

Aboriginal Diabetes Initiative

Physical Activity Advisory Forum

March 23–24, 2010
Albert at Bay Hotel, Ottawa



Summary Report

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Ottawa, ON

Physical Activity Advisory Forum

March 23–24, 2010, Ottawa

Aboriginal Diabetes Initiative

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Executive Summary

The Aboriginal Diabetes Initiative (ADI) Physical Activity Forum took place March 23-24, 2010 at the Albert at Bay Hotel in Ottawa, Ontario. The forum was organized by the Aboriginal Diabetes Initiative, First Nations and Inuit Health Branch, Health Canada.

Ms. Halina Cyr, Director, Chronic Disease and Injury Prevention, First Nations and Inuit Health Branch, Health Canada provided opening and closing remarks for the forum with Ms. Cyr and Ms. Cynthia Tischer, Program Manager, Aboriginal Diabetes Initiative, Health Canada, co-chairing the meeting over the two days. Mr. Mathieu Saint-Pierre Larose, Physical Activity Specialist, Aboriginal Diabetes Initiative, Health Canada, was responsible for coordinating. The forum was facilitated and recorded by Purple Dog Consulting, with Ms. Shelley Callaghan facilitating and Mr. Brian Potvin recording.

Opening and closing prayers were led by Elder Annie St-Georges (First Nations) and Elder Rhoda Innuksuk (Inuit).

The forum participants consisted of 30 leaders with an interest in increasing physical activity in Aboriginal communities, including representatives from: Aboriginal organizations; physical activity and sport organizations; research centres and federal, provincial and territorial governments. For a complete list of participants, please see Appendix B.

The objectives of the forum were to:

- Facilitate discussions on current physical activity needs and challenges in Aboriginal communities.
- Determine what is working well to increase physical activity in Aboriginal communities.
- Identify strategies and key priorities to support physical activity in Aboriginal communities.

During the forum, presentations were given followed by breakout group discussions focused on the following five themes. For a copy of the full agenda, please see Appendix C.

Theme 1 – Supporting Capacity: Developing Expertise and Resources

Theme 2 – Creating Supportive Environments to Foster Active Living

Theme 3 – Building Partnerships

Theme 4 – Engaging Children and Youth

Theme 5 – Physical Activity as a Priority in Aboriginal Communities

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Forum presentations were made by: Emilia Karihoo (Alberta Native Friendship Centres Association), Key Note Speaker on reframing physical activity (PA) programs for Aboriginal communities; Stewart Sabiston (Manitoba Government) on building capacity for recreation delivery in Aboriginal communities; Dr. Lucie Lévesque (Queens University) on creating supportive environments to foster active living; Kathy Hare (Motivate Canada/Active Circle), Sydney Millar (CAAWS) and Marilee Nowgesic (Aboriginal Sport Circle) on establishing key partnerships as a contributing factor toward increasing physical activity rates in Aboriginal communities; and Jennifer Fenton (Action Schools! BC) on engaging Aboriginal children and youth in physical activity.

Following the presentations, participants were asked to discuss challenges, solutions and emerging opportunities related to the five different themes. Below is a summary of the overlapping challenges, solutions and opportunities that came forward.

Challenges

1. *Competing priorities:* Many participants highlighted the challenge of balancing physical activity programming with other key priorities within communities such as housing, social issues, high alcohol/drug use, safety, unemployment, and the need for clean drinking water. A connection was made with Maslow's hierarchy of needs and suggested that in many communities physical activity would only be considered after basic needs were satisfied. As part of discussions it was suggested that physical activity needs to be positioned as something that can help with and not compete with activities already dedicated to existing priorities.
2. *Funding:* The need for dedicated funding to support physical activity was noted as a key challenge. Project funding often lasts 1-4 years in length which does not address long term funding for things like infrastructure that requires on-going maintenance. Dedicated physical activity funding would provide communities with the ability to plan for what they need and integrate physical activity into community initiatives over the longer term.
3. *Sedentary Lifestyles:* Over the last few decades there has been an increasing shift for Aboriginal people to live a more sedentary lifestyle. Computers, TV, cars and other conveniences have engineered the need to be active out of daily life. As a result, being physically active is no longer the norm and things like walking or cycling are often associated with low socio-economic status (not having a car). Reversing this trend in Aboriginal communities to support the practice of physical activity as the norm will take a total community effort and quite likely a paradigm shift.

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Solutions

1. *Best practices*: During the Forum many good program and research examples were brought forward. Sharing these best practices was considered a major solution to help groups avoid re-inventing the wheel and maximize existing resources. Having Aboriginal best practices was also considered key as participants wanted evidence that initiatives had been successful in Aboriginal communities.
2. *Dedicated funding*: Developing mechanisms for long-term, dedicated funding was seen as very important. Not only would it help with the development of physical activity initiatives, it would demonstrate the value and importance of physical activity for key Aboriginal decision-makers (Band Councils, Elders Councils).
3. *Role Models*: Developing, training and supporting physical activity role models was considered an important solution. There is a need to increase the number of active role models in Aboriginal communities in order to exemplify physical activity as the norm. Once these role models are in place, there is also the need to provide them on-going support and training so their capacity can be supported and enhanced. Engaging Elders and Youth as role models was considered a key step to building capacity in Aboriginal communities.
4. *Traditional activities and culture*: The importance of incorporating traditional activities and culture into physical activity initiatives was brought forward in every session. Although there is currently considerable Aboriginal pride in the practice of traditional games, dances, and activities, the transfer of knowledge is not often maintained from generation to generation. Therefore, it will be important to continue to engage the Elders as teachers so that these traditional practices are not lost.
5. *Integration of Physical Activity*: With many competing priorities and limited resources it was agreed that physical activity could not stand alone, but needed to be integrated into community activities already taking place (e.g. diabetes education, feasts and celebrations, etc.). Finding ways to integrate physical activity in different ways will make it more prominent than any stand alone initiative.
6. *Engaging Decision-makers*: Without the support of decision-makers (Band Councils, Elders Councils, politicians, etc.) initiatives may struggle to achieve success. To bring them on board, it is important to create awareness and education around the benefits of physical activity by showing how physical activity can help with existing priorities (e.g. social issues with youth) and be integrated into the community. Once the decision-makers are on-board engaging the rest of the community will be much easier.
7. *Adapting Physical Activity Resources*: Many physical activity resources and tools have been developed but may not necessarily be appropriate for Aboriginal communities. Good resources need to be identified and evaluated to see how they can be more culturally appropriate and useful.
8. *Develop Family-Based Activities*: Activities that involve the entire family and community are valued and may have a greater chance of success and may benefit from more visibility. It is important to examine current programs and services to see how they can be modified to engage participants of all ages.

