



# Supporting Newcomers in Recreation: Training Guide

EMPOWERING NEWCOMERS FOR RECREATION PROJECT

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HALIFAX



YREACH

# Introduction to Supporting Newcomers in Recreation Training

Note: All quotes and photographs throughout this booklet are from project participants.

Nova Scotia is a multicultural province with many newcomers from different backgrounds, cultures, and languages. Research shows that involvement in recreational activities can help newcomers maintain their health and wellness, learn about their new communities, and become a part of their communities. However, sometimes newcomers experience challenges that can make it harder for them to access available resources, programs, and information. Because of this, they may not experience the many benefits of recreation.

“The saddest thing that happens is that a newcomer goes to a new place and tries to sign up and they have a frustrating experience.”

## Context

To find out how we can support newcomers in accessing recreational activities, we (a research team from Dalhousie University) conducted a project in partnership with community organizations in two communities in Nova Scotia (the South Shore and Halifax). Since people from different cultures may have different understandings of recreation, it was important for us to first understand what recreation means to newcomers, what recreational activities they do, what helps them participate, and what challenges get in their way of participating in these activities.

## The Photo Project

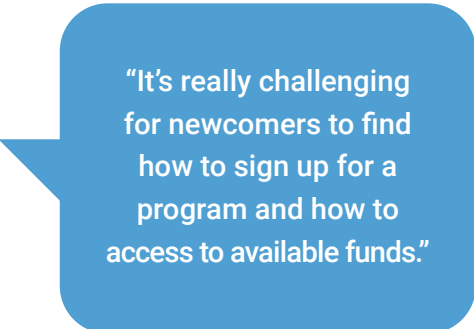
In 2019, we recruited 40 newcomers originally from 13 different countries who were living in either Halifax or the South Shore. They attended two separate workshops to learn more about the project and learn how to take photos of recreational activities. We asked them to take pictures of their recreational activities and we asked them to share their stories, experiences, and what was important to them about those activities. In some cases, they shared with the help of interpreters.

## Key Lessons from the Photo Project

We learned that informal recreation and everyday activities are meaningful for newcomers because they connect them to their family, to their past, and to nature. We also learned that recreation can help them socialize, learn about their new

“Don’t give them a lot of information, just provide what they need, and translate them in different languages.”

communities, feel more relaxed, feel healthier, and overall, feel “they belong here, they are at home”. However, we learned that their experiences were not always positive and that they faced several barriers to learning about and accessing recreation programs. For example, some barriers included lack of support for those needing translation or technology help to be able to access online information and registration, and lack of social support, including support from community organizations. To learn more about the Photo Project, and to watch the video capturing our participants’ photos and quotes, please click [here](#).



“It’s really challenging for newcomers to find how to sign up for a program and how to access to available funds.”

## **Training Program Development**

Building on what we learned from the Photo Project and from the literature, we developed a training program with the aim of supporting newcomers to connect to their communities through recreation. We practiced the training program in Halifax and, despite COVID-19 pandemic challenges, 7 newcomers completed the program and provided their feedback. Our community partners also provided their feedback along the way as well as at the end of the initial training.

## **Training Guide Purpose**

Drawing on the feedback we received, we modified the training program and developed this training guide as a general resource for those, such as volunteers or recreational staff, who would like to support newcomers in connecting to their communities through recreation. The purpose of this training guide is to facilitate newcomers' access to recreation resources, spaces, and programs in their communities and to support them in having enjoyable and meaningful recreational experiences by:

- Developing an understanding about the experiences of newcomers so we can be more aware of the challenges encountered and how we might play a part in helping them to address these challenges
- Learning more about the benefits of recreation and what recreation opportunities exist in the community so we can share these with others
- Integrating our understanding of newcomer experiences and recreation opportunities to support meaningful and diverse community-based recreation opportunities.

We hope this guide adds something new to your knowledge and skills and we would appreciate your feedback. We can be reached by email at [en4r@dal.ca](mailto:en4r@dal.ca).

# Training Guide: Structure and Content

This guide provides guidance on how to implement this training. It includes how to plan each session with recommended activities and tools to support the training (i.e., worksheets, PowerPoint content, and additional available resources). The training is broken down into three sessions, with the suggested time frame of 2.5 hours for each session to leave some time for flexibility and breaks.. The sessions cover the following topics:

<b>Session 1</b>	<ul style="list-style-type: none"><li>• Concepts of recreation and community</li><li>• Benefits of recreation</li><li>• Local recreation spaces and places</li></ul>
<b>Session 2</b>	<ul style="list-style-type: none"><li>• Challenges and barriers in accessing recreation</li><li>• Strategies to overcome challenges and barriers</li><li>• Registering for local recreation programs</li></ul>
<b>Session 3</b>	<ul style="list-style-type: none"><li>• Local community organizations that provide recreation-related support</li><li>• Getting funding for recreation</li></ul>

## Navigating the Training Guide:

This guide was developed with the intention of facilitating a group of between 6 and 8 participants. In general, each session will follow a similar format, which will involve:

1. Introduction to the topic through a question that draws on people's own experiences and ideas.
2. Facilitation of an activity that explores the topic.
3. Debrief and questions which link the topics back to the overall purpose of the training and the ways in which the participants can use the information.

