatchewan- Health and Sport Initiatives in the Faculty of Kinesiology and Health Studies, Jennifer Love Green and Jim Daschuk, PhD., The University of Regina  Lecture Hall 2

Noon  Break for Lunch – Brown Bag Lunch Provided – Tradeshow open

International presentation: Preservation of The Ethnic Identity of the Traditional Kinds of Sports on the Modern Stage of Development– Alexander Zakharov, North-East Federal University (45 minutes)  Lecture Hall 2

1:00 pm  Session Three
A)  GET THEM ACTIVE! Seven Steps to Community Mobilization – Isabelle Aubé, Native Way training Services Inc.  Lecture Hall 1
B)  Aboriginal Long-Term Athlete Development – Dustin Heise and Aaron Marchant, Canada~Snowboard  Lecture Hall 6
C) 2014 Regina North American Indigenous Games - Dominga Robinson and Joe McNab, North American Indigenous Games Lecture Hall 2

2:00 pm Health Break – provide Coffee, Tea, and Vegetables

2:15 pm Session Four
A) Building Community Fitness and Community Connection through a Community-Health Authority Partnership – Tracy Steere, Fraser Health Lecture Hall 1
B) IndigenACTION Assembly of First Nations – Gina Doxtator, Assembly of First Nations Lecture Hall 2
C) TORONTO 2015 Pan American Games - Kenn Ross, Toronto 2015 Pan Am/Para Pan Am Games Lecture Hall 6

3:15 pm – 3:20 – Switch rooms if needed

3:20 pm Session Five
A) Developing a community-based Physical Activity Program for Aboriginal Seniors – Ruth Ann Cyr, Toronto Council Fire Native Cultural Centre. Lecture Hall 1
B) IndigenACTION Assembly of First Nations (continued) – Gina Doxtator, Assembly of First Nations Lecture Hall 2
C) Developing Aboriginal Leaders – Randy Ermineskin, APACC Lecture Hall 2

4:20 pm Day One Finished

Day Two - February 22, 2013 Friday

9:00 am to 4:00pm Tradeshow
9:00 am Keynote Speaker – Dr. Willie Littlechild Lecture Hall 2

9:30 am Session Six
A) Putting theory into practice: Mentoring Aboriginal youth leaders through community sport – Heather McRae and Joannie Halas, The University of Manitoba Lecture Hall 6
B) The Benefits Of Physical Activity For First Nation, Inuit and Métis Communities: Sharing Knowledge and Community Leading Practices – Suzanne Stephenson and Janetta Soup, Saint Elizabeth First Nation, Inuit and Métis Program Lecture Hall 2
C) Hunters and Gatherers 2012 – Latashkinem, Ayas Men Men Child and Family Services Lecture Hall 1

10:30 am Health Break – Coffee, Tea, and Fruit provided

10:45 am Session Seven
A) Engaging Aboriginal communities in physical activity, sport, and recreation Effective mobilization of recreation providers across Canada – Lucie Lévesque Ph.D, Queen's University, and Isabelle Aubé, Native Way training Services Inc. Lecture Hall 6
B) Physical Activity Approaches at the Ground-Level: Promising Practices Targeting Aboriginal Children and Youth – Andrea L. K. Johnston, Johnston Research Inc; Michelle DeGroot, BC First Nations Health Authority; Donna Atkinson, National Collaborating Centre for Aboriginal Health; Tanya Davoren, Metis First Nation B.C.; Dr Gabriela Tymowski, University of New Brunswick Lecture Hall 2
C) Performance of our lives- Performance ethnography and Indigenous participation in sport – Dan Henhawk, The University of Waterloo Lecture Hall 1

Noon Break for Lunch – Brown Bag Lunch Provided – Tradeshow open
APACC Advisory Committee Meeting– All interested people are welcome in joining the Advisory Committee for Women, Youth, Elders, or People with Special Needs. Lecture Hall 2

International Presentation: Bring up the Champions League – Nadezhda Sadyrbaeva, North-East Federal University (45 minutes) Lecture Hall 1

Poster Presentation: Healthy Together: An Innovative Family Education Model for Children in Care (0-18y) and Their Families - Anima Anand and Dianne Michelle Hucul, The Bridge Youth & Family Services Tradeshow area

1:00 pm Session Eight
A) Benefits of boxing – Dave Robinson, Manny Sobral, North Burnaby Boxing Club and Roger Adolph, APACC Lecture Hall 6
B) Just Move It – National Web-based Physical Activity Promotion Initiative - Anita Ducharme, National Aboriginal Diabetes Association and Shelley Frazier, Just Move It Lecture Hall 2
C) The Meaning of Culture & Traditional Activities to Aboriginal Persons with Developmental Disabilities – Brenda Rossow-Kimball, The University of Regina and Michael Lavis, Creative Options Regina Lecture Hall 1

2:00 pm Health Break – Coffee, Tea, Vegetables provided

2:15 pm Session Nine
A) Efficiency of physical activity and sports in the North – Dmitry Timofeyev and Nadezhda Sadyrbaeva, North-East Federal University Lecture Hall 1
B) Understanding the role of community in supporting sport opportunities for Aboriginal youth – Tara-Leigh McHugh, University of Alberta Lecture Hall 2
C) Physical Activity and Nutritional Intake in First Nations Pregnant Women in Rural/Remote Communities in Manitoba – Dr. Garry Shen, University of Manitoba Lecture Hall 6

3:15 pm – 3:20 – Switch rooms if needed

3:20 pm Session Ten
A) Why don't more Aboriginal women participate in sport? – Janice Forsyth, Western University Lecture Hall 2
B) Promoting Neurological Health and Well-Being of Aboriginal People – Melissa Blind, Native Women's Association of Canada Lecture Hall 1
C) Determinants Of Physical Activity Among First Nations Children And Youth - Lucie Lévesque Ph.D, Queen's University and Fei Xu, FNIGC Lecture Hall 6

4:20 pm Closing Ceremonies
APACC Award Ceremony
Closing Prayer by Elder – to be confirmed
Lecture Hall 2

Hosted by Aboriginal Physical Activity & Cultural Circle www.a-pacc.com
Venue Sponsor: UBC, Institute for Aboriginal Health http://www.iah.ubc.ca/
National Aboriginal Physical Activity Conference
February 21st & 22nd, 2013

Presentations & Speakers

Keynote Speakers

Waneek Horn-Miller
Waneek works and travels extensively throughout the Aboriginal world. Through her work as a sports commentator for CBC and APTN, Waneek has become a community advocate for sport, fitness and wellness. She also has traveled extensively throughout North America as a motivational speaker. As one of Canada’s few Aboriginal Olympians, Waneek has used her passion and experiences in sport to influence Aboriginal and non-aboriginal leadership towards making Sport and Wellness a community building priority. Waneek is currently on maternity leave from her position as coordinator of the First People House at McGill university and is currently working with the Assembly of First Nations as their IndigenACTION Ambassador supporting their efforts to create a sport, fitness and wellness strategy.

Dr. Willie Little Child
In 1976, Dr. Wilton Littlechild had the distinction of being the first Treaty First Nation person to acquire his law degree from the University of Alberta. He received his Bachelor of Physical Education Degree in 1967 and his Master’s Degree in Physical Education in 1975. In June of 2007, the University of Alberta bestowed the Doctor of Laws Degree on Dr. Littlechild for his outstanding achievements.

An avid sportsman and athlete, Dr. Littlechild has won more than fifty provincial, regional, national and international championships. He has served as a coach and organizer of sports event – being a founder of the North American Indigenous games; and has been inducted into seven Sports Walls of Fame.

Dr. Littlechild is a respected lawyer and operates the law firm of J. Wilton Littlechild, Barrister and Solicitor, which is situated in the Ermineskin Reserve. He is a strong advocate for the rights of Indigenous Peoples and promoter of implementation of the treaties between the Indigenous Peoples of Canada and the Crown, now represented by the federal government. Dr. Littlechild also served as the Chairperson for the Commission on First Nations and Métis Peoples and Justice Reform, mandated to review the justice system in the province of Saskatchewan. He is married to Helen Peacock, and is the father of three children: Teddi, Neil and Megan.
A) Developing Fitness Programs for Your Community, Join the Resistance

Did you know that resistance training can reduce insulin resistance and make us resistant to falls, osteoporosis, muscle loss, and low back pain? Time to join the resistance!! This workshop will take you through the A.B.C.’s of designing resistance training programs for beginners. This includes methods for needs analysis, simple orthopedic screening for healthy joints, and understanding acute program variables. You will walk away ready to create programs for yourself and your community.

Brian Justin, The University of the Fraser Valley

Brian is currently a full-time Kinesiology Instructor at the University of the Fraser Valley in Chilliwack. He earned his Masters and Bachelor degrees from the University of British Columbia specializing in exercise physiology, strength and conditioning, injury management, and exercise testing and prescription. Brian is also a CSEP - Certified Exercise Physiologist (CEP), NSCA Certified Strength and Conditioning Specialist, CSEP- Certified Personal Trainer, CHEK Level 1 Practitioner (Corrective Holistic Exercise Kinesiologist), CHEK Level 1- Holistic Lifestyle Coach, FMS - Level 1 Expert, NASM Performance Enhancement Specialist and Corrective Exercise Specialist, course facilitator for the CSEP-CEP and examiner/facilitator for the CSEP-CPT. Brian is also an international author publishing 4 chapters in Human Kinetics' Foundations of Professional Personal Training, and 3 chapters in CSEP's Resource Manual for the Qualified Exercise Professional. He was also formerly a faculty member at the Native Education College (formerly Native Education Center) for 12 years and has provided workshops for the NITEP staff and graduates at UBC. Brian is passionate about spreading the word on the therapeutic, health, and performance benefits of physical activity.

SESSION 1

B) A New Approach to Sport and Recreation for Aboriginal Peoples in Canada

The identification of barriers to sport, recreation and health more broadly for Aboriginal peoples in Canada (i.e., a Deficit Perspective) has dominated studies completed on this important issue thus far. These studies rarely address underlying unequal power relations and usually reinforce that ‘experts’ must solve these problems to help Aboriginal participants gain more access to mainstream sport and recreation services. The Strengths Perspective, which originated in Social Work, provides an alternative approach that begins by highlighting current strengths of the Aboriginal individual/community (e.g., being holistically balanced; family and community oriented; able to draw on cultural and mainstream approaches; and committed to developing their own, preferred approach towards enhancing their lives through physical activity). Resources (both mainstream and culturally-derived) in their environment are then identified that can further such strengths. The process throughout focuses on working with (rather than on) Aboriginal participants and organizers as they further strengthen their capabilities. In this presentation, I outline a Strengths Perspective approach to providing sport and recreation for Aboriginal peoples across Canada then suggest that a Framework of Hope (building on the Pedagogy of Hope arising from Critical Education Studies) is also needed to optimize the process used in a Strengths Perspective approach. I argue that a Framework of Hope is essential because it places particular attention on ‘hope in’ a shared community where all individuals are transformed. This alternative approach prompts Aboriginal and non-Aboriginal individuals to collectively work to reduce health inequities by drawing on their collective strengths and actively seeking to reshape unequal power relations in
keeping with the principle of Aboriginal self-determination. I would finish by requesting feedback from the audience about their thoughts on this framework, specific strengths and resources they would identify in themselves and in their communities, and/or concrete ways they could see applying or modifying these frameworks in their community sport and recreation programs.

Dr. Victoria Paraschak, The University of Windsor

Dr. Victoria Paraschak is an Associate Professor at the University of Windsor. She has been researching Aboriginal peoples and their physical cultural practices (including sport, recreation and physical activity) in Canada since 1979, including efforts to assist in the development of those practices by community members and government officials at the local, provincial/territorial and federal levels. She has worked with organizations in the North West Territories to enhance their approach towards recreation and sport, and carried out various workshops to better understand and enhance Aboriginal physical activity practices. She is currently focusing on a Strengths Perspective in this work, which focuses on Aboriginal strengths as a starting point and then identifies resources that can further enhance those strengths. She identifies as a non-Aboriginal ally committed to enhancing opportunities for Aboriginal peoples across Canada in the expression of their physical cultural practices.

SESSION 1

C) Promoting Life - Skills in Aboriginal Youth (PLAY) Program

The use of sport and physical activity are the cornerstone of Right To Play’s programs, unique methodology and organizational philosophy. The programs employ a variety of different sport and play-based learning activities to improve health, teach basic life skills, and develop peacemaking and conflict resolution abilities for children and communities in some of the most disadvantaged areas in the world. Through sport and play-based programs, children also learn about teamwork, co-operation and respect – the best values of sport.