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9. *Evaluation and Monitoring:* It is important to evaluate and monitor any initiative or partnership in order to understand what worked and what can be improved. To help communities incorporate evaluation and monitoring strategies into their activities, a specific focus on training needs to be considered. Additionally, results and techniques need to be shared as part of best practices so groups who want to build on what has already been done can learn from each other.

Opportunities

1. *Sharing:* Participants expressed the need to have more opportunities to share what they are doing with each other. This includes resources, policies, training and communication – anything that might be helpful. Developing a mechanism such as a web portal that is managed by a non-governmental group was one idea that came forward. Having opportunities for face to face discussions was another, perhaps by conference call or regular events.
2. *Partnerships:* It was agreed that with limited resources, partnerships are essential for bringing together diverse expertise, resources, access to networks and points of view. Participants encouraged each other to look beyond traditional partnerships and involve other groups that might be interested such as RCMP, local businesses, etc.
3. *Technology:* Using technology as a vehicle for sharing and communicating was suggested as a potential opportunity on which to capitalize. Things like training modules on the web, video-conferences for sharing best practices and using web based portals were just some of the examples of how groups can do more, share more and avoid re-inventing the wheel by using technology.
4. *Align Physical Activity with Community Priorities:* The closer physical activity can be aligned with existing priorities, the better. The first step is to determine the community priorities (by asking) and then examine how physical activity can help as part of an integrated solution to address one or more of the identified priorities.
5. *Build on existing initiatives:* There are lots of great events and initiatives happening both within the community and outside that can be built on to encourage participation. For example activities such as the Olympics, the Indigenous and Arctic Winter Games, community feasts and celebrations all have a high profile within a community and spark interest. Building on these types of opportunities can make initiatives more successful and help them have a lasting impact.

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1.0 Forum Overview

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The objectives of the forum were to:

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- Identify strategies and key priorities to support physical activity in Aboriginal communities.

During the forum, presentations were given followed by breakout group discussions focused on the following five themes. For a copy of the full agenda please see Appendix C.

Theme 1 – Supporting Capacity: Developing Expertise and Resources

Theme 2 – Creating Supportive Environments to Foster Active Living

Theme 3 – Building Partnerships

Theme 4 – Engaging Children and Youth

Theme 5 – Physical Activity as a Priority in Aboriginal Communities

The following report provides a summary of the information that came forward during the forum. For presentations, only highlights are provided, as all participants were given binders that contained the powerpoint presentations. A summary of challenges, solutions and opportunities that came forward from the discussion can be found in Appendix A.

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2.0 Physical Activity Forum: Presentation and Breakout Sessions

2.1 Opening Remarks and ADI Presentation

The forum began with opening remarks from Ms. Halina Cyr. Ms. Cyr welcomed participants and thanked them for coming together to provide feedback on what was needed to increase physical activity in Aboriginal communities. She acknowledged the incredible expertise in the room and how much she was looking forward to listening and participating.

Opening remarks were followed by a presentation by Ms. Cynthia Tischer (ADI - National Office) and Mathieu St. Pierre Larose (ADI - National Office) on the Aboriginal Diabetes Initiative.

Presentation highlights:

- The Aboriginal Diabetes Initiative (ADI) aims to reduce type 2 diabetes in Aboriginal people through a range of health promotion, prevention, screening and treatment services, delivered by an increased number of trained health service providers and diabetes prevention workers.
- ADI has supported a wide range of health promotion and prevention activities in over 600 First Nations and Inuit communities, trained over 300 community diabetes workers, and increased community access and capacity to deliver diabetes prevention programs and services. Emphasis is placed on promoting healthy eating and active living, and on community-led, culturally relevant programming.
- ADI Phases: Phase 1- originated as a component of the Canadian Diabetes Strategy, \$58 Million (1999-2004); Phase 2- Enhanced ADI- \$190 Million (2005-2010) goal was to reduce type 2 diabetes in Aboriginal people through health promotion, prevention, screening and treatment services delivered by an increased number of trained health service providers and diabetes prevention workers; Phase 3: Budget 2010 announced \$285 million in funding over 2 years to support the renewal of critical Aboriginal health programs, including the Aboriginal Diabetes Initiative.
- Role of ADI National Office Related to Physical Activity:
 - To develop and support approaches to promote physical activity and address the modifiable risk factors (physical inactivity, overweight and obesity) for Aboriginal populations on reserve.
 - To support knowledge development and translation of best practices.
 - To liaise with NAOs, NGOs and other partners regarding priorities and partnership approaches.
 - To support implementation and delivery of programs at the community level.

- ADI Physical Activity Forum: Organized to gather opinions and best available evidence on current needs and promising practices in Aboriginal communities to identify strategies and key priorities to promote physical activity.

2.2 Key Note Presentation: Reframing Physical Activity Programs for Aboriginal Communities

Emilea Karihoo, Alberta Native Friendship Centres Association

Ms. Emilea Karihoo from the Alberta Native Friendship Centres Association (ANFCA) provided the key note presentation for the forum to provide an overview of the main theme areas and set the context for discussion. During her presentation, Ms. Karihoo highlighted the importance of physical activity for Aboriginal communities, challenges faced by communities and solutions that could be considered moving forward. This presentation was based on an article written by Ms. Karihoo for the December 2009 issue of the Alberta Centre for Active Living's *WellSpring* newsletter. The article provides ideas on how non-Aboriginal practitioners and professionals can develop and deliver programs for Aboriginal communities.

Presentation Highlights:

- Use a Holistic approach: Incorporate activities with Mental, Social & Spiritual benefits – as well as physical
- Promote Interconnectedness: Link programs to Family, Community, Land, Culture (inclusive age groups, family events and group goals).
- Support Traditional Activities: Sports, dance, games, music, outdoor survival skills and language.
- Involve Elders: Seek cultural guidance; encourage input; provide gift/offering for ceremonies, prayers and wisdom- their support will increase a community's interest and participation.
- Recognize impact of residential schools: boys/girls segregation = women uncomfortable engaging in physical activity with men; physical activity not valued or taught = low skill development, low confidence/competence, bad experiences with physical activity; older members lack skills to teach to the younger generation = less coaches, less volunteers, less community value for physical activity.
- Encourage residential school survivors to assist in planning programs to make them appropriate to their needs, such as: separating men's and women's activities; providing low-skill activities; incorporating traditional activities; and encouraging family member participation.
- Build Capacity: Engage the community to develop ownership, volunteerism and community partnerships.
- Build Sustainability: Educate leaders/coaches; build volunteerism; Develop proposal writing skills, budgeting, letter writing.