Before facilitating the training, it is important to be aware of several key points that will help to make the experience comfortable and engaging for participants.

**Some guiding principles for facilitating the training include:**

- Value and build upon the *participants' experiences*. They will bring their own stories and strategies which will strengthen the learning.
- Stress to the participants that we are *learning from each other*, so active involvement, in a range of ways that might be comfortable to participants, is encouraged. There are different ways to engage such as active listening, asking questions, and sharing experiences.
- Allow for *flexibility* during the sessions so that everyone has time and space to engage in meaningful conversations. Some examples of flexibility include encouraging people to participate in different ways (e.g., sharing their stories verbally or through pictures, writing their ideas, asking questions) and being flexible on the timing of the session.
- Make the program (in person or virtual) a *safe space* where participants feel comfortable sharing their ideas and experiences. This can be done by facilitators discussing with the group about what will help to make the experience a comfortable learning environment (e.g., agreeing that no questions will be considered “silly” or unnecessary, one person speaking at a time, ensuring everyone has a chance to share, and emphasizing confidentiality).
- Be mindful of and accommodate language barriers. Facilitation and materials should use *plain language*, use visuals where possible, and provide a variety of examples.
- Send participants an email prior to each session with important details like the time, date, and location (or, if remote, link to the learning platform) of training. Also, remember to send any handouts in advance.
- Make *adaptations where necessary*. This guide was developed with the aim of carrying out the training in-person; therefore, as the facilitator, some adaptations will need to be made to carry out the training virtually. Some of the activities can be done virtually via “break-out” rooms while other activities will need to be re-worked to best suit your needs in the virtual environment.

## Emphasizing the Role of Peer Support in Connecting People to Recreation:

This training is built on the importance of peer-support. Peers are people with similar experiences. In this case, peers are people who have experiences as newcomers and/or of trying to access recreation. Peers can help people to address the various challenges faced when accessing recreation by building on the strengths of shared experiences and building connections with each other as a means of support. The literature also provides strong evidence on the general benefits of peer-support. Some key points related to peer support include:

- When settling into their new communities, newcomers feel best supported when they have peers to rely on, especially when trying something new within their community.<sup>9</sup>
- Peer support systems have shown to help newcomers to connect with their communities by providing information on local resources, information on resources like health care, ESL training, and schools, and by helping to build social support systems.<sup>13</sup>
- Informal gatherings like cultural, religious, or recreational events act as a huge support to newcomers and peers because they offer opportunities to connect with each other.<sup>3</sup>

## Peer Roles

Below are some specific ways in which peers can help to address these challenges:

- ***Sharing information and practical support***—Peers can share practical information about resources, registration, funding, and programs. Peers can also share experiences about how they worked around challenges and can help problem-solve and provide potential strategies to address unique challenges faced by newcomers. To provide this type of support, it is helpful for peers to have information on recreational resources and to know where to find additional information.
- ***Providing encouragement and creatively building on strengths***—Peers can be helpful because they often have some shared experiences and therefore can offer understanding and empathy. Through this understanding, they can provide support and companionship. They are also aware of the importance of reaching out and drawing on others, such as friends and families. They can also help to creatively explore possibilities based on strengths and resources. So, beyond problem-solving based on information about recreation resources, they can collaboratively problem-solve with other newcomers to explore different activities or adaptations to activities.



To provide this type of support, it is helpful for peers to be aware of their own experiences and to be able to identify the strengths in themselves and others so these can be creatively applied to a new situation.

- ***Raising awareness and advocacy***—in addition to working with individuals to increase their awareness about resources, peers provide ideas and problem-solve at the organizational level. Peers are aware of how important recreation is to the resettlement process and that welcoming, inclusive recreational places and programs are an important piece of the puzzle. Thus, peers can also make requests of organizations or encourage the individual to know they can ask for support from organizations. To provide this type of support, peers need to be aware of some of the structural or external factors (e.g., confusing registration systems, rules about participation or program fees) that can make accessing recreation challenging.