In 2010, Right To Play, with generous funding from the Ontario Ministry of Aboriginal Affairs and other partners, initiated the PLAY program in partnership with Sandy Lake First Nation and Moose Cree First Nation. Due to its enormous success, in 2012, the PLAY program currently works in partnership with 43 First Nation and 2 urban Aboriginal communities. The objective of the PLAY Program is to build on the strengths of Aboriginal youth and their communities, while supporting the value of culture and identity.

Through the use of PowerPoint, video and photos, the presentation will highlight the PLAY program as an innovative approach to community development and social change. The common theme among all PLAY programs is the use of sport and play as a tool for learning. We will highlight the different play-based learning activities designed to improve health, teach basic life skills, and develop leadership skills among children and youth in First Nations.

Right To Play seeks to ensure that the community feels that they are a partner in the design and delivery of the program, and that capacity for implementing the program is spread across the community. Right To Play will share how we facilitate a thorough needs assessment to understand the strengths, weakness and challenges of each selected community. In addition we will expand on how each program is then tailored to both fit the needs and leverage the resources of the community in consultation with expert educators, local partners, and community members including Elders, parents and children.

Right To Play’s first priority is to reach the children and youth; to do this in a culturally sensitive and sustainable manner, we will expand on why relationship building and sustainable partnerships are vital to the success of the program. Local ownership is a key component to creating a sustainable model. We will demonstrate how
the PLAY program to date builds both self and collective efficacy amongst local staff as they are better able to recognize their ability to affect positive social change in themselves and in their communities.

Catherine Cheechoo, Right to Play

Catherine Cheechoo is a Program Manager for the Promoting Life-skills in Aboriginal Youth (PLAY) Program with Right To Play Canada. Catherine is from Moose Cree First Nation in Ontario and is very proud of her community roots and culture. Catherine is a graduate of the Aboriginal Law and Advocacy program from Confederation College in Thunder Bay.

Participation in both sports teams and youth councils has instilled a passion to work to create opportunities for her fellow Aboriginal youth since the age of fifteen. She has served her peers in various volunteer capacities with Nishnawbe Aski Nation Decade Youth Council, the Ontario First Nations Young Peoples Council and participated in the North American Indigenous Games as a member of Team Ontario in the sport of basketball. Catherine’s career path has also focused on youth empowerment and engagement as Coordinator of the Decade for Youth and Development program with Nishnawbe Aski Nation from 2005-2010 and more recently in her work with the PLAY program for the past two years.

As a young mother, Catherine understands the importance of providing opportunity for children to learn and play in a safe and nurturing environment and feels that her work with Right To Play can enhance and increase opportunities for many children and youth who participate in PLAY programs.

Lauren Simeson

Lauren has an extensive background in athletics, and grew up playing competitive hockey and soccer. She competed for the Toronto Olympic Club in Cross-Country and Track & Field, where she was a member of the gold medal Junior team at the 2003 Canadian Championships. Lauren was awarded an athletic scholarship to Iona College in New Rochelle, NY where she was the captain of the Cross-Country and Track & Field teams for two consecutive years. She completed her B.A. in Political Science and History in 2007 at Iona College.

Lauren has extensive experience with sport and recreational programming, and brings tremendous knowledge in this area to the PLAY team. Lauren is responsible for all Sport For Development programs through the PLAY program. Playing a significant role in the development of the Hockey For Development and Lacrosse For Development programs, Lauren is responsible for working with field staff to design, coordinate and implement a variety of sport clinics in First Nations across the province.
Session 2

A) Power of Sport

Way. Tansi. If our health is sound then we minimize every expense that life can encounter. We’ll have more money in our pockets, more time on our hands and more energy to spend time doing what matters most. The unfortunate truth is that reserves are littered with health problems, domestic abuse, substance abuse which in turn creates hazards to our health. If we could create a program that would transcend the confines of a “program” and create active healthy living in our communities then we would begin a large part of the healing process. On my reserve, Westbank First Nation, “The N7 Challenge” is in the works of being made reality. It has been approved by Council with a budget, and is currently being worked out in the policy mode. The basis of the program is a reward system that encourages healthy living. If a WFN member uses the recreation facilities and/or programs 10x then WFN will buy the member a pair of the latest Nike N7 shoes. Every 6 months the 10x reward system would reboot and a member could access another pair of n7 shoes. Idealistically the “N7 Challenge” would become a sub program to a greater overarching Health and Fitness program called “The Power of Sport”. “The Power of Sport” would facilitate “The N7 Challenge” and any other programs that actively recruit and encourage healthy living in the WFN community. As Canada’s First People’s, our health needs to be sound in order for us to be healthy in every other aspect of life, including family, relationships and politics. Limlempt. Hihi.

Aaron Derickson

Sport is a key to healthy living, both mentally and physically. Throughout my adult life I have sought to help and improve the lives of those around me. One of the most affective avenues that I have come across is sport. My name is Aaron Derickson, I am 29 years old and I want to make a difference in the lives of Aboriginal people. My Mom is Cree from Hobemma, Alberta and my Dad is Nscolxen; I, however, am a member of Westbank First Nation (WFN). I am syilx and I am Neheeo. I grew up in Westbank, BC on Westbank First Nation reserve. In high school I was on the basketball team and the cross country team. I graduated from Mount Boucherie Secondary with honors and went on to fulfill my post-secondary education. I graduated in 2009 from UBC-Okanagan with B.A., History Major, French Minor. In 2010 I graduated from UBC-Okanagan with a B.Ed, French specialty. I was hired by the local school district as a substitute teacher in 2009 and was recently was hired as full time teacher at my old high school, Mount Boucherie Secondary School (MBSS). During my days as a substitute teacher I filled my spare hours with a job in my community’s (WFN) recreation department as a “Sports Programmer.” I am an active member of my community and have worked in my community doing miscellaneous jobs and volunteering all throughout university; I also sit on the school board for my community’s school.
B) Healing through Expressive Arts Workshop

Sunworks provides process-based creative arts programs that facilitate social and life skills development. They are dedicated to providing programs that help participants expand artistic skills and grow in a structured, non-competitive, inspirational atmosphere. Sunworks spans the realm of the fine arts. This will be a fun and active workshop. The workshop will bring self-awareness of the four quadrants, as one component of the workshop, of the medicine wheel: the physical, the mental, the emotional and spiritual. The workshop is an opportunity for you to challenge yourself, break through your fears, and feel the exhilaration of performing.

Shayla Oulette, Sunworks Performance Arts & Cultural Society

Shayla Oulette has been involved with Sunworks since she was two yrs old, Shayla has performed on stage and in films. Shayla was casted with her little brother Joel in the movie Bury My Heart at Wounded Knee. Shayla was Miss Teen Medicine Hat 2010 and has been awarded Métis Youth Ambassador of Alberta, Shayla is an excellent public speaker and speaks out on issues effecting youth such as racism, youth suicide, peer pressure and bullying of girls, regarding body image, hair colour etc. Shayla is a role model to our youth and enjoys cosmetology and information technology. Shayla has graduated from Medicine Hat Highs School, and is now attending Vancouver Academy of Dramatic Arts. Shayla is the Youth Director with Sunworks Arts and Cultural Society, and worked collaboratively with Laurie Oulette in last summers selfesteem, leadership, SHINE pageant.

C) Indigenous Youth, Health and the Future of Saskatchewan

Over the past three years, the Faculty of Kinesiology and Health Studies at the University of Regina has developed several initiatives to encourage Aboriginal health and physical activity in the province. These include the development of new curricula and encouraging Aboriginal youth to come to campus and participate in a number of events. This session describes some of our initiatives with the goal to share our experience with participants of the National Aboriginal Physical Activity Conference and to use the conference as a way to develop new programming to foster physical activity and healthy lifestyles among Aboriginal youth.

According to Government of Saskatchewan projections, Aboriginal people will make up more than one third of the province’s population within the next few decades. Our goal in the Faculty of Kinesiology and Health Studies (KHS) is to encourage the growing number of Aboriginal young people to use sport and recreation as a means to maintain a healthy lifestyle and stay in school. These initiatives reflect the University of Regina’s strategic plan mâmawohkamâtowin: Our Work, Our People, Our Communities, which seeks to make the university a more relevant institution in the lives of Saskatchewan people.

To better meet the needs of Saskatchewan’s changing demographics in the realms of sport, recreation and health, we have developed a core course centered specifically on issues of Indigenous sport, health and wellness. In collaboration with the Aboriginal Student Centre, SaskSport and other Aboriginal organizations, the course has integrated such features as an introduction to traditional dance and the delivery of the Aboriginal Coaching Module certification program.

Another facet of the course has been the development of a gathering for Indigenous teens called Sports for Life: Indigenous Youth, Health and the Future of Saskatchewan. This event comprises numerous physical activity sessions led by community and university athletes, educational sessions, and inspirational keynote addresses by such high profile speakers as: Ted Nolan, Fred Sasakamoose, and Reggie Leach.
In the spring of 2012, KHS and the Aboriginal Student Centre collaborated in the delivery of the first annual Aboriginal Youth Leadership Camp; an intensive weekend in discovery of leadership skills and recreation experiences that students can take back to their communities. Instilling a sense of pride through culture and living a healthy balanced lifestyle were themes touched on by many of the presenters, including Wab Kinew, an award-winning journalist and host of the CBC-TV series 8th Fire. Throughout the school year, the youth will be mentored and encouraged to develop an initiative in their schools/communities in the area of sport, recreation and health.

We would like to share our experiences in creating these programs with members of the conference, and develop relationships with others involved with physical activity in the Aboriginal community with the goal to building capacity in the areas of sport and health in the province.

Dr. Jim Daschuk, Faculty of Kinesiology and Health Studies, The University of Regina

Jim Daschuk has a PhD in history from the University of Manitoba. Dr. Daschuk has been researching and teaching in the field of Aboriginal health for nearly 20 years. He is an Assistant Professor in the faculty of Kinesiology and Health Studies at the University of Regina and a member of the Saskatchewan Population health and Evaluation Research Unit (SPHERU).

Jennifer Love Green, Faculty of Kinesiology and Health Studies, The University of Regina

Jennifer Love Green is the Academic Program Coordinator in the Faculty of Kinesiology and Health Studies and has been engaging students on campus for 13 years. Most recently, she was the lead organizer for the first annual Aboriginal Youth Leadership Camp.
Session 3

A) GET THEM ACTIVE! Seven Steps to Community Mobilization

Based on the Canadian Parks and Recreation Association’s First Nations, Inuit and Metis ‘Everybody Gets to Play’™ Community Mobilization Toolkit, National Aboriginal Presenters Isabelle Aubé will inspire conference delegates to create physical activity opportunities by covering the seven steps to community mobilization. These seven steps include:

1. Commit to the Issue: Find out as much as you can about your community
2. Get the Right People Involved: Every initiative needs a few key people
3. Set Goals: Those who fail to plan, plan to fail
4. Create Awareness: Getting the word out!
5. Take Action: Just Do it!
6. Measure Change: What have we accomplished?
7. Celebrate your Accomplishments: Any positive change is a good one!

This session will be an interactive one where participants will be encouraged to share some of their own ideas and success stories in order to create a support network with each other. The Presenter will give suggestions on creative ways to integrate culture into Physical Activity as well as get all members of the community involved. This presentation will provide delegates with tools and information needed to mobilize their community to reduce barriers to participation in physical activity for First Nations, Inuit and Métis families. Created by recreation practitioners and partners across the country, it gives – sport and recreation practitioners as well as volunteers - the tools they need to mobilize communities. It can be a useful resource for anyone who believes that physical activity develops their physical, emotional, intellectual, spiritual and creative potential.

Isabelle Aubé, Native Way training Services Inc.

Born and raised in Ottawa, Isabelle Aubé is Métis with Mi’kmaq, French and Algonquin heritage. With a background in both the Sport Industry (Manager of Sport/Coaching for the National Equestrian Federation) and the Fitness Industry (PRO Trainer for Canfitpro as well as working with athletes from recreational to Olympic level), she is committed to promoting health and recreation in urban and on-territory Aboriginal communities. In the past few years she has held contracts as the National Project Manager for the Canadian Parks and Recreation Association (CPRA) Coordinating and delivering First Nations, Inuit and Metis ‘Everybody Gets to Play’ Workshops across Canada, as well delivering and coordinating the “Aboriginal Women and Leadership Workshops” for the Canadian Association for the Advancement of Women in Sport and Physical Activity (CAAWS). In 2011, Isabelle started her own company called “Native Way Training Services Inc.” that specializes in creating and adapting workshops and courses for Aboriginal Populations with the intent to promote health and fitness for Aboriginal populations. 2013 marks the launch of the first nationally recognized Canfitpro Aboriginal Fitness Certification courses. These courses will be offered across Canada to community members and organizations alike in combination with Sport Development and Community Mobilization Training.
B) Aboriginal Long-Term Athlete Development

The project is to create an Aboriginal Long-Term Athlete Development (LTAD) model based upon the foundations and principles of the Canadian LTAD model "Canadian Sport for Life: A Resource Paper," as published by Canadian Sport Centre Pacific in 2005. In August 2012, Canada’s F-P/T Sport Ministers endorsed a revised “Canadian Sport Policy 2.0 (CSP)” for the period 2012-2022. While CSP 1.0 was a catalyst for the Canadian Sport for Life (CS4L) movement, CSP 2.0 fully supports CS4L. CS4L working with the Aboriginal Sport Governing Bodies, Provincial/Territorial based Aboriginal Sport Recreation and Physical Activity Partners Councils, and other Aboriginal leadership groups, proposes to develop this much-needed supplement. It will be based on the unique needs of the Aboriginal population and will incorporate the traditional practices, teachings, interpretations, and values of the Aboriginal culture.