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- Promote Participation of Females: Provide childcare; cater to unique needs and interests of females; teach basic sport skills; educate community on importance of physical activity for females.
- Reduce Socio-economic Barriers: Subsidize programs (through community sponsors, fundraising, etc); bring parents to “second-hand” sports equipment stores; provide snacks/meals; provide transportation.
- As Aboriginal communities are distinct from non-Aboriginal communities, physical activity programs should be restructured and adapted to be culturally relevant.

2.3 Theme 1: Supporting Capacity: Developing Expertise and Resources

Supporting physical activity capacity was the first theme discussed by the group. In many Aboriginal communities building capacity to deliver physical activity programs and services can be a challenge. Tools and resources are often not available or adapted to be culturally relevant. In many communities there are also few individuals trained on how to implement physical activity initiatives. Responsibility for physical activity often falls to volunteers or staff with multiple priorities and little training in this area.

When considering capacity, participants were asked to think about both tools/resources needed as well as expertise (human capacity). To encourage discussion, presentations were provided by both the facilitator and Stewart Sabiston from the Manitoba Government, followed by small group discussions.

2.3.1 *Presentation:* *Supporting Capacity for Recreation Delivery in Aboriginal Communities*

Stewart Sabiston, Manitoba Government

During his presentation, Mr. Sabiston provided an overview of what has been done in Manitoba to help support capacity.

Presentation Highlights:

- Recreation Director’s Handbook:
 - Conducted surveys in central and northern Manitoba to determine what people thought about physical activity and how it could be made better.
 - Found that one catalyst, a trained person or volunteer, could make a difference but the challenge was to support them with written resources.

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- In 2002 he developed *The Recreation Director's Handbook: A guide for recreation delivery in Aboriginal communities*, which covered a wide range of recreation topics. The *Handbook* (a binder) lists over 50 practical games and activities geared to all ages as well as practical "how to's".
- A mass mail-out of some 300 binders to Aboriginal communities was conducted in 2002. It was a big hit in some communities that accepted the resource and used it; other communities, perhaps intimidated by the volume of the resource, left it sitting on a shelf.
- From this experience, Mr. Sabiston learned that communities required training on how to use resources. Based on this, he rolled out a new version in 2008 that included an orientation and training component. The resource can be found at:
www.northernlinks.org/pdf/RecreationHandbook_2008.pdf.
- Northern Links Workshop: a week-long, annual recreation leadership training workshop for Aboriginal recreation and youth workers with a hands-on approach and outdoor focus. These workshops have been taking place annually since 1997.
- Aboriginal Summer Youth leadership workshops: 3-day workshops targeting summer students and youth leaders. These workshops are focused on leadership development through a hands-on "learn by doing" approach providing skills so youth can lead in their own communities (outdoor/wilderness focused). Each community is given bags of balls, parachutes and other tools. Hosted annually since 2005.
- Chronic Disease prevention Initiative: a Tri-level program targeting chronic diseases in Aboriginal communities with a focus on physical activity and nutrition. Through this project communities work together to develop programs and activities including community gardening (provided with seeds, canning workshops, etc.) and volleyball.
- North American Indigenous Games (NAIG): provided funding for the development of athletes and coaches to participate in the NAIG, including travel, equipment, fees, etc. Manitoba government encouraged participation in skills clinics and in regional, provincial events.
- Northern Circus Tour: a four-day circus program targeted at remote Aboriginal communities (will fly in kids from surrounding communities). A cast of 12 circus performers/clowns teaches youth all aspects of being a circus performer: trapeze, unicycle, stilt-walking, juggling, magic, tight rope and more – communities get to keep the equipment. On final day, youth perform an actual safety-oriented circus show for parents and the community. For more information, go to www.kidsfest.ca and click CAMP.
- Developed a series of three recreation posters in 2009 for posting in band offices, etc. Distributed to all Aboriginal communities in Manitoba.
- On the horizon are potential initiatives such as regional and community web-based and module-based training sessions.

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2.3.2 Breakout Session 1:

Supporting Capacity: Developing Physical Activity Expertise and Resources

Following the presentation, participants were divided into small groups to discuss the following questions:

1. What main challenges do Aboriginal communities face around supporting PA capacity, i.e. tools, resources and expertise?
2. What solutions could address tools/resource capacity challenges?
3. What solutions could address expertise/human capacity challenges?
4. What emerging opportunities do you see around supporting PA capacity in Aboriginal communities?

Summary of Breakout Discussions – Supporting Capacity

Capacity Challenges:

- Burnout – volunteers and workers are pulled in many directions- always seem to be the same ones that are involved
- Competing priorities – physical activity is not high on the list for decision-makers or the community
- Challenges with human capacity – recruitment can be an issue
- Challenges with coordination – lots happening, but not coordinated- resources not being maximized
- Challenges with sustained, flexible funding
- Challenges related to awareness of what resources/opportunities are available – who to contact, how to get involved
- Challenges with access/availability of skills/training/expertise
- Challenges with evaluation and monitoring – can this be duplicated? what was the impact?
- Challenges with child care – to facilitate participation in capacity building activities
- Challenges with on-going support/connectivity for trained people
- Remote communities often feel left out because of costs – need to include additional resources to involve them.

Solutions for Supporting Capacity:

- Share best practices, resources, opportunities so communities can learn from what has already been done and develop something that will work for them to both increase capacity and avoid duplication

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- Train the trainer – learn by doing and support trainers once they are trained (there is often little follow-up)
- Use plain language and translate important resources
- Develop flexible, long term funding opportunities to build capacity
- Use new technology to increase awareness – e.g. multi-media, non-governmental web-portals, etc.
- Dedicated flexible funding support
- Involve Elders and youth as role models/leaders/teachers
- Integrate physical activity into everything – e.g. diabetes education/training, community festivals, traditional teachings and activities
- Identify, nurture and support community champions – focus on building capacity from within the community not from outside
- Engage community members and decision-makers to develop ownership for what physical activity opportunities are being provided/offered
- Conduct regular evaluations to determine what is working, what can be improved, impacts and next steps – talking circles and community gatherings could be good ways to do this.
- Proper training in Aboriginal communities should: meet community needs; have dedicated follow-up; be done in the community; and have on-going mentorship support.