## SESSION 1:

# Why Recreation?

### **Session Objectives:**

By the end of the session, participants will be able to:

1. Define the terms of recreation and community in their own words using examples from their own experiences.
2. Identify at least two general benefits of recreation, and at least two benefits of recreation to people who are new to a community.
3. Identify at least three different types of recreation opportunities available to them in their community (e.g., physical, social, creative, spiritual, mental).

# Session Outline

The suggested timeframe for each module is 2.5 hours.

Below is an outline of activities with suggested time frames for facilitating Session 1:

Estimated Time	Main Activities:
20 minutes	Welcome, Icebreaker and housekeeping Purpose of overall training
	<b>Topic 1.1: Recreation and Community</b>
10 minutes	Introduction to Topic 1.1
10 minutes	Activity 1.1: What do recreation and community mean to you?
15 minutes	Activity 1.1: Debrief
	<b>Topic 1.2: Benefits of Recreation</b>
10 minutes	Introduction to Topic 1.2
10 minutes	Video and reflection
15 minutes	Activity 1.2: What makes recreation so good?
5 minutes	Activity 1.2: Debrief
	<b>Topic 1.3: Recreation Spaces and Places</b>
10 minutes	Introduction to Topic 1.3
30 minutes	Activity 1.3: Where do I participate in recreation?
5 minutes	Activity 1.3: Debrief
5 minutes	<b>Overall Summary and Conclusion</b>

# Topic 1.1: Recreation and Community

## Objective of the activity:

By the end of this activity, participants will be able to describe the terms 'recreation' and 'community' in their own words using their examples from their own experiences.

Tips	Overall Welcome, Introduction and Icebreaker
<p>Time: 20 minutes</p> <p>Have name tags available for participants to use.</p> <p>Have visible signs for washrooms, etc. available.</p>	<ul style="list-style-type: none"><li>• Begin by welcoming everyone into the space.</li><li>• Offer the chance for participants to make a name tag for themselves.</li><li>• Allow for about 10 minutes for everyone to arrive and get settled before beginning.</li><li>• Once everyone is settled, introduce yourself and any volunteers or co-facilitators.</li><li>• As an initial icebreaker, you can ask everyone to introduce themselves, why they decided to take this training, and share a memorable recreation activity from childhood.</li><li>• After the icebreaker and introductions are complete, briefly cover some housekeeping items (e.g., where washrooms and emergency exits are located, ask participants to put their phones on mute, etc.).</li><li>• Before introducing the training, provide a brief overview of the project to provide context for participants. You can say: <i>"A research team from Dalhousie University conducted a project in partnership with community organizations in Nova Scotia. They worked with newcomers to understand their experiences of recreational activities. The participants took pictures of the things they did in their free time. Through this Photo Project they learned that informal recreation and everyday activities are meaningful for newcomers for many reasons: recreational activities can connect them to their family, to their past, and to nature; these activities can help with socialization; and recreational activities help newcomers learn about their new community. Building on these findings, the research team developed a training program."</i></li></ul>

- Then, introduce the purpose of this training, which is to support newcomers connect with their communities through meaningful recreation. The training is broken down into three sessions, where in each session there are 2-3 topics covered.
- Now, you are ready to begin Session 1 content.

## Tips

Time: 10 minutes

When prompting discussion among the group, remind participants that there are no “right” or “wrong” answers and no such thing as “silly questions”.

## Topic 1.1: Recreation and Community

- Begin the session by posing some of these questions:
  - "What do you like to do for fun?"*
  - "What are some activities you do in your free time?"*
  - "What are some activities you do with others, that are organized (e.g., sports), or are done more informally (e.g., walking in the park)?"*
- After discussing these questions, provide participants with the definitions of ‘recreation’ and ‘community’, being sure to link these points to what they share, which are:
  - **Recreation** describes experiences that people enjoy doing, that people choose to do, that are culturally meaningful to individuals and that can be good for people's community well-being.<sup>1</sup>
  - **Community** can be described as people who share common interests, and characteristics (e.g., location, culture), and these shared interests and characteristics facilitate a bond or common identity.
- After discussing these questions, provide participants with the definitions of ‘recreation’ and ‘community’, being sure to link these definitions to the points they have shared:
  - Recreation is a very broad idea and includes all the activities that we have generated through this discussion.
  - Often, we participate in recreation (and other activities) with people in our community. This can help us to build a sense of community by doing these things together.

<b>Tips</b>	<b>Activity 1.1: What do Recreation and Activity Mean to You?</b>
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Time: 10 minutes

If participants are not comfortable or do not have access to photos, you can have photos printed for participant use.