The result of this project will be electronic and in print published documents, and identified strategies on how to effectively implement its content in the Aboriginal community at large. Aboriginal Leaders will present the need for an aboriginal LTAD through current success stories of LTAD from an aboriginal perspective and how LTAD principles are fundamental in ensuring active communities while fostering the athlete pathway and individuals to be active for life.

**Sport Policy to Program Delivery:** Introducing the project and framing it with the new Canadian Sport Policy 2.0, the Sport Canada’s Policy on Aboriginal People’s Participation in Sport and Canadian Sport for Life. How Canada Snowboard has developed an LTAD however it speaks to the general population thus the need for an LTAD specific to the aboriginal athletes to articulate their unique pathways through sport.

**Active Start & Fundamentals:** Examples from aboriginal recreational snowboard programs that introduce young participants to dry land training, healthy lifestyle choices, and initial on-snow development.

**Athlete Development:** Examples of aboriginal snowboard athletes following the athlete pathway and learning to train, training to compete, and moving forward with high performance goals. Showcasing the necessary capacity, leadership, and follow-through to ensure the vision of aboriginal athletes on the Olympic podium.

**Active for Life:** Examples of how snowboard athletes have transitioned from athletic performance and moved into coaching and leadership roles while setting the example of staying healthy and active for life for generations to come.

**Call to action, questions and Discussion:** A wrap-up of the presentation as well as identifying how interested people can get involved to move the project forward. An opportunity for delegates to clarify or comment on aspects of the presentation.

**Aaron Marchant, Canada~Snowboard**

Aaron Marchant is from Squamish Nation of Cheakamus Reserve, and is founder and manager of First Nation Snowboard Team (FNST) who have delivered and developed programming for 15 Divisions and over 250 BC and US snowboard athletes. Aaron has worked for over 12 years and continues to work with Squamish Nation Communications and Band Manager Services, he was the Four Host First Nation Coordinator for Squamish Nation leading up to and during the 2010 Olympic Winter Games in Vancouver Canada, and is an active hiker, snowboarder, and enjoys, hiking and fishing at his grandfathers fish grounds.
I've been with Canada Snowboard for the past 7 years, beginning as Manager of Sport Development and growing into the Directors role as of 2010. Throughout my time with Canada Snowboard I have worked alongside Aaron Marchant throughout these 7 years in support of the First Nations Snowboard Team.

Having a degree in Human Kinetics, as well as having coached for the past 10 years at many level including several development level and national team camps. I have lead the development of much of our coaching, officiating, competition systems, as well as our recently updated LTAD and competition pathway titled "Park to Podium".

My experience has allowed Canada Snowboard to build its capacity into 12 provinces and territories with our focus on Long Term Athlete Development we are an athlete centred and driven organization. There are always areas of opportunity, and the new national opportunities for our Aboriginal Snowboard Program in collaboration with First Nations Snowboard Team has allowed for us to ensure we are supporting athletes in Aboriginal communities. We are looking to expand this program each year and are excited about the execution of this current season.

SESSION 3

C) 2014 Regina North American Indigenous Games

The 2014 Regina North American Indigenous Games will take place in and around the City of Regina on July 20-27, 2014. During this session you will learn about all the exciting plans the Regina NAIG Host Society has in store for 2014. The event will showcase unity, sport, culture, youth, volunteerism and team work between First Nations, Metis and Non-Indigenous communities in pursuit of excellence for our future leaders. With years of preparation, dedication and sacrifice, it’s time to recognize the healthy lifestyle choices young Indigenous people from all over North America have made.

Dominga Robinson, North American Indigenous Games

Dominga Robinson is a Nakota woman who comes from Pheasant Rump First Nations but has called Regina home for most of her life. Dominga attained a Bachelor of Arts degree in English from the First Nations University of Canada in 2008. Since that graduation, her career has taken her into various positions within the non-profit and education sectors. Dominga’s training and skill set have led her to pursue a career in communications, event coordination and sponsorships. Since a teenager, Dominga has been active in both the Indigenous and artistic communities. Her passion for both, community and creative thinking, have motivated her to not only work in sectors that directly impact the people but also to volunteer for various community organizations. Dominga has served as board member of the Regina Aboriginal Professionals Association since 2008. She held the role of Interim Vice President during the 2009-10 year and was elected as Vice President this year. She is also a volunteer Board Member and Communications Committee Chair for Common Weal Community Arts and she sits on Sask. Culture’s Grant Adjudication Juries. In her spare time, Dominga likes to write plays and poetry and has been both published and produced. She spends her time with her little sister, two dogs and a very brave cat.
A) Building Community Fitness & Community Connection through a Community-Health Authority Partnership

In the summer of 2009 Mission Friendship Centre Society (MFCS) and Fraser Health partnered to improve access to healthy living resources and information for the Aboriginal population of Mission, BC. A Healthy Living Challenge was implemented which encouraged MFCS staff, Elders and clients to “Eat Well, Be Active, and Save Tobacco for Tradition”. The goal of the Healthy Living Challenge was to increase knowledge and awareness of healthy lifestyle behaviours, as well as to foster behaviour changes for physical activity, healthy eating and tobacco cessation. The Challenge included three main components: a physical activity component; a healthy eating component; and a weekly tobacco cessation group. As a group, participants set challenging goals and worked toward these goals with incentives and milestones along the way.

Pre- and post survey results indicated improvements in participants healthy eating, physical activity, and tobacco cessation knowledge.

Results also indicated that participants made improvements in their healthy eating and physical activity behaviours, as well as their feeling of connection to the MFCS community. Participants enjoyed the challenge and reward of striving toward a collective goal with not only their peers, but also MFCS staff. Sharing a goal became a unifying force which broke down barriers and increased connection to the staff. In addition a number of participants in the tobacco cessation group quit smoking. Since the initial Healthy Living Challenge in 2009, MFCS has implemented Healthy Living Challenges annually. MFCS staff implement the Challenges and adapt them to community preferences and suggestions. For example, in 2011, they introduced a medicine wheel healthy living journal into their annual Healthy Living Challenge. In 2012 the challenge was launched in May to coincide with Move for Health Day, and the Centre challenged local agencies in a pedometer competition.

Since the first MFCS Healthy Living Challenge in 2009 First Nation communities, school district Aboriginal education departments and community agencies, have begun collaborating with Fraser Health to implement their own Healthy Living Challenges based on the MFCS model.

This presentation will discuss best practices for planning healthy living events in urban Aboriginal communities, as well as First Nation communities that have emerged out of this partnership and the Mission Friendship Centre Healthy Living Challenges held over the last four years.

Tracy Steere, Fraser Health

Tracy Steere works with Aboriginal communities and organizations across the Fraser Health region to encourage their members to “eat well, stay active, and save tobacco for tradition.” Since 2008, Tracy has been helping communities and organizations to plan healthy living activities, including walking challenges, tobacco cessation programs, and school-based healthy living groups.

Tracy is also responsible for planning and coordinating Aboriginal health fairs in the region. She has organized health fairs at the annual Elders Gathering for the last two years, and most recently organized a health fair for the afternoon of the Aboriginal Health Year in Review Celebration October 24.

Tracy holds a Diploma in Life Skills Instruction from Rhodes Wellness College, and is currently working towards completing her Masters in Interdisciplinary Studies at Royal Roads University.
B) IndigenACTION Assembly of First Nations

In February 2010, the Four Host First Nations – Squamish, Musqueam, Lil’wat and the Tsleil-Waututh – welcomed the world to their territories in the spirit of mutual respect and recognition and in the name of sport, competition and togetherness. During the Vancouver 2010 Olympic Games, the Four Host First Nations and the Vancouver Olympic Committee developed a true partnership exemplifying how First Nations and all Canadians can and must work together. They worked together with mutual respect, support, and a clear and dedicated commitment to find solutions required for success. These key elements form the basis of IndigenACTION – an initiative led by the AFNYouth Council to carry forward the energy of the Olympic Games into Indigenous communities and the realities/mind-sets of our people.

IndigenACTION: IndigenACTION was launched July 18, 2010 by Assembly of First Nations (AFN) National Chief Shawn A-in-chut Atleo and AFN Youth Council Co-chairs Ashley Julian and Joshua Gottfriedson in Winnipeg, Manitoba. IndigenACTION is a national effort to build on the spirit and energy of the 2010 Olympic Games. Through IndigenACTION, we will foster the partnerships required to ensure Indigenous peoples in Canada have an opportunity to grow themselves and their communities through community fitness, wellness, sports and recreation. IndigenACTION seeks to enhance existing relationships and develop new partnerships to help improve the quality of life for Indigenous peoples by promoting healthy lifestyles, community togetherness and community-based economic spin-off opportunities. This will include securing greater investment and support for our own athletes, as sport has great potential to encourage, motivate and create confidence in our young people. In an effort to engage the aboriginal sport community, IndigenACTION held three discussion roundtables. Participants from various governmental, social, aboriginal and grassroots groups where invited to the three roundtbales held in Winnipeg Manitoba, Vancouver British Columbia and Gatineau Quebec. Approximately, 150 participants came together to discuss the existing barriers facing aboriginal sport as well as the best practices in existence.

The result of this engagement was the IndigenACTION Roundtable Report released at the Assembly of First Nations Annual General Assembly held in Toronto, Ontario July 2012. The Report was also made available for the public via the Assembly of First Nations website. The IndigenACTION Roundtable Report sought to encompass a brief history of aboriginal sport development in Canada as well as highlighting some of the best practices of organizations and individuals. It also summarized the roundtable discussion findings and presents recommendations on next steps in the development of sport, recreation and wellness. Building upon this, there was a resolution passed at the 2012 Assembly of First Nations Annual General Assembly endorsing a move forward with the recommendations.

This workshop will be focusing on the IndigenACTION Roundtable Report and its recommendations. Participants will be asked to participate in discussions and putting forth their recommendations surrounding the creation of a Aboriginal Sport, Recreation and Wellness Partners Council and a strategic and fundraising plan to move Aboriginal Sport forward in Canada.

Gina Doxtator, Assembly of First Nations

Gina Doxtator is a Sr. Policy Analyst at the Assembly of First Nations. Her current area of focus is on Cancer, Tobacco, Diabetes, and Sport, Recreation, Wellness and the IndigenACTION files. She has worked with the AFN for six years and is of Oneida and Ojibwe ancestry. Gina has been involved in the Aboriginal Sport Community for over 12 years including being Assistant Chef de Mission for Team Ontario 2008 NAIG, part of the formative years of the Aboriginal Sport Circle with its High Performance Training Camps, Aboriginal Coach Manual and Athlete/Coach Awards. She currently helps organize the annual 5km AFN IndigenACTION Fun Run and mother of three children who love sports.
C) TORONTO 2015 Pan American Games

With less than two and a half years until the first medals are handed out at the TORONTO 2015 Pan Am/Parapan Am Games, the Organizing Committee (TO2015) is well into planning the largest multi-sport event ever held in Canada.

With the sport competitions and cultural festivals attracting visitors from across the 41 participating Pan American countries, TO2015 is working with its Aboriginal partners to ensure meaningful participation of Aboriginal people and communities in the Greater Golden Horseshoe region. The themes identified by TO2015’s Aboriginal partners include arts and culture, youth, employment and economic development, volunteers and legacy.

Kenn Ross, Toronto 2015 Pan Am/Para Pan Am Games

Kenn Ross is a member of the Millbrook Micmac First Nation of Nova Scotia. Born in Montreal and a committed Habs fan, Kenn has lived in Toronto since he was 11. After graduating from York University’s Glendon College with a Specialized Honours BA in English where he won the inaugural bp nichol award for creative writing, Kenn worked successively for the Canadian Council for Aboriginal Business, CIBC and Bank of Montreal. Kenn then moved to the Aboriginal Economic Renewal Initiative, a project of the federal and provincial governments meant to stimulate Aboriginal business development in Ontario.