Emerging Opportunities:

- Use of technology – information sharing, networking, training, on-line modules, TV, radio, bulletin boards, etc. Use old and new.
- Sharing – develop mechanisms for sharing what other communities are doing, resources, promising practices, evaluations, etc. Perhaps bringing communities together regularly to learn from each other and build on existing initiatives.
- Partnerships – for training, resources and expertise sharing
- Develop mix-use parks/facilities – e.g. children's park adjacent to park designed for Elders
- Align capacity supporting activities with existing community priorities
- Build on the fact that students need volunteer hours as part of the school curriculum – could they become physical activity champions? Peer student leaders?
- There is health care professional funding available – why not funding for physical activity training?
- The provincial/territorial governments have developed physical activity strategies – capacity building opportunities exist within these strategies and could be made available to Aboriginal communities

2.4 Theme 2: Creating Supportive Environments

Creating Supportive Environments was the second theme discussed by the group. Supportive environments for physical activity can be divided into the built or physical environment and the social or family/community environment. In order for individuals to feel safe and comfortable participating in physical activity it is very important that both the social and physical environment support them to be active.

When examining supportive environments, participants were asked consider things like: transportation, parental support, encouragement, safety, facilities/infrastructure, trails, traffic, etc. To help frame the discussion, presentations were provided by the facilitator and Dr. Lucie Lévesque, School of Kinesiology and Health Studies, Queen's University, followed by small group discussions.

2.4.1 *Presentation:* *Creating Supportive Environments to Foster Active Living*

Dr. Lucie Lévesque, School of Kinesiology and Health Studies, Queen's University

Presentation Highlights:

- Environmental and policy approaches to physical activity tend to be successful because they: affect the entire community; make the active choice easier; remove/reduce barriers; provide incentives; make education and motivational interventions more effective; are likely to have long-term permanent effects.
- With different environments there are different challenges to physical activity, for instance: bears, stray dogs, mosquitoes, dust, traffic, temperature and location. It will be important to consider these barriers before implementing programs.
- Physical activity is often seen as sport or a dedicated activity instead of regular daily activities such as: house cleaning, gardening, taking the stairs, running errands, etc. Promoting these daily activities as active opportunities is important.
- Studies indicate that rates of activity increase with availability of shops, transit stops, sidewalks, bicycle facilities, low cost recreational facilities and safe walking.
- Make communities more walkable and cyclable by:
 - Taking turns walking children to school to address safety concerns
 - Connecting between all places people live, work, learn and play – paths and sidewalks should go somewhere.
 - Including more crosswalks, lights, shade, visual destinations and beautiful surroundings to make areas more appealing and safe.
- Workplaces should take a leadership role, putting structures and policies in place to make activities easier for people who work there on a daily basis (e.g. extended lunch hours for physical activity, bright stairwells, etc.)

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- Think outside the box by involving not only local recreational providers but also planners, geographers, policy-makers, educators and municipal councils.

2.4.2 Breakout Session 2: Creating Supportive Physical Activity Environments

Following the presentation, participants were divided into small groups to discuss the following questions:

1. What are the main supportive and built environment challenges Aboriginal communities face to increasing PA?
2. What solutions could address supportive environment challenges?
3. What solutions could address built environment challenges?
4. What emerging opportunities would address the creation of supportive and built PA environments in Aboriginal communities?

Summary of Breakout Discussions- Creating Supportive Environments

Supportive Environment Challenges:

- Challenges with sidewalks/lighting/paved shoulders – safety issues
- Challenges with maintenance of physical activity infrastructure (e.g. facilities, trails, etc.)
- Animals (dogs, bears, etc.)
- Not identified as a priority for communities – e.g. housing vs. recreation infrastructure
- Weather/environmental (e.g. natural terrain) factors
- Challenges with available, safe drinking water
- Challenges with child care and parental support
- Challenges with supportive role models
- Competitive economic interests – taxi driver do not want people to walk
- Sustained, long-term funding for building and maintenance
- Using facilities ineffectively – not maximizing available space
- Challenges related to awareness around what can be done, who to partner with, etc. – do people know their options?
- Jurisdictional issues – understanding who is responsible for what land if something is needed (e.g. a sidewalk, park, etc.). For example on reserve it might be Indian and Northern Affairs Canada (INAC) but off reserve it might be the municipality – it is important to know this.
- Negative perception of walking – if people are walking it means they cannot afford a car and are of low socio-economic status – changing these perceptions is important

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Solutions for Creating Supportive Environments:

- Share best practices and stories of what is working well in other communities – develop a network for sharing
- Use what exists already – facilitate the use of community environment/land and increase awareness of how to book and use available space
- Ask the community what they want and can support
- Turn single use facilities or fields into multi-use environments for physical activity
- Work with non-traditional partners to engage the entire community to work toward the common goal of creating supportive environments for physical activity
- Develop more family focused activities and provide child care
- Create spay/neuter programs to help with stray dogs – this includes getting veterinarians, as many communities lack the service.
- Identify long term sustained funding support to further develop supportive environments for physical activity
- Use a benefits based approach to physical activity – health benefits – economic benefits
- Involve the community to foster community ownership for what is being planned through group discussions, presentations, etc.
- Collaborate with other groups that have similar mandates – injury prevention, health promotion, nutrition, etc.
- Conduct an environmental assessment to determine what is already in communities that could be used/modified to increase physical activity – addressing the built environment to increase physical activity is a new concept that could be explored.
- Don't forget water as part of the physical activity infrastructure within a community and be creative – one community built a floating dock to play hockey
- Build on the walking school bus concept and have groups of parents take turns walking children to school
- Involve youth and Elders in a meaningful way
- Integrate cultural activities into all programs, activities, events
- Where possible, link to existing paths/trails, for example the TransCanada Trail that runs across Canada
- Educate the community on the best walking practices: e.g. bright colours or markings on clothing; walk facing traffic; walk in groups – never alone (especially for women)
- Engage government departments with a responsibility on reserve populations in providing space for physical activity – they are an important partner

Emerging Opportunities:

- Olympics and Rick Hansen – these prominent events can spur on activity so it is important to find ways to capitalize on them
- Involve youth – bring youth ownership to the table
- Technology – technology can help with sharing best practices and connecting partners
- Recycling – instead of always thinking that things need to be built, look at how infrastructure or even equipment can be used in different ways. For example, in one community an old arena was turned into an indoor community garden. Teach kids how to care for their bikes to increase the lifespan of this equipment and to reduce the number of abandoned bikes.
- Physical activity can play a role in decreasing social problems within a community such as substance abuse, which is a challenge in Aboriginal communities.
- Integrate cultural aspects into all physical activity programs by adding in traditional games, songs, stories, etc.