- Tell participants that the purpose of this activity is to work in pairs to define 'recreation' and 'community' based on their experiences.
- Invite those who have phones with pictures on them to look for a picture of themselves and/or someone else participating in an activity that they enjoy. You can say, for example: "maybe you have pictures of you and your family on a walk at the local park."
- Then, once participants have chosen a picture, share it with their partner and talk about why they chose that picture. Ask participants to share with their partner about how they are feeling the picture, and why it is important to them.
- After each pair has talked about their pictures, invite participants to share important words they would use to describe recreation and community (note: a discussion about why the activities are important to them will be part of the next session).
- Give participants about 10 minutes to complete this activity, and then bring everyone together to complete a debrief.

<b>Tips</b>	<b>Activity 1.1: Debrief</b>
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Time: 15 minutes

Have someone write down answers or key points of the discussion so everyone can see. This can be done on chart paper or a white board.

- After the activity, ask the following debriefing questions to summarize key take-aways from this activity:
  - Of all the things discussed about recreation and community, what stood out to you as being most important? Did anything surprise you?
  - In your experience, how might the topics discussed so far relate to newcomers and their experiences? Particularly, think about how it could relate to moving to a new community.

# Topic 1.2: Benefits of Recreation

## Objective of the activity:

By the end of this activity, participants will be able to identify two general benefits of recreation to people who are new to a community.

Tips	Topic 1.2: Benefits of Recreation
<p>Time: 10 minutes</p> <p>When prompting discussion among the group, remind participants that there are no “right” or “wrong” answers and no such thing as “silly questions”.</p>	<ul style="list-style-type: none"><li>• Begin the conversation by linking back to Activity 1.1. Ask participants to think about the activities they talked about earlier, then ask:<ul style="list-style-type: none"><li>· What are some words that either you or your partner used to describe what was important or meaningful for them about the activities you chose to share with each other?</li></ul></li><li>• After discussing as a group for a few minutes, validate participants’ responses and engagement. Then, share with the group some of the following benefits from the literature if they were not talked about previously:<ul style="list-style-type: none"><li>• Participating in recreation can help people make friends and socialize with others.<sup>4, 7, 8</sup></li><li>• Participating in recreation can help people to cope with stressors which can support good mental health.<sup>2, 10, 11</sup></li><li>• Participating in recreation can also make people feel like they belong by connecting and learning with others.<sup>6, 7, 8</sup></li></ul></li></ul>

Tips	Video
<p>Time: 10 minutes</p> <p>Have someone write down answers or key points of the discussion so everyone can see. This can be done on chart paper or a white board.</p>	<ul style="list-style-type: none"> <li>• Tell participants: <ul style="list-style-type: none"> <li>· Now, we are going to watch a video (about 3.5 minutes long) from the Photo Project (link <a href="#">here</a>). This video reflects newcomers' experiences of belonging by connecting and learning with others. Ask participants to consider as they watch the video if they can relate to any of the experiences or pictures shared in the video.</li> </ul> </li> <li>• After the video, ask participants: <ul style="list-style-type: none"> <li>· What are some benefits of recreation that are specific to newcomers?</li> <li>· Here are some key points to support this conversation: <ul style="list-style-type: none"> <li>· In the Photo Project, we learned that participating in recreation allows people to learn about their new community and culture, as well as allows them to share their culture with others<sup>6</sup>.</li> <li>· We also learned that social relationships built through recreation are important to newcomers, as this is an easy way for newcomers to learn about other non-recreation resources available within their new communities<sup>6</sup>.</li> </ul> </li> </ul> </li> </ul>

Tips	Activity 1.2: What Makes Recreation So Good?
<p>Time: 10 minutes</p> <p>Materials: Each group will need a set of matching game cards (Appendix A).</p>	<ul style="list-style-type: none"> <li>• Start this activity by describing the purpose of the activity to participants: <ul style="list-style-type: none"> <li>· Participants will work together to match benefits of recreation and community activities to specific kinds of recreation and community activities.</li> </ul> </li> <li>• Groups of 3-5 are recommended for this activity. If there are more than six people in the session, divide the group in half to make two groups for this activity.</li> <li>• Each group will be given a set of cards that describe benefits of recreation and community activities, and a set of cards that name different kinds of recreation or community activities.</li> <li>• Ask participants to work together to match the activity to the benefit.</li> <li>• After about 10 minutes, bring everyone back together to debrief.</li> </ul>



## Tips

Time: 15 minutes

When debriefing remind participants that there are no “right” or “wrong” answers and that there may be many benefits to one activity.

## Activity 1.2: Debrief

- After the activity, ask the following debrief questions to reinforce key take-aways from this activity:
  - What are other benefits of recreation activities for newcomers that we have not talked about yet?
  - How does this discussion relate to newcomers’ experiences moving to a new community?