In 2004 Kenn joined Miziwe Biik Aboriginal Employment and Training where he founded its Aboriginal Business Resource Centre, delivering entrepreneur and business skills development to Aboriginal people in the Greater Toronto Area. Kenn also initiated the formation of Miziwe Biik Development Corporation (MBDC), which oversees various projects important to the Aboriginal community, including housing, youth programs as well as cultural and social enterprises among others. Based on these experiences, Kenn places a strong value on partnerships between Aboriginal and non-Aboriginal interests.

Given this, it made sense for Kenn to join the Organizing Committee of the Toronto 2015 Pan Am/Para Pan Am Games as its Senior Manager, Aboriginal Relations, acting as an interface between the Games and the Aboriginal community.

In addition, Kenn is involved with youth soccer and holds an OSA 2 licence and also plays, when not injured, in a co-ed recreation league.
Session 5

A) Developing a community-based Physical Activity Program for Aboriginal Seniors

One of the traditional values that Aboriginal seniors hold dear is autonomy, the ability to live independently and to remain at home in old age. Studies show that sixty percent of Canadians are inactive thus exposing themselves to chronic illness and disability at an early age (Canada’s Guide to Physical Activity). As more people are living longer it is imperative that they take up healthy eating and physical activity to remain fit, manage chronic conditions and have quality of life. Diabetes type 2, chronic illness and disability are rampant among First Nations that beg for action now. Daily physical activity that not only guards against diabetes type 2 but is integral to its self-management and the prevention of complications linked to it. The challenge is to get people to engage in physical activity at least 30 minutes per day. Physical activity programs that show promise for First Nations and Inuit youth are those honoring a cultural and community-based approach (Pimitisimin, 2007).

One community-based program that proposes to address behavioral change towards healthy eating and active living is “Moccasins Trails “ which offers traditional living activities as exercise that can be performed alone or with others following Canada’s Physical Activity Guide. The holistic benefits of healthy living lie in the felt interconnectedness of the effects on the body, mind, emotions and spirit.

This presentation is intended to be a highly interactive session where lessons learned from program development will provide participants with the how to’s of setting up a physical activity program. Easy to use physical activities for sedentary persons and the more active will be demonstrated where participants have a “hands on” enjoyable experience.

Ruth Ann Cyr, Toronto Council Fire Native Cultural Centre

Ruth Ann is a 73 year old Registered Nurse and member of the Pasqua Band in Saskatchewan. She was educated at the former Qu’Appelle Indian Residential School and holds a Bachelor of Arts and Masters of Education degree from the University of Toronto. She holds a Certificate as Seniors Fitness Instructor from the Canadian Centre for Activity and Aging, University of Western Ontario.

Ruth Ann has an extensive experience in nursing administration and urban elder care. She has worked on several projects involving Elder care, physical activity and diabetes and comments on Aboriginal issues in “A Guide to End of Life Care for Seniors” (2000).

Ruth Ann is the coordinator of the Urban Aboriginal Healthy Living Programme at the Toronto Council Fire Native Cultural Centre. She’s presented on the topic of delivering physical activity programs for Aboriginal seniors to the Ontario Public Health Association Conference 2007, Canadian Diabetes Association (2007), and the 2nd Indigenous Diabetes Conference in Vancouver (2009). The basis for her work was funded in 2005 by the Canadian Cancer Society- Ontario Region. She has developed a healthy living BINGO teaching tool for Aboriginal people and a workbook on physical activity for Aboriginal seniors unpublished).

Ruth is living with diabetes and is successful in managing her blood sugars through medication, healthy eating and physical activity.

Session 5B) has been omitted intentionally as it is a continuation from 4 B)
C) Developing Aboriginal Leaders

Our challenge today is to motivate our young aboriginal population to dream, to set goals, and more importantly to become leaders and to mentor other youth. As adults we always look for the hidden gem. Whether we are educators, researchers, politicians, or athletes we have an unspoken agenda to seek for that something special. The same can be said for our youth. What they need is someone to help direct them on their path and help them realize their own potential. One way is to help them connect their values and beliefs so that eventually they will envision a brighter future. This is why we really need to help develop leaders in our communities.

How do we as adults encourage our youth to graduate from school and succeed or to even get them to do something extraordinary? As a school administrator, it’s my job to encourage students to succeed. It was my duty to create an environment that was safe and conducive to learning. As a coach I had to do the same thing. A most recent challenge for me was working with a Gang Recidivism and Crime Reduction project. We had to explore evidence-based models that were effective where we felt that we could use in the community of Hobbema, however, most of these projects were initiated in large cities. There are no shortages of challenges, especially in today’s world. Some of what our youth may take as a threat to them can be overcome by some favourable circumstances. As adults we have to always see these as opportunities to guide and direct them. We will challenge the myth that leadership is something that you find only at the highest levels of organizations and society. We will also challenge the belief that leadership is reserved for only a handful of very special people.

Leaders come from anywhere and everywhere. As First Nations people, we need to challenge ourselves and begin to look and seek out the quiet leaders both male and female. They have so much to offer, but how are we helping them? For this presentation, I will give reference to The Leadership Challenge model which gives five practices for exemplary leaders by Kouzes and Posner. In my own life of mentoring youth, I make sure that I check in with athletes, students and community members on how they are doing. If we engage in the practices, we will see improvements in your personal life, academic and community. There is a catch of course. You have to do it with commitment and consistency. Excellence in anything—whether it’s leadership, music, sports, or academics—requires disciplined practice. Real life examples will be discussed.

There is a Gaelic Proverb that I read which I feel is appropriate to use and it goes like this "Some people make things happen, some watch things happen, while others wonder what has happened". We need to ask ourselves “what will happen with this generation of young people, and what are we doing to help them?”

Randy Ermineskin

As an athlete, Randy has competed in competitive sports such as golf, fastball, baseball, football, hockey and track events competing all over North America. He was one of the first aboriginal hockey players to play junior and semi-professional hockey from the Hobbema area. Over the last twenty years he has committed a good portion of his time as a coach in the sports that he competed in. Today, Randy loves to motivate youth and others to get involved in sports activities and also toward a wellness lifestyle. He is a devoted husband, father and grandfather and looks forward to coaching the next generation. After putting his hockey career aside, Randy immediately set out to pursue his educational journey. He holds a Bachelor of Education Degree and a Masters Degree in Leadership and Administration. As an independent contractor he advises and consults with schools and colleges in areas such as strategic planning to help build student success. He is currently working with the Maskwacis Cree leadership in Hobbema as the Safe Community Coordinator developing a gang strategy.

Randy and his wife Fran love to travel, watch sports and also enjoy camping with family and friends.
Session 6

A) Putting theory into practice: Mentoring Aboriginal youth leaders through community sport

In the past two decades, the United Nations sport for development and peace movement has promoted sport as a complementary tool in the development of strong, healthy and safe communities. This approach to community sport complements indigenous worldviews where sport, recreation and physical activity are viewed as interconnected activities and considered an important part of one’s traditional physical culture.

However, like any social space, sport can also reproduce many of the social ills that it purports to remedy. Canadian sport policy makers have acknowledged that racism, cultural insensitivity and poverty create barriers to Aboriginal peoples participation in sport. Information about exclusionary processes in mainstream sport, while invaluable, provides little insight into inclusionary sport processes for Aboriginal youth. In particular, sport researchers have highlighted the need for information about the design, delivery and facilitation of meaningful and relevant sport programs for Aboriginal youth.

In educational literature, culturally relevant pedagogy is viewed as a teaching philosophy and process that leads to academic success for students who have been poorly served by the education system. As an educational theory committed to the individual and collective empowerment of marginalized youth, it promotes strength-based sport programming for Aboriginal youth as an alternative to deficit-based programming which perpetuates negative stereotypes and creates differential opportunities for Aboriginal youth. And, as government bodies increasingly look to civil society as a means to deliver social responsibilities, it is vital that community sport leaders reconsider the social role of sport.

In community sport, the goal of culturally relevant sport education expands to include social, physical and health education outcomes. A blend of formal and non-formal educational theories, culturally relevant sport education builds on the work of physical education scholars while also respecting the unique educational challenges and opportunities associated with working within the non-profit landscape of community sport. Drawing from our experiences as researchers, organizational administrators, program planners and educators with an Aboriginal youth sport mentorship program, we highlight the history of our program, share how it has successfully brought together partnerships between various educational institutions including high schools, elementary schools, universities and colleges, and how it has developed partnerships between municipal recreation departments and academic institutions.

This presentation will be useful to sport policy makers and practitioners as we discuss program planning and facilitation practices that community sport leaders can use to enhance the physical and social benefits of community sport for Aboriginal youth. We also highlight how sport programs can enhance the social capital of Aboriginal youth by nurturing partnerships with key government and community stakeholders who can provide Aboriginal youth with leadership, career and educational training and opportunities.

Heather McRae, The University of Manitoba

Heather McRae is Métis-Anishinaabe woman with French and Scottish ancestry. She recently completed her Ph.D. in Education at the University of Manitoba where she examined culturally relevant program planning and leadership practices for urban Aboriginal youth in community sport. Currently, Heather is the Indigenous Research and Knowledge Exchange Coordinator with the University of Manitoba’s Rec and Read mentor program, a communal mentorship program involving children, youth and adult allies from diverse cultural backgrounds. She is also involved with a number of community engagement initiatives that are designed to increase access to post-secondary education for Aboriginal and inner city residents.
Joannie Halas, The University of Manitoba

Joannie Halas is a professor in the Faculty of Kinesiology and Recreation Management at the University of Manitoba. Joannie’s teaching, research, and service is in the area of culturally relevant physical education, and access to postsecondary education for under-represented populations, including Aboriginal and racialized minority groups. As a non-Aboriginal scholar, Joannie positions herself as an "ally" to Aboriginal children, youth, their families and communities, always, as her colleague and Indigenous scholar Laara Fitznor says, "walking beside or behind Aboriginal peoples" in the intercultural work she undertakes.

SESSION 6

B) The Benefits Of Physical Activity For First Nation, Inuit and Métis Communities: Sharing Knowledge and Community Leading Practices

Learn about an initiative aimed at strengthening community-based healthy living activities through the development and sharing of culturally relevant messages with community health and recreation workers, to encourage the use of the Canadian Physical Activity Guidelines in all community-based programs. The goal of this project is to involve community providers and partners in the development of targeted messaging and strategies for sharing that are practical, relevant, and effective, incorporating learning from existing wise, promising and leading community practices.

Janetta Soup, Saint Elizabeth First Nation, Inuit and Métis Program

Janetta Soup is the Engagement Liaison for the Alberta Region with the FNIM Program and resides in Calgary. As an Engagement Liaison she plays a critical role in supporting community health care providers in knowledge sharing and exchange. Janetta places concentration on establishing and maintaining partnerships with FNIM communities, organizations and health care providers. Responding to gaps in health care delivery through knowledge exchange, mobilization initiatives and action based research are integral to her role.

Janetta is a co-lead for The Benefits of Physical Activity for First Nations, Inuit and Métis Communities: Sharing Knowledge and Community Leading Practices initiative, and is pleased to be contributing to a project that promotes balanced health and wellness in FNIM communities. She is also a co-lead on the Sharing Knowledge, Strengthening Connections: First Nations, Inuit and Métis Youth and Elders Sexual Health Initiative, which reconnects FNIM Elders and youth using social media, to foster and communicate discussions and teachings around sexual health. As a graduate from the University of Lethbridge Management Faculty, Janetta’s primary academic focus was Native American Studies, International Management, General Management and Marketing. Her background includes over 10 years of work experience with First Nations community members. Prior to joining Saint Elizabeth, Janetta was the Health Careers Coordinator for the Treaty 7 Management Corporation.

Janetta is a proud Blackfoot woman and a strong believer in helping make FNIM communities a healthier place and enjoys doing recreational activities with her four-year old son.
Suzanne Stephenson, Saint Elizabeth First Nation, Inuit and Métis Program

Suzanne Stephenson is the Engagement Liaison for the Quebec Region for the Saint Elizabeth First Nations, Inuit and Métis Program. She is bilingual in English and French and is based in Montreal. In her role Suzanne works in partnership with FNIM communities, health care providers, and organizations on knowledge sharing and exchange initiatives, with the FNIM Program belief that the answers to understanding and solving complex health care issues, improving access and addressing barriers to care are found within communities.

She brings to this position several years of experience working with First Nations and for not-for-profit organizations, including as a Cultural Agent for the Montreal First Peoples Festival. She is also a voting member of the Montreal Urban Aboriginal Health Committee.

Suzanne is a co-lead for The Benefits of Physical Activity for First Nations, Inuit and Metis Communities: Sharing Knowledge and Community Leading Practices initiative, and is pleased to be contributing to a project that promotes balanced health and wellness in FNIM communities. She is also a co-lead on the Sharing Knowledge, Strengthening Connections: First Nations, Inuit and Métis Youth and Elders Sexual Health Initiative, which reconnects FNIM Elders and youth using social media, to foster and communicate discussions and teachings around sexual health. Suzanne graduated from Laurentian University with an Honours Bachelor of Indigenous Studies, where she did her fourth-year research on the social, cultural and health effects of the James Bay and Northern Quebec Agreement. She enjoys staying active through cycling, weightlifting, and cross-country skiing.