2.5 Theme 3: Building Partnerships

Building Partnerships was the third theme discussed by the group. Partnerships are an essential part of any successful physical activity initiative. As partners, groups can do more and open up opportunities that would not exist if they were doing something on their own. Through partnerships physical activity can become the shared responsibility of many, ensuring long term support and sustainability.

When considering partnerships, participants were asked to think of some of the challenges (e.g. competing priorities, time, awareness) and opportunities that could come from successful partnerships (e.g. coordinated messaging, sharing resources/expertise, innovative approaches, etc.) To help frame the discussion, presentations were provided by the facilitator, Kathy Hare (Active Circle Manager, Motivate Canada), Sydney Millar (National Program Manager, Canadian Association for the Advancement of Women and Sport and Physical Activity), and Marilee Nowgesic (Executive Director, Aboriginal Sport Circle). These were followed by small group discussions.

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2.5.1 *Presentation:*

Establishing Key Partnerships as a contributing factor towards increasing PA rates in Aboriginal Communities

Kathy Hare (Active Circle Manager, Motivate Canada), Sydney Millar (National Program Manager, Canadian Association for the Advancement of Women and Sport and Physical Activity), and Marilee Nowgesic (Executive Director, Aboriginal Sport Circle)

Presentation Highlights:

- Presenters provided information on each of their organizations (Motivate Canada, CAAWS and Aboriginal Sport Circle), activities they are working on to increase sport and physical activity within Aboriginal communities and projects they have partnered on. During their presentations, they also highlighted other partners with whom they work. Based on their experience they then presented some of the key challenges, strengths and opportunities related to partnering.
- Partnership Challenges:
 - community capacity
 - organizational capacity/turnover
 - communication
 - specific mandates/differing priorities
 - creating organizational relationships (not only individual) to allow for staff turnover.
- Strengths and opportunities:
 - trust within the relationships prevents the need to “rubber stamp” – partners can move forward confidently because they trust each other
 - each partner brings something different to the table resulting in greater impact, expertise sharing and reach
 - National Aboriginal Organizations have identified sport and physical activity as a priority increasing partnerships opportunities.

2.5.2 *Breakout Session 3: Building Partnerships*

Following the presentation, participants were divided into small groups to discuss the following questions:

1. What are the benefits of establishing partnerships around increasing PA in Aboriginal communities?
2. What are the risks/challenges of establishing partnerships around increasing PA in Aboriginal communities?

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3. What are some key factors that could facilitate successful partnerships in Aboriginal communities?
4. To increase physical activity in Aboriginal communities, what partnerships are most needed and what opportunities currently exist to support the needs? (e.g. funding, capacity, research, evaluation, training, education, etc.)

Summary of Breakout Discussions – Building Partnerships

Main Partnership Challenges:

- Competing or diverse priorities, mandates, agendas – this makes it hard to move things forward
- Determining who takes the lead, managing the money, etc.
- Feeling left out of the communication loop
- Reporting can be a challenge, especially if pieces are needed by different partners
- People working in silos, unable to see how things can be linked, expanded
- Too many or not the right partners – important groups are missing or there are so many that everyone thinks someone else will do it
- Face to face meetings are important, but costly
- Time – it takes more time to partner, reach consensus, get comments, build trust
- Turnover – contact people leave so relationship building starts all over again (constantly debriefing) – hard to keep the leaders at the table
- Follow-through – groups agree to do things but then never follow through
- Sustainability – how long should partnerships last? – need dedicated funding, support – not always sustainable
- Un-partnering – how do partners un-partner if the partnership is not working – very difficult

Partnership Benefits:

- Sharing – best practices, resources, costs, knowledge and expertise
- Mutual Buy-in – partners have joint ownership so are invested in a project's success – goals are more attainable
- Increased Capacity – working together allows for sharing the work load and doing more, increasing experience, sharing assets, etc.
- Prevents duplication and helps break down silos
- Allows groups to reach wider audience than any group could do on their own – opens doors

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Successful Partnership Factors:

- Terms of reference – it is important to develop strong terms of reference so each partner understands their roles and responsibilities
- Mutual trust and respect – build on listening and following-through
- Transparency – sharing everything with all partners – no secrets
- Funding – project funds need to be available for partners to participate (e.g. travel, per diems, etc.)
- Promote success stories – show small successes and build on them (benchmarks).
- On-going agreement on common goals and direction – needs to be revisited regularly
- Keep the community as the centre focus – leading the way
- Get Band Councils and Elders in board as partners – listen to what everyone has to say
- Engage communities and community members from the very beginning to favour ownership of projects and initiatives
- Meaningful contributions – partners need to have important roles and feel they are contributing in a meaningful way
- Evaluation – regularly evaluate of the project as well as the partnership to see if other partners need to be involved or if 'un-partnering' needs to happen

Emerging Opportunities:

- Advocacy – partnerships are often related to specific tasks, but bringing in a broad range of partners for advocacy purposes could have impact on a multi-sectoral level – the group felt that much more could be done by expanding partnerships
- Look inside and outside community – traditional and non-traditional partnerships need to be made both within and outside of the community to ensure maximum sharing
- Incorporate physical activity into all aspects of the community (e.g. festivals, education, pre-natal classes, etc.)
- Look to Aboriginal community partners to lead – they are ready and able- be sure to provide skills to do research and evaluation

2.6 Theme 4: Engaging Aboriginal Children and Youth

Engaging Aboriginal Children and Youth was the fourth theme discussed by the group. Developing specific approaches to engage children and youth in physical activity is important to Aboriginal communities. Physical activity is seen as a positive approach to problems facing children and youth to keep them safe, involved and healthy.

The school environment is emerging as the key environment for building physical activity into the entire community and family structure. To help describe this better and frame the discussion, Jennifer Fenton of Action Schools! BC provided a presentation on what has been done to engage children and youth through the school system in BC. This was followed by small group discussions.