# Topic 1.3: Recreation Spaces and Places

## Objective of the activity:

By the end of this activity, participants will be able to identify at least three different types (e.g., physical, social, creative, spiritual, mental) of recreation opportunities available to them in their community.

Tips	Topic 1.3: Recreation Spaces and Places
<p>Time: 10 minutes</p> <p>Encourage people to think about diverse places to do recreation (e.g., schools for kids, sport places, community centres, faith-based organizations).</p>	<ul style="list-style-type: none"><li>• Begin by asking participants about where they participate in recreational activities (e.g., at their home? local park? community centre?). Then ask participants about who they do their recreation with (e.g., with family? friends? alone? in a group setting with other participants?)</li><li>• Then, after brief discussion, list the different places and spaces to participate in recreational activities and the opportunities they can offer. For example:<ul style="list-style-type: none"><li>· Urban spaces, such as parks and forests, are great locations to participate in recreational activities; these spaces can help people connect with others at no cost.<sup>9</sup></li><li>· Community spaces like libraries, places of worship, and community centres can facilitate an easy way for locals and newcomers to get to know each other, often with little to no cost.<sup>12</sup></li><li>· Recreation centres can also offer the chance to socialize and enjoy specific activities; however, there is usually a cost.<sup>13</sup></li></ul></li><li>• Tell participants:<ul style="list-style-type: none"><li>· As we talked about earlier, recreation is different for everyone, and it can fall under many different categories. Some of the different types of recreation include physical activities, social activities, creative activities, spiritual activities, and mental/emotional activities (try to draw upon examples here that were shared in discussion).</li></ul></li></ul>

## Tips

Time: 30 minutes

Materials: access to the internet, tape, large space (e.g., white board, chart paper), activity prompts (Appendix B)

This activity requires for the facilitator to be familiar with various recreation-related websites. It is recommended that you review the different websites prior to facilitating this activity.

Depending on where you are hosting this training, you may choose to use specific recreation websites that make the most sense for your group.

This activity can

## Activity 1.3: Where do I Participate in Recreation?

- Begin by sharing the purpose of this activity:
  - To identify the various spaces and places that offer different types of recreation opportunities in the community.
- Ask everyone to find a partner or form a small group. Then, assign each group an activity type (e.g., group 1 is physical activity, group 2 is creative activity, and so on).
- Next, ask each group to search various recreational, newcomer, or community-based websites for different activities promoted or described based on their type of activity. You can share some of the following websites with the group. Encourage participants to search outside of these websites as well:
- Websites:
  - <https://newinhalifax.ca/community/recreation/>
  - <https://www.halifax.ca/parks-recreation>
  - <https://southshoreconnect.ca/>
  - <https://www.facebook.com/South-Shore-Multicultural-Association-220459471463085>
- You can make a PowerPoint slide of the activity prompts (Appendix B) and show it to the group or write them on a chart paper. Encourage participants to use these prompts to guide their search (i.e., these are examples, but they may want to look outside of these examples for more ideas).
- Participants can choose to complete any of the prompts, based on their preferences.
- Give the group about 20 minutes to search between 2 and 3 activities, and then ask them to paste important information about these activities under the appropriate activity type. For example:
  - Group 1: Physical activities – they may find information about a soccer league and an open swimming time. Under the “physical” section on the

be challenging, and it can be easy to get lost in the search. Be supportive to participants and provide guidance and encouragement throughout.

Have chart paper spread across the room with different headings that describe different types of activities (e.g., physical, spiritual, outdoor, indoor, mental, etc.).

wall, they may choose to add all or some of the following information:

- Picture of the activity (sketched, written, or printed)
  - Location of the activity
  - Cost of the activity
  - Anything else they want to share about the activity.
- Then, after everyone has added the information they found about the different types of activities onto the chart paper / walls, bring everyone together as a group to explain the next step.
  - Ask everyone take a “tour” of the different recreation activities available in their communities. This means that you will invite participants to look through the information posted on each of the flipcharts or walls.
  - This activity gives participants the opportunity to explore, with some depth, various types of recreation within the limited time constraints.

## Tips

Time: 5 minutes

## Activity 1.3: Debrief

- After the activity, ask participants the following debriefing questions to reinforce key take-aways from this activity:
  - What is one thing you learned from this activity about the recreation spaces and places in your community?
  - How can this information be helpful to newcomers?

## Tips

Time: 5 minutes

## Overall Session Summary and Conclusion

- Now that the session is over, you can conclude with key messages of the day's topic and content:
  - Today we learned that recreation is very broad and can help people learn about and connect with their communities. We learned that there are many benefits of recreation, one of them being that recreation can connect newcomers to both individuals and their broader community. Finally, we learned that there are many different spaces and places, as well as types of recreation that people can enjoy and experience.
  - In future sessions, we will build on today's learnings to develop skills and understanding about how we can support newcomers connect with their communities through recreation.
- Then, provide the opportunity for participants to ask any questions or share any lingering ideas or thoughts.
- Finally, remind participants of the following session. Remember to include the necessary details (e.g., time, place, date, etc.).