SESSION 6

C) Hunters and Gatherers 2012

The Traditional roles of the Hunters and Gatherers in our community have seen a decline due to the alienation and displacement from our land. It is through these roles that we keep our continuity and connection to the land. The Newxniw-Upbringing is so important so that we can teach respect, discipline, responsibility, and our distinct identity.

The Hunters and Gathering took place in our traditional village of Puuyam camping for five days learning about these roles and Bushcraft Survival Skills. The Gatherers component this year was focused on the profession of our Cedar and Wool Weavers and the processes used to prepare the plants. Over the five days our youth engaged in the identification of plants and their uses. What kinds of plants are used for dyes (Old Mans Beard)? What kind of plants can be used for twine (Maple Bark)? When do we harvest? Where to go? How to do this sustainably and respect the environment? The Hunters component this year focused on the training and preparation to go on a hunt. The training component consisted of the physical, bushcraft skills, Snewayelh needed to be on the land. The youth were involved in a five day camp that covered bushcraft survival which included fire building, shelter building, spear and throwing sticks, and identifying animals plus where to hunt. Along with learning these activities the hunters were also asked to go on a five day backpacking trip to one of our areas designated for our youth to train. How do you prepare for this type of outing? What kind of gear do you need? What are the safety plans? How did our people experience this land in the past? Activities included climbing a mountain peak, 12 hour Solo, camp duties, shukwem- swims, prayer, story telling, and drumming plus singing.

The main component of this program is through experiential learning. The hands on experience of learning how to use the skills and knowledge that they have acquired in a natural setting. The use of a bow drill to start a fire takes a lot of patience, focus, and know how. When the youth are able to do this there is a sense of accomplishment and pride that goes with this. The Gatherers were able to see the processes right from the places that plants were harvested using dyes, making cordage, and plant identity. The Hunters were able to
make a spear and use flint knapping techniques to attach a spearhead. They also physically prepared themselves by taking on the training of our people in the Alpine Meadows challenging themselves by climbing the mountains, going for shukwem, and learning how to pray. The people followed the seasons and prepared themselves accordingly our calendar closely follows this with each month representing what our people witnessed on the land.

The Hunters and Gatherers Program is a means to immerse and engage our youth in the Snewayelh (Teachings) of the Skwu7mesh People and their Ta Swa7s tsiitsap-Professional Roles of men and women. It is through our cultural practices that we will provide a sense of belonging, strengthen their identity, and build foundations for success.

Latashkinem, Ayas Men Men Child and Family Services

The daybreak comes early for a five year old as he walks with his grandfather to the flats hunting for ducks and geese. His ancestral name is Latashkinem from the Skwu7mesh People and he resides in the village of Humulchest'n. His grandfather would say “when the tide is out the table is set”. Mentored by his grandfather and uncles he was learning the ways of being on the land and the roles of being a man in our family. The family feasts were abundant with duck soup, geese, oysters, fish, our food for the soul.

In 2002 he joined Ayas Men Men Child and Family Services serving the people of the Skwu7mesh as a Culture and Youth Worker. At Ayas Men Men he continued with the development of Cultural Programs to immerse the youth in the rich teachings of the Skwu7mesh People. These initiatives have led to Ayateway Cultural Camp (Supporting One Another), Kwayesut Teen Program (Seek Your Power), Kanatsut Canoe Journey and currently the Hunters and Gatherers. Previous to this he worked with the Vancouver School Board for five years as a First Nations School Support Worker. His work with the First Nations Families in the schools include academic support, story telling, songs, sports, steering committees, graduation ceremonies,

On his own time Kinem has passionately explored and traversed mountain peaks each year for the past 15 years with a group of young people called "Huystas ta Smenmanit " the mountain eaters. These treks have their challenges physically and mentally though each step being closer to the top. The accomplishment of reaching the peak can only be described as exhilarating, the view spectacular, and gratifying.

Latashkinem hopes to continue and develop ways to engage our youth in culture and training. He says to the young people. "Nam chet Kwayetsut " It is time to seek your power.
A) Engaging Aboriginal communities in physical activity, sport, and recreation: Effective mobilization of recreation providers across Canada

There is increasing consensus that community decision-making, control, and participation are essential to the uptake of interventions to enhance Aboriginal wellness. To date very little information is available about the characteristics and conditions that facilitate and/or constrain community mobilisation for physical activity, sport, and recreation involvement in Aboriginal communities. This research aims to address this gap by providing evidence about a community mobilisation initiative to promote physical activity, sport, and recreation in Aboriginal communities across Canada. In the fall of 2009, the Canadian Parks and Recreation Association (CPRA) launched the First Nations, Inuit, and Métis (FNIM) Supplement to the Everybody gets to play Tool Kit, a community mobilisation resource for engaging communities in physical activity, sport, and recreation. Six workshops engaged 135 recreation providers across Canada in Victoria, Edmonton, Winnipeg, Ottawa, Montreal, and Halifax. Workshop objectives were to enhance awareness of Aboriginal values and traditional practices, share wise practices, and to brainstorm strategies to address barriers to physical activity, sport, and recreation participation.

Workshops were introduced by a local Aboriginal elder and led by a professional facilitator of Aboriginal descent. In order to assess the immediate impact of the FNIM supplement and workshop on provider capacity and intentions to apply workshop teachings to their own practice, participants were invited to complete questionnaires before the workshop and immediately after the workshop. Self-confidence (10 items; e.g., ‘How confident are you that you can integrate Aboriginal knowledge/teachings in your physical activity, sport, and recreation promotion efforts?’), perceived organizational support (9 items; e.g., ‘To what extent do you have the authority to act and make decisions in your current position?’), and opportunities (7 items; e.g., ‘To what extent do you have the opportunity to create a supportive community environment in your current job?’) to apply workshop teachings were assessed in 108 participants. T-tests revealed significantly greater provider confidence (p < .05) and greater perceived organizational support (p < .0.5) to engage Aboriginal communities in physical activity, sport, and recreation post-workshop compared to pre-workshop. No significant difference was found in perceived opportunity to apply workshop teachings from pre to post assessment. We conclude that participation in the FNIM Supplement workshops is an effective knowledge transfer strategy to enhance the confidence and perceived support of recreation providers striving to engage Aboriginal communities in physical activity, sport, and recreation. Next steps of this research are to gauge the long-term impact of these workshops on providers and on their organizational networks.

Lucie Lévesque Ph.D, Queen’s University, and Isabelle Aubé, Native Way training Services Inc.

Dr. Lucie Lévesque’s intervention and research setting is the community. Her research approach is participatory. Over the past 15 years, she has mainly focused on physical activity intervention effectiveness evaluation from an ecological and holistic perspective. She is especially interested in enhancing the accessibility of physical activity opportunities for youth and has a keen interest in working with Indigenous communities to eliminate health disparities related to physical inactivity. Although most of her federally-funded research is in Canada, she has also collaborated with researchers in Mexico and has had the opportunity to train Mexican students and researchers interested in physical activity promotion and obesity prevention.
B) Physical Activity Approaches at the Ground-Level: Promising Practices Targeting Aboriginal Children and Youth (First Nations and Inuit Health Branch, Health Canada)

Canada's Aboriginal populations are experiencing high rates of obesity and type II Diabetes, with rates gradually increasing for children and youth in recent years. Regular physical activity is a cornerstone for prevention and management of a number of diseases and for the achievement of healthy weights. As a result, physical activity is increasingly recognized as an indispensable combative measure by organizations, Aboriginal community leaders, and health authorities across Canada. Aboriginal communities are particularly suited for organized activities for the added benefit of creating community and support systems for a high proportion of disenfranchised and inactive youth, and because of connections with rich cultural traditions linked with the practice of physical activity.

Therefore, to provide support for Aboriginal leaders involved in the planning and development of physical activity programming aimed at increasing participation among Aboriginal children and youth, fifteen case studies identifying promising practices for the promotion of physical activity for Aboriginal children and youth were completed in 2012. In addition, accessible and easy to use e-tools and a webinar learning series were developed and launched in 2012 to promote the dissemination and uptake of the case study information.

Fifteen successful and inspirational physical activity initiatives from each Canadian province and territory are featured, as well as two international case studies. This diverse collection offer insight into consistent promising practices and recurring challenges that may be emulated or pre-empted for the benefit of successful programs in communities.

The case studies were produced and disseminated under the leadership of the Federal/Provincial/Territorial Physical Activity and Recreation Committee. An Aboriginal Physical Activity Advisory Working Group was established to guide the development of the e-tools and webinar series. Research to inform the case studies was conducted by key informant interviews with program contacts. Questions covered all aspects of program initiation, development, implementation and evaluation. Key aspects include: project background, partnerships, ability to generate community support, lessons learned, inspiring practices, research findings and evaluation processes.

Case studies and associated tools highlight a number of promising practices and provide useful, accessible information to make a difference in the health of First Nation, Inuit, and Métis children and youth through regular physical activity. Case studies are intended to facilitate dialogue with policy makers, governments and Aboriginal communities in support of childhood physical fitness and healthy living practices through culturally relevant and engaging program opportunities.

Dr. Gabriela Tymowski, BOOST

Dr. Gabriela Tymowski is an associate professor in the Faculty of Kinesiology at the University of New Brunswick in Fredericton, NB. Dr. Tymowski is concerned with children’s rights, particularly the child's right to an open future. The major focus of her research has dealt with the ethical issues affecting children, from one end of the activity spectrum where they are over-involved in competitive and high-performance sport to the other end where they are under-involved in physical activity and sport, and overly sedentary. She has been a student, coordinator, guest lecturer, and supervising professor at the International Olympic Academy in Ancient Olympia, Greece. Other activities include serving on Hockey Canada’s Research committee and the development (2004) of BOOST, a community outreach programme for kinesiology students working with elementary school children at St. Mary’s First Nation.
Andrea L.K. Johnston is a First Nations professional with a B.A. in Sociology, and has been the CEO of Johnston Research Inc. since 2001. Johnston, a Little Beavers success story, has worked in Aboriginal evaluation and research for the past 17 years. She has managed over 130 projects for provincial, territorial and federal governments as well as for local, regional and national organizations and communities. Johnston is recognized across Canada and internationally as an expert in the use of Aboriginal traditional and contemporary knowledge. “I work in this field because there is a need to improve the way evaluation and research business is done, and we can see we have already started to make that difference.

Michelle DeGroot: Michelle DeGroot is Secwepemc and a member of the Kamloops Indian Band. Michelle is the Executive Director, for Health Actions, First Nations Health Authority (FNHA). Prior to this position, Michelle served as the VP, Policy and Research for the First Nations Health Council. In her current work, Michelle oversees the process, on behalf of the FNHA, for implementation of the various Health Actions outlined in the Transformative Change Accord: First Nation Health Plan and the Tripartite First Nation Health Plan; working along with partners from the federal/provincial governments, health authorities, First Nation/Aboriginal and public sectors in the development and implementation of provincial strategies for First Nations health and well-being.

Tanya Davoren has been the Director of Health and Sport for Metis Nation British Columbia for the past 4.5 yrs. Tanya is a Registered Nurse and worked in hospital for ten years before coming to MNBC where she puts her advocacy skills and unique leadership style to work. Combining the celebration of her Métis heritage and her passion for health has created an extremely satisfying career where she has been given the opportunity to actively work towards better health and wellness for her fellow Métis Citizens and all Aboriginal people as MNBC’s Director of Health and Sport. Tanya Davoren worked with the Métis Youth of the province to implement a healthy living smoke-free initiative. With funding provided by the Province through ActNow BC, the youth created a living healthy free from harmful tobacco use campaign. Posters, postcards, calendars, Frisbees and water bottles were created and have been distributed to the 36 Métis Chartered Communities through out BC.

Donna Atkinson is the Manager at the National Collaborating Centre for Aboriginal Health (NCCAH) located in Prince George, BC. She earned her BA and MA in History at the University of Northern British Columbia.
C) Performance of our lives- Performance ethnography and Indigenous participation in sport

This study privileges Indigenous narratives with the explicit intent to unpack the tensions Indigenous people face when negotiating their Indigenous identity with the dominant cultural values of modern western civilization. The purpose of this research project was to critically explore the intersection of race, culture, and power in the lived sport experiences of my life and that of my (Indigenous) family. In so doing, I explored our sport experiences in an effort to expose the normalization of non-Indigenous values within Indigenous peoples lives. The following research questions guided my research:

- What issues of race, culture and power are present within the lived sport experiences of Indigenous peoples.
- How have issues of race, culture and power affected Indigenous participation in sport?
- How have Indigenous people negotiated being of Indigenous descent within contemporary Canadian society through their participation in sport?