2.6.1 *Engaging Aboriginal Children and Youth in PA*

Jennifer Fenton, Action Schools! BC

Presentation Highlights:

- Action Schools! BC is a best practices model designed to assist schools in creating individualized action plans to promote healthy living. It provides a framework for action, building on best practices and existing resources within the school community, targeting six Action Zones: School environment (school policies); scheduled physical education (calendar of ideas and best practice resources); classroom action (innovative ideas for the classroom); family and community (resources available to families and through community partnerships); extra-curricular (before and after school, lunch and recess); and school spirit (celebrating success).
- Action Schools! BC was implemented successfully in 66 Aboriginal schools in BC and was evaluated by the project team.
- Challenges: lack of time (the school curriculum can be so tight that it is overwhelming for teachers to add one more thing – need to make it easy); lack of financial resources (even small things like painting hopscotch takes money that is not in the budget – this can be a problem); high staff turnover (constantly having to re-educate and engage new staff); teacher knowledge (teachers may lack knowledge about physical activity and not feel comfortable incorporating it into the classroom)
- Opportunities: community partnerships (opportunity to spread information further than just the school setting, parent education (opportunity to also educate the parents in active choices for the whole family); Aboriginal traditional focus (opportunity to incorporate traditional food and cultural activities into the school, community and family setting).
- For more information on Active Schools! BC (best practices, evaluations, resources, etc.) please go to: www.actionschoolsbc.ca

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2.6.2 Breakout Session 4: Engaging Aboriginal Children and Youth

Following the presentation, participants were divided into small groups to discuss the following questions:

1. What main challenges exist for engaging Aboriginal children and youth in PA?
2. What solutions could address these challenges?
3. What emerging opportunities could help increase physical activity levels among Aboriginal children and youth?

Summary of Breakout Discussions – Engaging Aboriginal Children and Youth

Challenges:

- Safety – parents are worried about them walking, cycling on their own (especially girls)
- School attendance – many Aboriginal communities are faced with the challenge of high levels of absenteeism and drop out in schools
- Racism – especially off reserve
- Competing priorities – TV, computer, video games
- Children have limited knowledge of traditional activities – teaching these skills is important for keeping traditional activities alive for generations to come
- Housing, food security, social problems, safety are higher community priorities than physical activity (Maslow)
- Challenges with the number of facilities and the availability of physical activity programs – including after school programs
- Buy-in from parents and schools – Physical activity is not always valued
- Limited number of physical activity role models
- Challenges with the amount of available leisure time – taking care of siblings, chores, homework
- Dedicated funding for long term opportunities, training and leader development
- Darkness – few lights and especially in the winter it gets dark quickly – need indoor facilities
- Cost – organized activity/sport can be very expensive for families
- Distance from school – transportation makes it hard for extra-curricular school activities
- Tool adaptation – good tools out there but they need to be adapted for Aboriginal communities

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Solutions for Engaging Aboriginal Children and Youth:

- After-school programs – there are currently few offered – this is a place for growth but need to consider things like transportation so everyone can participate
- Develop playground/outdoor activity options such as permanent hopscotch
- Give students physical activity homework
- Incorporate traditional activities/dances/games – hunting and trapping, dog sledding, etc.
- Address the darkness and weather by offering programs inside
- Promote safety as part of skill development
- Train student leaders to deliver physical activity and sport – peer to peer and older teaching younger children
- Identify, develop and support role models – male and female – involve Elders and youth
- Physical activity should be fun – use humour to create a joyful environment
- Address child care issues by parents taking turns
- Develop more activity options that involve the whole family and community
- Educate parents, schools and the community on the benefits of physical activity
- Use technology to your advantage – to get ideas, resources, promote activities, showcase programs
- Integrate physical activity into everything and make it more than just sports

Emerging Opportunities:

- Look for connections within community – the school should not be the only place for physical activity
- Connect with and show opportunities to compete in the Arctic and Indigenous games and get mainstream media involved in reporting on these games
- Build off momentum created around the Olympics to get children and youth involved
- There is a lot going on – so it is important to connect and coordinate activities in order to learn from each other
- Link the Joint Consortium for School Health with Aboriginal Partners
- Create more physical activity opportunities that involve the whole family

2.7 Theme 5: Physical Activity as a Priority in Aboriginal Communities

Physical activity as a priority in Aboriginal communities was the fifth theme discussed by the group. In many communities immediate challenges such as housing, violence or food security are the main concerns and physical activity is not seen as either a solution or priority. It is important that physical activity is not seen as a competing priority but rather as part of the overall solution for communities.

The facilitator provided a brief presentation to help frame the discussion, highlighting some of the main challenges and potential opportunities for participants to consider during the small group discussions that followed.

Challenges to making physical activity a priority in Aboriginal communities included: competing community priorities (physical activity is not often high on the list); challenges with decision-makers and community support and interest; limited dedicated funding (so often communities do one day activities or events but nothing sustainable).

Potential Opportunities for helping make physical activity a priority: communities are facing increased health and social challenges – physical activity can help make a positive impact on these issues that are already a priority in Aboriginal communities; there is an increased interest in community wellness and physical activity is an important component.

2.7.1 Breakout Session 5: *Physical Activity as a Priority in Aboriginal Communities*

Following the presentation, participants were divided into small groups to discuss the following questions:

1. What main challenges do Aboriginal communities face around making PA a priority?
2. What key actions support PA becoming a greater priority?
3. Who are the potential change agents and how can they be better engaged?
4. What emerging opportunities, linkages or partnerships do you feel will help make PA a priority in Aboriginal communities?

Summary of Breakout Discussions – Physical Activity as a Priority

Challenges:

- Competing priorities- communities are concerned with housing, food security, social problems, safety, etc. – physical activity is seen as extra and less important (Maslow)
- Effects of residential schools – physical activity is not a priority for many community members who have had negative experiences with physical activity
- Sedentary lifestyles

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- Challenges with the number of physical activity role models – being active is not the norm
- People wear multiple hats so it is a capacity issue and there is no one dedicated to increasing physical activity
- Working in silos and funding in silos – both within communities but also at the government level
- Availability and cost of making/choosing the ‘right choices’ – healthy eating, physical activity, etc.
- Long term dedicated funding and help with proposal writing to apply for funding
- Duplication – need to stop constantly re-inventing the wheel

Actions that could make Physical Activity a Priority:

- Showcase best practices of what has worked in other Aboriginal communities
- Increase buy-in and ownership in physical activity by decision-makers and community members
- Promote other benefits than just the physical – emotional, spiritual – wellness focus
- Incorporate physical activity as part of everyday life – it is about walking, gardening, not just competing- make it relevant for communities
- Share information to prevent duplication and break silos – groups need to work together around common goals
- Integrate cultural elements and activities – this means skill development
- Involve Elders and youth as role models
- Facilitate groups coming together to coordinate efforts
- Make resources available to anyone interested in coordinating activities
- Engage parents as leaders and participants
- Develop effective partnerships to increase physical activity on many levels
- Develop benchmarks/checkpoints to measure impacts, re-adjust and make things better – this will be important for decision-makers as they will want to see the impact of their investments (time, money, infrastructure, etc.)
- Where possible, incorporate physical activity into existing priorities – it should not be a stand alone- build on small steps, learn and then do more
- Bring communities together to discuss how this can happen – how can they work together