# Appendix A: Recreation Benefit Cards

## Recreation Benefits Cards:

Below are a series of benefits of recreation, followed by different community and recreation activities. Print two copies of this sheet and cut out each card to be used for the matching game in Activity 1.2. Each group will receive a set of benefits cards and activities cards.

<b>Stress Relief</b>	<b>Socialization</b>	<b>Enjoy the Outdoors</b>
<b>Peer Support</b>	<b>Connect with other Families</b>	<b>Increased Physical Health</b>
<b>Learn New Skills</b>	<b>Increased Mental Health</b>	<b>Make Memories</b>
<b>Emotional Benefits</b>	<b>Fun and Pleasure</b>	<b>Other Benefits</b> Tip: Think of your own benefit!

<b>Art Group at the Library</b>	<b>Walk at a Nature Park</b>	<b>Going for Coffee with a Friend</b>
<b>Sports</b>	<b>Youth Group at a Local Church</b>	<b>Game Night with Family</b>
<b>Listening to Live Music at the Park</b>	<b>Cooking with Friends or Family</b>	<b>Other Activity</b> Tip: Think of your own activity!

# Appendix B: Activity Prompts

Below are several prompts to be used for Activity 1.3 to get participants thinking about the different types of activities that they can explore in their community. You are encouraged to look outside of these prompts as well. Once you have found information about different recreation spaces and places, take a sticky note or piece of paper and record information such as the cost of the activity, the location of the activity, and what the activity is! Be creative with this step.

**Facilitator tip:** Participants can choose to do any of these prompts, but if you want to address each one divide them by group so that each group is to address 1-3 prompts.

## Find a place...

<b>Where you can rent canoes or kayaks</b>	<b>Where you can sign your kids up for summer camp</b>
<b>Peer Where you can join a community sport like soccer or basketball</b>	<b>Where you can learn about science or history</b>
<b>Where you can go for walks by the ocean or a lake</b>	<b>Where you can watch local talent (for example, a play)</b>
<b>Where you can play basketball or tennis outside for free</b>	<b>Where you can borrow books, magazines, and music—local to you</b>
<b>Where you can look at public art</b>	<b>Where you can volunteer</b>
<b>Where you can have a picnic with your family</b>	<b>Where you can enjoy festivals</b>
<b>Where you can worship</b>	<b>Where you can go for a walk in nature</b>

## SESSION 2:

# Overcoming Challenges that Get in the Way of Recreation

### **Session Objectives:**

By the end of the session, participants will be able to:

1. List at least three challenges to accessing recreation.
2. Generate at least three strategies to help newcomers overcome challenges in accessing recreation.
3. Locate at least two community organizations that can provide recreation information and support.



# Session Outline

The suggested timeframe for each module is 2.5 hours.

Below is an outline of activities with suggested time frames for facilitating Session 2:

<b>Estimated Time</b>	<b>Main Activities:</b>
5 minutes	Welcome, Icebreaker and housekeeping Purpose of overall training
	<b>Topic 2.1: Challenges in Accessing Recreation</b>
20 minutes	Activity 2.1: What makes recreation so hard to access?
15 minutes	Activity 2.1: Debrief
	<b>Topic 2.2: Strategies to Overcome Challenges</b>
5 minutes	Introduction to Topic 2.2
25 minutes	Activity 2.2: Overcoming challenges!
15 minutes	Activity 2.2: Debrief
	<b>Topic 2.3: Who and Where do we Connect?</b>
10 minutes	Introduction to Topic 2.3
30 minutes	Activity 2.3: Who and Where do we Connect?
5 minutes	Activity 2.3: Debrief
5 minutes	<b>Overall Summary and Conclusion</b>

# Topic 2.1: What Makes Recreation So Hard to Access?

## Objective of the activity:

By the end of this activity, participants will be able to list at least three challenges or barriers to accessing recreation.