To describe what it means to be an Indigenous person in today’s society is no easy task. Smith (2005, p. 86) shares this perspective when she writes:

The identity of ‘the native’ is regarded as complicated, ambiguous, and therefore troubling even for those who live the realities and contradictions of being native and of being a member of a colonized and minority community that still remembers other ways of being, of knowing, and of relating to the world.

This study represented an opportunity to engage in a process that provided a forum for my Indigenous voice – a forum in which I could attempt to articulate the complexity of being Indigenous, of living in contemporary Canadian society, while at the same time struggling to engage in research that captured the essence of my perspective and my experiences. Methodologically, this aim led me to performance ethnography. As Denzin (2003) wrote, “Performance ethnography represents and performs rituals from everyday life, using performing as a method of representation and a method of understanding” (p.33). By employing this understanding of performance ethnography, I developed a multi-voice performance text that reflected the stories and meanings of my self-reflexive auto-ethnographic examination of my participation in sport and the sport experiences of my immediate family members. With this in mind, I sought to achieve two outcomes: (1) to “de-colonize” the research process and privilege Indigenous voices; and (2) to challenge researchers and Indigenous people alike in regard to what type of research would be most useful as a means to bring forth positive change for Indigenous people and their participation in sport.

This research answers Denzin’s (2003) call to advance “a radical performative social science” that “confront[s] and transcend[s] the problems surrounding the color line in the 21st century” (p.5). In embracing this approach, I followed Denzin’s lead and drew upon reflexive autoethnography, critical pedagogy, and critical race theory, making connections among the three, to create space for “acts that create critical race consciousness” (p.5). Accordingly, the research presented is aimed at forwarding a new “red pedagogy” (Grande, 2004), a social movement of anti-colonialist discourse that critically examines the cultural norms and practices prevalent within the discourse of sport in contemporary Indigenous culture.
I am a doctoral candidate in the Department of Recreation and Leisure Studies at the University of Waterloo. My master’s work focused on understanding colonization in relation to my personal sport experiences and the experiences of my immediate family. This work lead me to develop a personal research aim to advance the usage of qualitative research and Indigenous methodologies to understand contemporary issues related to Indigenous participation in leisure, sport, recreation and physical activity. My research predominantly includes the use auto-ethnography, performance texts and performance ethnography, narrative inquiry and critical pedagogical frameworks.

Currently, my doctoral work revolves around issues of colonization and decolonization with the specific intent of focusing a decolonizing lens on contemporary conceptualizations of leisure and work. Subsequently, I am interested in understanding the implications of Indigenous knowledge and decolonizing frameworks to inform sport for development practices. I also currently hold a SSHRC doctoral award to continue this research.

I’ve had a lifelong involvement in sport and recreation at various levels as a participant, coach, volunteer and administrator. In 1996, I attended the Olympic Games in Atlanta as an Olympic Youth Camp delegate for Canada. I have also volunteered on the organizing committee for the Ontario Olympic Youth Academy (1999 – 2010) and I have a passion for the Olympic Movement and Olympism. I also love the sports of basketball and rugby. I am a Mohawk from the Six Nations of the Grand River in Ontario and I currently reside in Brantford, Ontario with my wife Katie.
Session 8

A) Benefits of boxing

The goal and focus of our presentation will be to highlight the physical, emotional and mental benefits of boxing (particularly to youth at risk). The presentations will give various examples of the contributions boxing can offer to the development of a more rounded, confident and healthy individual. The presenters will share stories about their journeys and show how boxing provided a window opportunity to become a well-rounded healthy individual. It will be demonstrated through the stories how the opportunity provided by physical education can help to guide youth to communicate with others and determine how to make better choices. The individual development of making choices that affect one positively or negatively are experienced in the gym and it is these experiences that help youth associate their feelings to their choices. The positive impact of becoming a confident individual has also been shown to help youth cope when encountering gang recruitment. The presenters will show in detail what key moments must happen to change a youth gone astray. Examples of the opportunities that present themselves when positive choices are made in relation to a youth’s participation in boxing will be made evident. The positive developments that youth in sports experience and gain by traveling outside their normal environments is an undeniable attribute to the shaping of a more confident person. One of the key focuses will be to show how working with the individual to set goals that meet their personal standards is important. Youth experience the feelings associated with following a goal through to completion regardless of the rise or fall throughout the journey. One of the important attributes to boxing participation is the never-ending presence of a timer. The timer calls you to work or rest but the choice and future outcomes of the matter always lie on the individual’s choice of whether to work or rest. This programing of consistency usually exposes or promotes the difference of character. It is at this stage that coaching is most important because the individuality of youth is important and how they are motivated in their development is different. The presenters will speak on their experience of how sports contribute to a better academic education. This presentation will exhibit the positive benefits associated with boxing participation. The presentation will show we are a product of our choices.

Dave Robinson, & Manny Sobral, North Burnaby Boxing Club

I am Algonquin from the Timiskaming First Nation in Quebec. I live in Vancouver where I attend Langara College and am enrolled in the Human Kinetics Program. I coach full time at the North Burnaby Boxing Club. Education has opened my eyes to a greater world of opportunity. I have travelled the world for competitions and experienced opportunities that otherwise would not be available. Having Lasik eye surgery sponsored by North Burnaby Boxing Club in 2010 is an undeniable attribute to the sports unprecedented opportunities. I have boxed for twenty years and began coaching ten years ago in Windsor Ontario. My early beginning in the sport at age 9 in Prince George BC being taught by Canada’s first level 5 female boxing coach In Windsor Ontario I was coached by Canada’s second level five female coach Margaret Sidoroff. Currently I box for and coach with Manny Sobral 1988 Olympian and owner of North Burnaby Boxing Club. It is these experiences on different sides of the Country from both the female and male perspectives that I learned; there is more than one way to teach the same skill. It has also taught me there are no absolutes and youth learn differently from one another. Coaching is a job that doesn’t end at explaining the mechanics of a skill. The greatest challenge is finding a way to connect and stimulate a positive learning experience. Boxing has taught me how to handle adversity in victory as well as defeat. Hard critical question are faced in the consistency of working towards a goal. Only the person working towards a particular goal can answer the questions that must be asked and answered before victory is possible. It is both the victories and defeats that have made me a happy balanced person capable of learning and adjusting to the challenges present in every day life. Boxing has enriched my life with piece of mind and a healthy body capable of competing at a national and international level.
Roger Adolph is the Director of the Just Do It Sports Society and is from the Xaxli’p First Nations Community, in the Lillooet area. His Traditional name, Tmicwus, means “My Face Comes from the Earth”. From an early age Roger had shown an interest in sports, particularly boxing, and through hard work and determination, was able to join his schools boxing club. Roger continued to train after graduation and after his completion of post secondary he went on to win the 1963 Canadian Bantamweight Title. He then went on to win the Golden Gloves in 1964, 1965, and 1966, in Tacoma, Portland, and Seattle, then turned pro.

After some travels with his boxing career he returned to his home community were he eventually became Chief serving his community for 21 years. Roger claims he would not be the leader he is today if it were not for boxing and so from there Roger and 2 other like-minded people (Marvin Bob and Rick Alec) got together and created the Just Do It Sports Society. "Sports", he says, "is the prime vehicle for developing future leaders." Roger is working at the “Just Do It Sport Society” to promote leadership and development and help young people make better choices, and to make it a recognized charity.
B) Just Move It – National Web-based Physical Activity Promotion Initiative

The Just Move It Initiative (JMI) originated on the Navajo Nation in 1993 and expanded in 2005 to include American Indian and Alaskan Native communities across the United States to help showcase many local promising practices happening in the area of physical activity. Just Move It is a web-based campaign targeted to promote physical activity and to showcase grassroots fitness projects and initiatives by or among Indigenous peoples and communities in North America. Just Move It website allows sharing stories, teachings, plans, tools and support, as well as motivates Indigenous communities to initiate fitness activities through a web-based networking tool built by and for Indigenous peoples. In 2010 Just Move It came to Canada by the initiative of the Assembly of First Nations (AFN), Inuit Tapiriit Kanatami (ITK) and Healthy Native Communities Partnership (HNC) with support from Health Canada ADI and the National Aboriginal Diabetes Association (NADA). The Assembly of First Nations (AFN) National Chief Shawn A-in-chut Atleo and Inuit Tapiriit Kanatami (ITK) President Mary Simon – together with Canadian champions of Indigenous fitness and wellness from across Canada – announced the launch of the Just Move It initiative this past spring.

Many Indigenous communities are already taking steps to promote physical activity. Just Move It aims to strengthen these efforts by sharing what is working, and building networks of Indigenous communities and programs. The JMI website is an interactive web-tool with a digital map displaying hundreds of signed-up fitness initiatives and projects across North America. The benefits of joining the Just Move It website are plentiful which may include but not limited to:

- Accessing hundreds of community programs and promising practice examples
- Accessing a variety of culturally appropriate physical activity tools and resources.
- Promoting and sharing physical activity events, resources, and programs on a complimentary basis.
- Connecting to a growing network of Indigenous communities across Canada and the U.S.
- Tracking progress and printing updates of events to facilitate and improve project reporting

Today Just Move It is a rapidly growing movement across Canada and US. The initiative won a prestigious Ashoka Changemakers award donated by the J.W. McConnell Family Foundation. With this award Just Move It has been recognized as a significant changemaker in Aboriginal communities by bringing innovation and fostering sustainability and encouraging positive social changes.

The Just Move It session will provide conference participants with the opportunity to understand how Just Move It really works, what benefits it brings, and how to sign up to the JMI website. The participants’ knowledge will translate into abilities to promote community activities, share information about ongoing programs, contribute stories and enter information in the ‘international’ Just Move It calendar. JMI objective at the National Aboriginal Physical Activity Conference is to show the participants what is working at the community level so that they can adopt and adapt best practices and examples to their communities’ physical activity projects or start entirely new fitness projects.
Anita Ducharme, National Aboriginal Diabetes Association

Anita always had a passion to be in motion; literally and figuratively: I embraced this momentum as it helped me achieve my many goals be it personal, economic, social or educational. I graduated from Louis Riel North and University of Manitoba with a degree in Physical Education. My first professional career was as a teacher, coach, and eventually, a high school administrator. I taught a variety of subjects, coached nearly every sport and volunteered extensively throughout my career. My experience as an educator crisscrossed the urban, rural and northern schools systems which would later influence my career choices while working for Health Canada and the not-for-profit world where I became totally involved in project management and service delivery to the most vulnerable populations. Some programs under my purview included the Indian Residential Schools program, Women’s and Men’s Healing, Aboriginal Head Start, Men’s Healthy Living, Community Action programs for Children Homelessness and Mental Health programs. My experience as an educator, project manager provided me with many skill sets that complement the experience required for working at National Aboriginal Diabetes Association (NADA). As always, I still have a passion to be in motion, but instead of playing soccer or rugby I golf, work out, experiment with different recipes, read and golf.

Shelly Frazier, Just Move It

Shelley Frazier is Dziiłt'ahnii, born for Kinlichíi'nii, maternal grandparents are Tsinsikaa'dnii, and paternal grandparents are Táchii'nii. As the National "Just Move It" Coordinator, Shelley (Navajo) coordinates a wide variety of activities aimed at building and strengthening healthy families and communities. As the coordinator of the successful Navajo Nation "Just Move It" physical activity promotion program, Shelley has seen the program grow from 482 participants in 1993 to over 35,000 in 2008. The lessons learned from this effort have been used to develop the National "Just Move It" Campaign. Shelley is a key partner in many other community health promotion efforts from the local to the national level. Shelley received her Masters in Public Health from the University of New Mexico. She lives in Beclabito, New Mexico, and is a mom of two cool boys. She and her husband manage a youth wrestling program in Shiprock, New Mexico.
The Meaning of Culture & Traditional Activities to Aboriginal Persons with Developmental Disabilities

An important component of human rights and dignity is recognizing and respecting one’s culture. The colonization of the Aboriginal people aimed to eliminate a traditional way of life, resulting in systemic generational hardships for their communities. The ‘60s scoop’ led to thousands of ‘status’ and ‘non-status’ First Nations and Métis children being adopted and raised by non-Aboriginal families in Canada. Aboriginal children who have grown up in non-Aboriginal homes may experience ‘problems of identity and self-esteem, growing up on the margins of two worlds’. As a Métis woman adopted into a white family as a young child, the first author can appreciate and identify with the lack of cultural identity that has been reported by many others who were ‘scooped’.