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Potential Change Agents:

- Band and Council
- Elders – knowledgeable and appropriate – work with Elders who have experience in this area and feel comfortable providing information – select male and female Elders to have both genders represented
- Engage traditional and non-traditional partners including: RCMP, local businesses, recreation, health (e.g. CHRs), schools, parents, caregivers, politicians, and especially youth
- Collaborations between federal, provincial and territorial governments – e.g. Health Canada and Indian and Northern Affairs Canada (INAC)

Emerging Opportunities:

- Frame physical activity as a health or social issue solution to make it a higher priority
- Advocacy is needed to increase the profile and importance of physical activity in Aboriginal communities and how it can help address existing community priorities
- Use children as a platform for the need – investing in children and youth is important for every community
- Use physical activity and sport as a platform to address other priorities – a way for communities to come together around important issues
- Assembly of First Nations has a Youth Forum that could be involved
- There is a lot happening and physical activity is gaining momentum – sharing and bringing people together to exchange best practices needs to happen more often and regularly
- Take advantage of emerging funding opportunities across sectors
- There is increased pride in being Aboriginal so build on this by incorporating more traditional and cultural activities
- This is a long process – think in terms of seven generations: three back, current and three forward in terms of impact on current decision-making

3.0 Closing Remarks

Halina Cyr, Aboriginal Diabetes Initiative, Health Canada

Ms. Cyr provided closing remarks for the Forum. She emphasized the government's commitment to physical activity within the Aboriginal Diabetes Initiative (ADI) and to bring forward participant comments with different partners to help address systemic physical activity barriers Aboriginal communities face. Ms. Cyr invited participants to work more closely with ADI to ensure systems are connected and communities are supported to increase physical activity participation.

4.0 Summary of Key Recommendations

During the Forum participants were asked to discuss challenges, solutions and emerging opportunities related to five different themes: supporting capacity; creating supportive environments; partnerships; engaging children and youth; and making physical activity a priority in Aboriginal communities. As a result of the break-out sessions and discussions, many innovative and unique ideas came forward and are reflected in the body of this report. However, there were challenges, solutions and opportunities that were common to all of the themes, providing direction for dedicated action moving forward. Below is a summary of the overlapping challenges, solutions and opportunities that came forward.

Challenges:

1. *Competing priorities:* Many participants highlighted the challenge of balancing physical activity programming with other key priorities within communities such as housing, social issues, high alcohol/drug use, safety, unemployment, and the need for clean drinking water. A connection was made with Maslow's hierarchy of needs and suggested that in many communities physical activity would only be considered after basic needs were satisfied. As part of discussions it was suggested that physical activity needs to be positioned as something that can help with and not compete with activities already dedicated to existing priorities.
2. *Funding:* The need for dedicated funding to support physical activity was noted as a key challenge. Project funding often lasts 1–4 years in length which does not address the need long term funding for things like infrastructure that requires on-going maintenance. Dedicated physical activity funding would provide communities with the ability to plan for what they need and integrate physical activity into community initiatives over the longer term.
3. *Sedentary Lifestyles:* Over the last few decades there has been an increasing shift for Aboriginal people to live a more sedentary lifestyle. Computers, TV, cars and other conveniences have engineered the need to be active out of daily life. As a result, being physically active is no longer the norm and things like walking or cycling are often associated with low socio-economic status (not having a car). Reversing this trend in Aboriginal communities to support the practice of physical activity as the norm will take a total community effort and quite likely a paradigm shift.

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Solutions:

1. *Best practices:* During the Forum many good program and research examples were brought forward. Sharing these best practices was considered a major solution to help groups avoid reinventing the wheel and maximize existing resources. Having Aboriginal best practices was also considered key as participants wanted evidence that initiatives had been successful in Aboriginal communities.
2. *Dedicated funding:* Developing mechanisms for long-term, dedicated funding was seen as very important. Not only would it help with the development of physical activity initiatives, it would demonstrate the value and importance of physical activity for key Aboriginal decision-makers (Band Councils, Elders Councils).
3. *Role Models:* Developing, training and supporting physical activity role models was considered an important solution. There is a need to increase the number of active role models in Aboriginal communities in order to exemplify physical activity as the norm. Once these role models are in place, there is also the need to provide them on-going support and training so their capacity can be supported and enhanced. Engaging Elders and Youth as role models was considered a key step to building capacity in Aboriginal communities.
4. *Traditional activities and culture:* The importance of incorporating traditional activities and culture into physical activity initiatives was brought forward in every session. Although there is currently considerable Aboriginal pride in the practice of traditional games, dances, and activities, the transfer of knowledge is not often maintained from generation to generation. Therefore, it will be important to continue to engage the Elders as teachers so that these traditional practices are not lost.
5. *Integration of Physical Activity:* With many competing priorities and limited resources it was agreed that physical activity could not be a stand alone, but needed to be integrated into community activities already taking place (e.g. diabetes education, feasts and celebrations, etc.). Finding ways to integrate physical activity in different ways will make it more prominent than any stand alone initiative.
6. *Engaging Decision-makers:* Without the support of decision-makers (Band Councils, Elders Councils, politicians, etc.) initiatives may struggle to achieve success. To bring them on board, it is important to create awareness and education around the benefits of physical activity by showing how physical activity can help with existing priorities (e.g. social issues with youth) and be integrated into the community. Once decision-makers are on-board, engaging the rest of the community will be much easier.
7. *Adapting Physical Activity Resources:* Many physical activity resources and tools have been developed but may not necessarily be appropriate for Aboriginal communities. Good resources need to be identified and evaluated to see how they can be more culturally appropriate and useful.
8. *Develop Family-Based Activities:* Activities that involve the entire family and community are valued and may have a greater chance of success and may benefit from more visibility. It is important to examine current programs and services to see how they can be modified to engage participants of all ages.