Tips	Welcoming and Housekeeping
<p>Time: 5 minutes</p> <p>Have name tags available for participants to use.</p> <p>Have visible signs for washrooms, etc. available.</p>	<ul style="list-style-type: none"><li>• Because this is the second session, you do not need to do an in-depth welcome. Instead, provide a reminder of where things are and ask participants to briefly re-introduce themselves to the group.</li><li>• During this time, remind participants of the purpose of the overall training, which is to support newcomers and help them connect with their communities through meaningful recreation. Again, the training is broken down into three sessions and in each session there are 2-3 topics are covered.</li><li>• Now, you are ready to begin the Session 2 content.</li></ul>

Tips	Activity 2.1 What Makes Recreation So Hard to Access?
<p>Time: 20 minutes</p> <p>If participants are having a difficult time coming up with examples, have an example of your own prepared in advanced.</p>	<ul style="list-style-type: none"><li>• For this activity, ask participants to find a partner (or pair them if it is appropriate).</li><li>• Say to the participants:<ul style="list-style-type: none"><li>· Think about a time when you or a friend had difficulty doing a fun activity you wanted to do (such as joining a sport, going for a hike, attending an interesting talk in the community, or borrowing a book from the library, for example). Share your experience with your partner.</li></ul></li><li>• Then ask them:<ul style="list-style-type: none"><li>· What made it difficult? Did you not know where to do that activity? Did you have difficulty getting there? Or perhaps it was too expensive?</li></ul></li><li>• Continue by saying:<ul style="list-style-type: none"><li>· There are many challenges that can get in the way of participating in recreation. Share some of yours with your partner.</li></ul></li></ul>

When talking about the different challenges, it is important to emphasize that many challenges are external and are a result of how things are already in place. They are therefore not a problem of the individual (i.e., our organizations and recreation centres still need to make many improvements to become more inclusive and accessible).

We will be discussing strategies to overcome challenges in the next activity, so this can act as an intro to the next topic.

- Ask participants to discuss their experiences in pairs for about 5 minutes. They should write down the key challenges they identify on sticky notes.
- Then, bring the group together to discuss the different challenges experienced and ask them to help identify which challenges relate mainly to the person's knowledge and abilities (i.e., are the challenges internal or inside the person) and which relate to things outside or external to the person. Together, group the challenges. Below is an example:

**Internal:**

- **Language ability:** language difficulties; literacy levels.
- **Beliefs:** lack of confidence; safety concerns; fear of unknown natural environments; cultural beliefs and transitions; gender roles; feelings of difference; family responsibilities; family attitudes; caring duties; domestic responsibilities.
- **Knowledge:** lack of familiarity or experience with certain sports, games, or activities; lack of information about leisure; lack of familiarity with technology.

**External:**

- **Access:** lack of access to well-developed/well-maintained parks or recreation facilities.
- **Transportation:** distance and barriers to transportation.
- **Discrimination:** history/fear of experiencing discrimination, racism, prejudice, and exclusion in recreation settings; institutional racism (i.e., not addressing distinct needs of multicultural groups despite multiculturalism policies in Canada); discrimination and social exclusion (i.e., lack of culturally relevant programs); lack of or exclusion of family-oriented programs; single-sex facilities; lack of spaces for prayer.
- **Resources or Supports:** lack of financial resources; lack of opportunities to engage in affordable recreation activities.
- **Demands on Time:** competing settlement priorities; work demands and physical exhaustion; lack of boundaries between work and recreation.

## Tips

Time: 15 minutes

We will be discussing strategies to overcome challenges in the next activity, so this can act as an introduction to the next topic.

## Activity 2.1: Debrief

- After the activity, provide a summary by saying:
  - A challenge is anything that makes it difficult for individuals to participate in recreation. Most challenges have internal and external factors. These factors can make it difficult to learn about the opportunities in the community. Therefore, it is important to think about internal and external challenges faced by newcomers so we can problem-solve ways to address them creatively.
- Then, ask this question as a means to reinforce this activity's take-aways:
  - How have we overcome some of these challenges ourselves? How can we, as peers, help newcomers work around these challenges with others?



# Topic 2.2: Strategies To Overcome Challenges

## Objective of the activity:

By the end of this activity, participants will be able to generate at least three strategies to help newcomers overcome challenges in accessing recreation.

<b>Tips</b>	<b>Topic 2.2: Strategies to Overcome Challenges</b>
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Time: 5 minutes

- Begin by explaining that this activity will build on the previous. Tell participants:
  - In the previous activity, we identified different challenges people may face when trying to access recreation. Now, we are going to discuss different strategies to overcome these challenges.

<b>Tips</b>	<b>Activity 2.2: Overcoming Challenges!</b>
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Time: 25 minutes

Remind participants that there are no “right” or “wrong” answers and that this time can offer space to talk about different ideas and experiences.