Aboriginal persons with developmental disabilities (DD) may be considered to be in ‘double jeopardy’, as they are representative of two disadvantaged groups. Aboriginal persons with DD who have been removed from their families and placed in group homes spend more time away from their culture and become more assimilated into ‘white’ culture, thereby changing their identity. Most group homes are staffed, managed and administered by non-Aboriginal people and “there are very few service providers who have the necessary understanding of both the cultural factors and the disability factors to assist a person in coping with the transitions they are experiencing in their life” (Demas, 1993).

Persons of Aboriginal descent, regardless of ability, can experience challenges when participating in traditional activities such as dancing, drumming, craftwork, hunting, fishing, and connecting with elders. This could be due to several reasons including lack of access to activities, lack of support from others, and lack of time, transportation, and resources. Aboriginal persons with developmental disabilities (DD) can experience additional barriers including lack of accessible infrastructure; challenges with communication, mobility, functional skills, and coping with health problems; and restricted access to a network of people who can connect them to their culture. For those living in group homes, even more barriers may be experienced including a lack of awareness of one’s culture and related activities, unwilling and/or unknowledgeable service providers to assist them to connect with their culture, limited self-determined opportunities to choose personally meaningful activities, and excessive time spent with non-Aboriginal caregivers and persons with disabilities.

This ongoing participatory-action pilot research initiative, funded by the Canadian Centre on Disability Studies, allowed the researchers to work alongside members of the Aboriginal community and community based organizations to better understand the meaning of Aboriginal culture and traditional activities to Aboriginal persons with developmental disabilities (DD) living in non-Aboriginal group homes. This presentation will address (a) the meaning of traditional activities to Aboriginal persons with DD living in non-Aboriginal group homes, (b) facilitators and barriers to engaging in traditional activities, and (c) the role that Aboriginal persons with DD can play in educating others (i.e., non-Aboriginal housemates, service providers, etc.) about their cultures.
Brenda Rossow-Kimball, The University of Regina

Brenda Rossow-Kimball is a Lecturer in the Faculty of Kinesiology and Health Studies at the University of Regina. She completed graduate work (MSc) in the College of Kinesiology at the University of Saskatchewan and is currently working towards her PhD with the University of Alberta (Faculty of Physical Education and Recreation). Her area of teaching and research is in Adapted Physical Activity. Previous research has explored the leisure experiences of women living in group homes and the shared retirement experiences of older adults with and without intellectual disabilities in community programs. She is currently using a narrative approach to explore the storied lives of community-dwelling older adults with intellectual disabilities. Her recent interest in exploring Aboriginal culture as it is experienced by persons with developmental disabilities stems from her personal desire to learn more about her own Métis culture. Brenda is currently a board member of Creative Options Regina (COR), an agency which adheres to the principles of Gentle Teaching to provide personalized residential and day program options to persons with disabilities.

Michael Lavis, Creative Options Regina

Michael Lavis is the Executive Director of a new provincial initiative centered on improving the lives of adults with intellectual disabilities in Regina, SK. Michael has 14 years of global experience developing opportunities for marginalized individuals; from Southeast Asia to Africa, South America and Canada, Michael has worked and researched extensively with various international organizations. Michael has an MA in Human Security & Peacebuilding from Royal Roads University in Canada and has conducted research on issues ranging from Women’s Participation & Decision making in Public Forums in Indonesia, Combating Poverty in the Wake of Climate Change and the Impact of Gang Institutionalization on the Lifespan of Youth in Brazilian Favelas.
Session 9

A) Efficiency of physical activity and sports in the North

Adaptive processes of the indigenous peoples’ organisms show us the way of medico-biological adaptation in the extreme climate conditions of the North. The way of life and crafts, traditions and customs are almost unite within multinational peoples of the North. Therefore, harsh climate and geographical conditions dictate how everything is done. Medico-biological adaptation of humans in the North we may divide in following phases of development – mobilization, compensation, starvation, early stages of population formation and finally – adaptive population.

During the process of adaptation of a human in the North, morphofunctional development strategies “sprinter”, “stayer” and “marathon runner” are being formed. Populative adaptation of aboriginal people is a biological standard for life and work in extreme weather conditions of the North (Yakutia as an example), as they were living in these conditions for millenniums. Biological features of their organisms are fixed genetically on a population level – this is evident from looking at morphofunctional features of the aboriginal peoples in the North that differ from features of an average European person. Native northerners’ energy use for temperature regulation, physical exercise and sports activities is ensured with lipid-protein metabolism. Implemented adaptive morphofunctional strategies of human organism in the North became a basis for introduction of Northern medicine. This direction is being worked over by the government (such as Order of the Presidents of Russia and Yakutia).

People of the North, fearing destructive effect of frost, prefer living without exercise and with low physical activity; this, in turn, develops body overweight and hypodynamy – limitation of biologically acquired volume, intensity and power of physical activity that fuels functional change in organism and breakdown of connections of organs and systems.

Physical exercise and public sports activities allow strengthening of human health, well-being, and develop adaptive processes of humans in the North. Exercise by a guidance book called “Hygienic recommendations for physical exercise and sports in the North” may be a good example of successful utilitarian implementation of traditional sports. Distribution of physical and sports activities throughout the year in the extreme conditions of the North models productional strain of industrial development of Yakutia.

Dmitry Timofeyev and Nadezhda Sadyrbaeva, North-East Federal University

MD, Professor Dmitry Semenovich Timofeyev is a doctor, medical scientist, historian and a “Northern Medicine” science school founder. He currently works as a Republic Sakha (Yakutia) Department of healthcare advisor.

Mr. Timofeyev has worked throughout his life for raising health standards of Siberia and Northeast Russia – his work in this sector is awarded with several government medals, including Vernadsky medal for contribution into Russian science. He is an author of more than 100 scientific and popular science articles and a book on early roadways of Yakutia (marked as the best educational material of its kind). Methodical guidance called “Hygienic recommendations for wintertime physical exercise in the North” is a widely used material in physical activities. The book contains 10 methodical guidances and author’s experience.

Several articles of Mr.Timofeyev are accepted as regional standards for conditions of cardiovascular, respiratory and blood systems of humans in the North. Based on scientific normative data of several scientists, including Mr. Timofeyev, there was a produced USSR Council of Ministers legislation, aimed at establishing renewed standards for social payments, pensions, student bursaries and salaries for the residents of the North.

Dmitry Timofeyev resides in Pavlovsk village, Republic Sakha (Yakutia), Russia.
B) Understanding the role of community in supporting sport opportunities for Aboriginal youth

There is a large body of sport literature that highlights the many psychosocial, emotional, and developmental benefits of sport participation for youth. In recognition of the many benefits of sport, Sport Canada’s Policy on Aboriginal Peoples’ Participation in Sport seeks to enhance Aboriginal peoples’ access to, and experience of, sport. Nevertheless, there is a lack of understanding regarding Aboriginal peoples’ meanings of ‘sport’, ‘community’, and ‘culture’, which may have limited opportunities for the enhancement of sport participation for Aboriginal youth. This presentation will provide an overview of a program of research that seeks to (1) better understand the meanings of the terms ‘sport’, ‘community’, and ‘culture’ to Aboriginal youth and (2) use these new understandings to identify ways in which fostering a sense of community, which incorporates Aboriginal cultures, can be used to enhance sport opportunities for Aboriginal youth. This participatory action research (PAR) project was developed in consultation with Aboriginal youth and partners from local schools and an Aboriginal organization; thus, the goals and processes are respectful and relevant to the needs of the participants. The intent is to engage 15 Aboriginal youth and 10 adult community partners in one-on-one semi-structured interviews. As well, the youth will be engaged in focus groups (3 groups of 5 participants) as an alternative form for sharing their knowledge. All data will be analysed using content analysis; findings will be represented in the form of themes that are supported by direct quotations from the participants. This presentation will provide an overview and justification for the 2 year federally funded project, and will include preliminary findings from the research.

Tara-Leigh McHugh, The University of Alberta

Dr. Tara-Leigh McHugh is an Assistant Professor in the Faculty of Physical Education and Recreation at the University of Alberta. She is currently the lead academic in the University of Alberta’s Certificate in Aboriginal Sport and Recreation that is jointly offered by the Faculties of Native Studies and Physical Education and Recreation. Her program of research is focused on working with urban Aboriginal youth to shed light on the often overlooked topics of Aboriginal peoples’ physical activity, sport, and body image experiences. Dr. McHugh has lived and worked in Alberta since 2009, and since this time she has been committed to developing and maintaining research relationships with various Aboriginal communities. She is committed to participatory action research methodologies, and to actively partnering with Aboriginal peoples in community-based research.
C) Physical Activity and Nutritional Intake in First Nations Pregnant Women in Rural/Remote Communities in Manitoba

Increased prevalence of gestational diabetes has been detected in First Nations (FN) pregnant women living in rural communities compared to FN or non-FN pregnant women living in urban areas in Manitoba. Physical activity and nutritional intake during pregnancy may affect maternal metabolism or fetal growth. We examined physical activity and food intake in pregnant women in FN in rural/remote communities (FNR); FN in an urban environment (FNU) and Caucasians in an urban environment (CU). The physical activity levels in the FNR and FNU groups were significantly lower than that in the CU group (p<0.01). The intakes of total calories, carbohydrate, protein and fat in FNR or FNU group were not significantly different from CU group. The cholesterol intake in the FNR group was significantly higher than that in the CU group (p<0.05). Vegetable and skim milk consumption in the FNR group was significantly lower than that in the CU group (p<0.05). These findings suggest that physical activity levels and food intake need to be improved in FN pregnant women, particularly those living in rural/remote communities. In collaboration with community partners, we conducted barrier identification using surveys, interviews, focus group meetings and multi-community forum with community residents including pregnant women, elders and health care workers. A large volume of barriers and potential solution were suggested. Based on the feedbacks and suggestions, we partially improved transportation, exercise facilities and the recruitment strategy in collaboration with community, Assembly of Manitoba Chiefs, partner program (Canadian Prenatal Nutrition Program, Aboriginal Diabetes Initiative), the First Nations and Inuit Health Brach of Health Canada, and Public Health Agency of Canada. The community based approaches improved the participation of pregnant women to the prenatal program in the communities. We are further promoting physical activity and healthy intake in FN pregnant women in the rural/remote communities through community-based participatory study approaches (supported by Public Health Agency of Canada).

Dr. Garry Shen, University of Manitoba

Dr. Garry Shen is a full Professor in the Section of Endocrinology and Metabolism, Departments of Internal Medicine and Physiology in University of Manitoba. He received his medical degrees in Shanghai Second Medical University and received research training in University of Iowa, Cleveland Clinic Research Institute, University of Alberta and Joslin Diabetes Center in Harvard Medical School. He became a faculty member of University of Manitoba since 1991 and current served as the Associate Director of Diabetes Research Group and the group leaders of iDEA study for using lifestyle intervention to improve pregnancy outcomes. His research program has been supported by Canadian Institutes of Health Research, Public Health Agency of Canada, Canadian Diabetes Association, Heart and Stroke Foundation. He has published more than 90 full sizes papers or book chapters. He has received a numbers of career awards including Alberta Heritage Foundation Postdoctoral Fellowship Award and New Investigator Award from Canadian Lipoprotein Conference. He has been served as the Editor-in-Chief of Cardiovascular and Hematological Disorders-Drug Targets Journal and Editorial Board for Canadian Journal of Diabetes.
Session 10

A) Why don't more Aboriginal women participate in sport?

In this presentation I will discuss some of the challenges that limit the ability of Aboriginal girls and women to gain access to and remain involved in organized sport in Canada. The discussion covers both ideological and structural issues that can be addressed through educational workshops, policy, and programming. Anyone interested in expanding the sporting opportunities for Aboriginal girls and women should attend this session.

Janice Forsyth, Western University

Janice Forsyth is the Director of the International Centre for Olympic Studies at Western, where she is also an Assistant Professor in the School of Kinesiology, Faculty of Health Sciences. She joined Western in January 2010 from the University of Alberta, where she held a joint appointment in the Faculty of Physical Education and Recreation and the Faculty of Native Studies. Prior to that, she held the position of Assistant Professor/Aboriginal Scholar in the Faculty of Kinesiology and Recreation Management at the University of Manitoba.

She specializes in Olympic and Canadian sport history, and has a specific interest in Aboriginal people and sport, including investigations into the power relations that shape Aboriginal involvement in Olympic Games, and the sporting experiences of Tom Longboat Award recipients. Her projects have attracted nearly a half million dollars in research funding from the Social Sciences and Humanities Research Council, university and government agencies.

Outside of academe, Janice frequently provides leadership and direction to government and service organizations, including Sport Canada, the Aboriginal Sport Circle, Athletes CAN, and the Canadian Association for the Advancement of Women and Sport and Physical Activity, and provides insight and commentary for media on all Olympic related matters. She is a member of the Fisher River Cree First Nation (Manitoba).