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9. *Evaluation and Monitoring:* It is important to evaluate and monitor any initiative or partnership in order to understand what worked and what can be improved. To help communities incorporate evaluation and monitoring strategies into their activities, a specific focus on training needs to be considered. Additionally, results and techniques need to be shared as part of best practices so groups who want to build on what has already been done can learn from each other

Opportunities:

1. *Sharing:* Participants expressed the need to have more opportunities to share what they are doing with each other. This includes resources, policies, training, and communication – anything that might be helpful. Developing a mechanism such as a web portal that is managed by a non-governmental group was one idea that came forward. Having opportunities for face to face discussions was another, perhaps by conference call or regular events.
2. *Partnerships:* It was agreed that with limited resources, partnerships are essential for bringing together diverse expertise, resources, access to networks and points of view. Participants encouraged each other to look beyond traditional partnerships and involve other groups that might be interested such as RCMP, local businesses, etc.
3. *Technology:* Using technology as a vehicle for sharing and communicating was suggested as a potential opportunity on which to capitalize. Things like training modules on the web, video-conferences for sharing best practices and using web based portals were just some of the examples of how groups can do more, share more and avoid re-inventing the wheel by using technology.
4. *Align Physical Activity with Community Priorities:* The closer physical activity can be aligned with existing priorities, the better. The first step is to determine the community priorities (by asking) and then examine how physical activity can help as part of an integrated solution to address one or more of the identified priorities.
5. *Build on existing initiatives:* There are lots of great events and initiatives happening both within the community and outside that can be built on to encourage participation. For example activities such as the Olympics, the Indigenous and Arctic Winter Games, community feasts and celebrations all have a high profile within a community and spark interest. Building on these types of opportunities can make initiatives more successful and help them have a lasting impact.

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Appendix A – Summary of Discussions

	Theme 1: Supporting Capacity	Theme 2: Creating Supportive Environments	Theme 3: Partnerships	Theme 4: Engaging Children and Youth	Theme 5: Physical Activity as a Priority
Challenges	<ul style="list-style-type: none"> - competing priorities - duplication - funding - resource awareness - human capacity - burnout - training - skill development 	<ul style="list-style-type: none"> - competing priorities - infrastructure - safety - funding - sedentary lifestyles - PA not the norm - jurisdictional issues 	<ul style="list-style-type: none"> - competing priorities - silos - staff turn over - time - sustainability - funding 	<ul style="list-style-type: none"> - competing priorities - safety - lack of programs and facilities - funding - social issues - family support - sedentary lifestyles 	<ul style="list-style-type: none"> - competing priorities - effects of residential schools - sedentary lifestyles - funding - capacity - availability - silos - duplication
Solutions	<ul style="list-style-type: none"> - best practices - dedicated PA funding - PA education - PA training - PA skill development - evaluation - develop PA role models - integration of PA - involve Elders and youth - engage decisionmakers - adapt resources 	<ul style="list-style-type: none"> - best practices - dedicated PA funding - PA education and awareness - evaluation - develop PA role models - integration of PA - involve Elders and youth - engage decisionmakers 	<ul style="list-style-type: none"> - best practices - dedicated funding - communication - joint ownership - meaningful contributions - mutual respect and trust - evaluation - involve Elders and youth - engage decision makers 	<ul style="list-style-type: none"> - best practices - dedicated funding - dedicated programs - family activities - PA skill development - traditional activities - role models - evaluation - involve Elders - youth peer leaders - engage decisionmakers 	<ul style="list-style-type: none"> - best practices - dedicated PA funding - PA education and awareness - develop PA role models - integration of PA - involve Elders and youth - engage decisionmakers - integrate culture - evaluation - frame PA as a solution
Opportunities	<ul style="list-style-type: none"> - technology - sharing - partnerships - align PA with community priorities - build on existing initiatives - integration of PA 	<ul style="list-style-type: none"> - sharing - partnerships - align PA with community priorities - build on existing initiatives - integration of PA - Olympics, Aboriginal Games 	<ul style="list-style-type: none"> - sharing - advocacy - align PA with community priorities - build on existing initiatives - involve traditional and non-traditional partners 	<ul style="list-style-type: none"> - sharing - partnerships - align PA with community priorities - build on existing initiatives - integration of PA - Olympics, Aboriginal Games 	<ul style="list-style-type: none"> - sharing - partnerships - align PA with community priorities - build on existing initiatives - integration of PA - children as a platform - funds available

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Appendix B – FORUM PARTICIPANTS

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Appendix C: Agenda Summary

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Albert at Bay Hotel – Ottawa

March 23rd – 24th 2010

Day 1 – March 23

- 8:00-8:30 Coffee/Tea available
- 8:30-8:45 Opening Prayer
- 8:45-8:50 Remarks – Meeting Chair
- 8:50-9:00 ADI presentation
- 9:05-9:30 Participant Introductions- Please tell us your name and your affiliation
- 9:30-10:00 Reframing Physical Activity Programs for Aboriginal Communities
Emilia Karihoo
- 10:00-10:20 Break

Theme 1: Capacity Building: Developing Expertise and Resources

- 10:20-10:45 Capacity Building: Developing Expertise and Resources to Supporting Capacity:
Developing Expertise and Resources
Stew Sabiston
- 10:45-11:40 Capacity Building- Small group Discussion
- 11:40-12:00 Group Report Back
- 12:00-1:00 Lunch- provided in room- networking opportunity

Theme 2: Creating Supportive Environments to Foster Active Living

- 1:00-1:25 Creating supportive environments to foster active living – Dr. Lucie Lévesque
- 1:25-2:10 Supportive Environments- Small group Discussion
- 2:10-2:30 Group Report Back
- 2:30-2:45 Break

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Theme 3: Partnerships

- 2:45-3:10 Establishing Key Partnerships as a contributing factor towards increasing PA rates in Aboriginal Communities – Kathy Hare, Sydney Millar and Marilee Nowgesic
- 3:10-3:55 Partnerships – Small group Discussion
- 3:55-4:15 Group Report Back
- 4:15-4:30 Day 1 Wrap-up

Day 2 – March 24

- 8:00-8:30 Coffee/tea
- 8:30-8:35 Re-cap of Day 1 and overview of Day 2

Theme 4: Engaging Children and Youth

- 8:35-9:00 Engaging First Nations and Inuit Children and Youth in PA – Jennifer Fenton
- 9:00-9:35 Engaging Children and Youth – Small group Discussion
- 9:35-9:55 Group Report Back
- 9:55-10:15 Break

Theme 5: Physical Activity as a Priority in Aboriginal Communities

- 10:15-10:30 Making Physical Activity a Priority in FN/I Communities – Shelley Callaghan
- 10:30-11:10 Making Physical Activity a Priority- Small group Discussion
- 11:10-11:30 Group Report Back
- 11:30-11:40 Facilitated group Discussion
- 11:40-12:00 Closing
- Remarks – Meeting Chair
 - Prayer by First Nation and Inuit Elders