B) Promoting Neurological Health and Well-Being of Aboriginal People

The Native Women’s Association of Canada (NWAC) is nearing the completion of a qualitative research study called Understanding from Within: exploring the impacts of neurological conditions on Aboriginal women, their families and communities. This project is one of 19 that is contributing to a National Population Health Study of Neurological Conditions funded by the Public Health Agency of Canada (PHAC). Ours is the only project that examines the impacts on Aboriginal people.

Neurological conditions are those that involve the brain, the spine, or the nervous system. Examples include but are not limited to: Alzheimer’s disease and dementia, cerebral palsy, multiple sclerosis, muscular dystrophy, Parkinson’s disease, spina bifida, neurotrauma/acquired brain injury (ABI), as well as epilepsy.

Our researchers conducted individual interviews, research circles and key informant interviews with traditional knowledge keepers, health care professionals and practitioners.

Each interviewee / participant was asked a series of questions relating to their experience with neurological conditions. One question focused on what they believed was needed to promote health and wellbeing for Aboriginal people living with a neurological condition or caring for individuals living with a neurological
condition. This presentation will focus on what we found in response to this question in relation to the links between health and wellbeing, diet and lifestyle, and neurological conditions and how these can inform future directives in health education and policy for Aboriginal people in Canada.

Melissa Blind, Native Women's Association of Canada

Melissa Blind - Melissa is of Cree descent and is a member of the George Gordon’s First Nation in Saskatchewan, Canada. Melissa is the Health Research Coordinator at the Native Women’s Association of Canada and works closely with Ms Allan on the Understanding from Within project. She is also working on her PhD in American Indian Studies at the University of Arizona. Her research interests include oral narratives (creation stories, sacred stories, family and life stories, counselling stories, and treaty stories), health and well being, Indigenous contemporary situations, and issues surrounding identity.

SESSION 10

C) Determinants Of Physical Activity Among First Nations Children And Youth

While little is known about the physical activity (PA) levels of First Nations children and youth, available data suggest that many mental, emotional, spiritual, and physical problems in Aboriginal peoples, including obesity and type 2 diabetes, may be related to an inactive lifestyle. This is especially true for Aboriginal children and youth who are disproportionately disadvantaged economically and socially through poverty, inadequate housing, low educational achievement, and the legacy of traumatic consequences from residential schooling. Youth deprived of opportunities for participation in PA, sport, and recreation are not only at higher risk for negative physical and psychosocial outcomes, but are being denied the prospect to become fully enabled for life and to live in balance. In order to develop evidence-based interventions to foster adequate levels of PA in these young people, the factors that influence this behaviour need to be understood. Stemming from collaborative work with the First Nations Information Governance Centre (FNIGC), this presentation will report on intrapersonal, family, and community factors associated with child (5-11 years of age) and youth (12-17 years of age) PA using data from the 2008/10 First Nations Regional Health Survey (RHS). Descriptive statistics and results from linear and logistic regression analyses will be used to examine associations between the predictor variables (e.g., demographics, culture, family structure, community strengths, etc.) and PA outcomes (i.e., MVPA and meeting the physical activity guidelines (e.g., ≥ 60 minutes per day of MVPA). Findings will be useful for the development of culturally relevant PA interventions in First Nations children and youth.

Lucie Lévesque Ph.D, Queen’s University and Fei Xu, FNIGC

See page. 26 for Dr. Lucie Lévesque biography
International Presentations

A problem of disappearance of ethnical identity of the traditional sports activities on the current stage of development

A major part of people’s self-identification are its customs, traditions and social habits. Therefore it may be assumed that people’s traditions, preserved and cultivated by traditional sports activities, are among the great powers behind further development of ethnical identity.

This is why Sakha people treats its traditional sports activities doubly – from one side there is a utilitary approach, as these activities work well for physical and mental training that are vital for survival in the North; and from the other – Sakha see traditional sports as a way to see and keep its identity. It may be proudly stated that thanks to the effort made by enthusiasts from many generations, we in the 21st century may have sports games of our ancestors that became a major mean for physical and cultural development of the youth. Assumed to enter the international or even Olympic stage, these sports may benefit the World's upbringing. However, as today's World in conditions of globalization of economy, information, and communication systems, cultural values are inevitably being unified, what acts negatively on ethnical singularity.

Similar processes happen in development of traditional sports activities, which is going to result in losing its ethnical identity. Evident is contradiction between will to attach this activity to a certain ethnos with preservation of its self-sufficiency and aspiration to spread it over the World and accept support from international community.

Therefore, as we see it, the propaganda and development of traditional sports activities without clearly formulated strategy of development either will cause ethnical identity to be lost, or they will neither be fully implemented across the international stage, nor it could have Olympic perspectives. Condition like this, in our view, is absence of:

- Fundamental research of history of appearance and implementation of traditional sports activities
- Concept of preservation of ethnical self-sufficiency of traditional sports while promotion on the World stage
- Philosophy and axiology of the traditional sports

Therefore, if following problems will not be timely resolved, the danger of losing ethnical identity of the traditional sports will survive.

Alexander Zakharov, North-East Federal University

Zakharov Alexander Alexandrovich was born on the 29th of August in 1975 in Megino-Aldan of Tomponsky region of the Republic Sakha (Yakutia). His parents, Alexander Kapitonovich and Evdokiya Andreevna, are pensioners. They live in Megino-Aldan. His sister Sargy also lives in Megino-Aldan with her own family. She works in trade industry.

Alexander Alexandrovich studied at Megino-Aldansky secondary school during the period of 1982-1992. While studying he went in for sports and took an active part in sport competitions. After finishing school he worked in the village for a year.

In 1993 Alexander Alexandrovich entered the faculty of physical education of pedagogical department of the Yakut State University named after M.K.Ammosov. In his studentship Alexander Alexandrovich went in for “mas wrestling”, a national kind of sports. In 1997 he fulfilled the norm of a master of sports of the Republic
Sakha (Yakutia). Alexander Alexandrovich graduated from the university in 1997 and got class. He got a degree of a Physical Education teacher.

Alexander Alexandrovich began his pedagogical career at the department of Physical Education of the Yakut State University. Since 2001 he has been working at the department of national kinds of sports and games at the Physical Education Institute of North-East Federal University named after M.K. Ammosov. During his work as a coach, Alexander Alexandrovich has trained 20 masters of sports of the Republic Sakha (Yakutia). He has a title of an “Honoured coach of the Republic Sakha (Yakutia).

Alexander Alexandrovich is married. He has three children. His wife, Yana Yurievna, works at the department of Physical Education of North-East Federal University named after M.K. Ammosov. Elder daughter Sakhayana is a first-year-student of the Engineering Institute. Daughters Sasha and Nadya are students at school № 31.

Bring up the Champions League.

Pyotr Davidov, Presented by Nadezhda Sadyrbaeva, North-East Federal University

I started to work with the disabled in 2002, when I came to the Yakut Republican Lyceum-center of the professional and medico-social rehabilitation of the disabled. When I started my work as a teacher of physical education, we were limited to only the lessons of physical culture and rare sports sections. Of course, our students were "locked" within the four walls in the literal sense, as the living and education in the Lyceum are combined. Realizing that in this case the development and movement forward, namely the socialization will not be we have started to participate actively in sports activities and competitions of different levels. Pupils have understood that sport can help them to adapt in the society. The first successes began to appear since then. As earlier I had been fond of power athletics since 2004 I began to conduct classes in power lifting. In the same year, I with my pupil Zoe Ivanova participated in the Championship of Russia. Her success inspired all of us. The students were keen to engage in this unusual and interesting sport. In the same year I have got acquainted with Vladimir Balynets, disabled with the defeat of the musculoskeletal system. I brought him to the Lyceum and persuaded to start serious training. Persistent classes have yielded good results: one after another went victory in the Championship of Russia, Europe and Asia. Step by step we went to success, and the main thing is the recognition. The recognition is that a disabled person can also reach unprecedented heights in sport. Eight years of rigorous training, hard work, struggle, despair, joy of victories, we went through all it. But now I am firmly convinced that it cost to go through, it is worth going through. The reward for all this - the silver medal of the Vladimir Balynets on 14 Paralympics games in London. Vladimir proved that studies of adaptive physical training and sports are the stage to the sport of highest achievements. Confidence comes with victories and faith in our own forces. "Look at us as an equal!" - My pupils say and conquer new heights in sport and in life.

Poster Presentation

Healthy Together: An Innovative Family Education Model for Children in Care (0-18y) and Their Families

Background: Childhood obesity is an important health issue requiring urgent attention. The issue is especially complex for children in care, since they experience trauma and displacement; and are likely to experience health inequalities. Healthy Together is an innovative family education model for children in care (0-18y) and their families.

Purpose: The Healthy Together Project created, piloted and evaluated the effectiveness of a new family education program aimed at enhancing knowledge and changing attitudes toward promoting healthy weights in children. The Project focused on enhancing health and wellbeing by building relationships, strengthening
communication, and promoting positive interaction between foster families, families of origin, and children in care.

**Methods:** Creation of *Healthy Together* followed an innovative process of capturing input and feedback from various stakeholders. The stakeholder group included 14 multi-sectorial6 national advisory committee members, 16 professionals and 85 foster parents, caregivers, children and youth, whose input guided the processes of identifying community need, determining relevant content and delivery strategies, and implementing the modules with groups of children of different ages and their care givers and parents. The formal evaluation framework used participatory research methods; data were obtained from anonymous surveys, focus groups, attendance records, meeting minutes, and staff observation. Based on stakeholder feedback, education modules and delivery strategies were adapted and refined throughout the pilot thus improving the usefulness and relevance for the target population.

**Results:** *Healthy Together* has been successfully piloted with five groups of youth, children, caregivers and parents, including of those of Aboriginal heritage. *Healthy Together* comprises three age based modules (0-6y, 7-12y, 13-18y) featuring key themes - food and nutrition, physical activity, community and relationships. Evaluation results from the pilot reinforced the importance of using a highly interactive approach to module delivery, that is, using educational strategies that involve “learning by doing”. Throughout the program and during each group session, the children, youth, caregivers and families were engaged in in physical activity, interactive learning and preparing food. Participants reported gaining new skills and knowledge leading to health promoting weight related behaviour change. Results also reinforced the value of ongoing refinements and adaptations in modules, to sensitively tailor the program to the needs and interests of children/youth of different ages, cultures, literacy and socio-economic backgrounds.

**Conclusion:** *Healthy Together* offers a solution focused approach that can contribute significantly to promoting healthy weight in children and youth. Further implementation of *Healthy Together* would contribute to the probability that vulnerable children and youth will experience greater equality of health outcomes. A sustainable framework to integrate *Healthy Together* program within core population health policy and practice interventions, has significant potential to help achieve healthier weights in Canadian children.

**Anima Anand and Dianne Michelle Hucul, The Bridge Youth & Family Services**

Anima Anand is the Regional Coordinator for Okanagan Similkameen Community Action Program for Children (OSCAPC) as well as the Program Coordinator for The Bridge Youth & Family Services in Kelowna. She is the Project Lead for a National Project titled ‘Healthy Weights for Children’, funded by Public Health Agency of Canada’s Innovation Strategy “Achieving Healthier Weights in Canada’s Communities”.

Anima has a Ph.D. in Nutrition with over 20 years of experience in health care management and administration in both public and not-for profit community service agencies. She has worked with federal and provincial government funded projects in the area of community health, wellness, nutrition, food safety, family support and early childhood education.

Being an internationally trained professional, Anima is sensitive and respectful of various cultures and ethnicities that make Canada’s communities truly unique. She and her family have been in Canada for 16 years now and are proud to be Canadian citizens. Anima enjoys the sunny Okanagan with her husband and two children age 24 and 21 years.
Acknowledgements

APACC would like to thank the Musqueam community for all their support. The first Annual NAPA Conference is being held on traditional territory of the Musqueam people. APACC’s office also resides on their traditional territory and we greatly appreciate that we have been embraced and invited to be involved with their community.

APACC would like to thank Dr. Lee Brown, Director of the UBC Institute of Aboriginal Health, for supporting the NAPA Conference. This event would not have happened if it wasn’t for the generous invitation to utilize the updated UBC venue.

Many years ago, the NAPA conference was also the original idea of Waneek Horn-Miller, and we are very pleased to see the event created.

We would like to thank the Aboriginal Mother Centre Society for making our food and beverages!

We would like to thank the First Nations Child and Family Wellness Council for the Indigenous Child at the Centre conference bags.

APACC Logo is titled “Rising Wisdom, Strength & Power”, Artist Carl Stromquist, Thompson Descent
The APACC logo has many meanings that stem from the first nation's legends. In the art work the owls surround the wolf and bear, and create the moon's shape. The owls are the communicator between the spiritual world and the physical world, and signify wisdom. The moon here is the protector and represents a new beginning. The wolf represents power and responsibility and is known for its commitment to its community. The bear teaches legends and dances, and is respected for its strength.
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