- Say to the participants:
  - As described in the previous activity a ‘challenge’ describes a broad range of experiences. It describes anything that can make it difficult for someone to access and enjoy the recreation experience.
  - For this activity, we will walk through a scenario to identify internal and external challenges.
- As the facilitator, read out loud the scenario (Appendix C) to the group.
- Then, ask the group to identify internal and external challenges. Discuss as a group.
- At this point, it is important to talk about the possible strategies to help overcome these challenges. Strategies to overcome challenges are key pieces of supporting recreation engagement.
- Before identifying specific strategies to overcome the previously discussed internal and external challenges, it is important for participants to understand the different types of strategies.
  - One key strategy is peer support. Peers (who are people with similar

Although this section provides insight to some strategies to overcoming challenges, as the facilitator you will have access to a more thorough tip sheet titled *Tips to Overcome Challenges in Recreation* (Appendix D), with specific examples.

When discussing strategies, have someone record participants responses / ideas on chart paper for everyone to see.

experiences) can help to address the different types of internal and external challenges. Some of ways this can be done are by:

- Sharing information and practical support (e.g., information about resources, funding, etc.)
- Providing encouragement and building creatively on strengths (e.g., trying new or different activities; understanding shared experiences)
- Raising awareness and advocacy (e.g., helping to encourage welcoming and inclusive recreation places)
- Some key strategies are specific to recreation-related providers. It is important for recreation providers to:
  - Provide a welcoming environment. One way this can be achieved is by involving newcomers in a leadership capacity to increase inclusion.<sup>12</sup>
  - Offer free and low-cost programming
  - Offer flexible programming to accommodate newcomers' schedules.<sup>13</sup>
- Now, after discussing some strategies, ask the group to divide into two smaller groups. Using the scenario previously discussed, have each group generate ideas about strategies to overcome challenges in accessing recreation.
- Ask each group to discuss a specific challenge and strategies. Ensure each group focuses on a different challenge. They will record their ideas on a worksheet with guiding prompts (Appendix C).
- After giving participants about 10 minutes to complete the activity, have each group share with the broader group about the strategies they came up with.

## Tips

## Topic 2.2: Debrief

Time: 15 minutes

- After the activity, ask the following debriefing questions to summarize key take-aways from this activity:
  - Which of the question prompts were most useful in helping you generate ideas? How might you use these strategies and prompts when supporting newcomers?
  - Below are some key points to support this conversation:
    - Building new connections in a community is a difficult task for anyone, whether they are a newcomer to Canada or not.
    - Newcomers' journeys are stressful and having people with similar lived experiences and knowledge of the challenges they face can help them have a more positive experience in knowing and connecting with their community.
    - Peer support is helpful in overcoming many challenges when accessing recreation, both internal and external.
    - While peers mainly work with individuals, they also are key in sharing suggestions and ideas with recreation staff.
    - An increase in inclusive programming will hopefully lead to an increase in participation.
    - Working together can also help to generate more ideas and strategies to overcome challenges!
- As a community member, how can knowing about these strategies for overcoming barriers help you personally? How can they help you to help others?

## Topic 2.3: Where Do We Connect and Who Do We Connect To?

### Objective of the activity:

By the end of this activity, participants will be able to locate at least two community organizations that can provide recreation information and support.

Tips	Topic 2.3: Where Do We Connect and Who Do We Connect To?
<p>Time: 10 minutes</p> <p>If you have an example of personal experience with a recreation event, this is the perfect time to share to get the conversation started.</p>	<ul style="list-style-type: none"><li>• Begin this activity by providing a general overview of the session content so far. For example, tell participants:<ul style="list-style-type: none"><li>· So far, we have learned about recreation, different types of recreation, different types of challenges and barriers, and strategies to overcome these challenges and barriers. Now, let's explore different ways of connecting with recreation in our communities!</li></ul></li><li>• Ask participants to share a story about a time when they participated in a recreation event that was hosted by a community organization, for example:<ul style="list-style-type: none"><li>· A celebration at a faith-based organization (e.g., mosque, church, temple).</li><li>· Activities offered at the library.</li><li>· Activities offered by local multicultural associations.</li></ul></li></ul>
Tips	Activity 2.3: What's in my community?

<p>Time: 25 minutes</p> <p>As the facilitator, model an example search for the participants before asking them to complete this activity on their own.</p>	<ul style="list-style-type: none"><li>• This activity can be described as a “search and share”.</li><li>• Say to the participants:<ul style="list-style-type: none"><li>· There are many organizations available in our communities that provide recreation – too many for one person to learn about! So, we are going to share this task by each learning about an organization and then sharing it back with the larger group.</li></ul></li><li>• Then, have everyone (either working alone or in pairs) draw a community organization from a box (see the notes in the left-hand column about organizations to include on different cards).</li></ul>
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This activity will require for the facilitator to develop different cards with local community organization names, although an example of these specific to HRM can be found in Appendix E.

This activity may require the facilitator to provide additional support to the groups as they search for information online

- After everyone has drawn an organization, ask them to research the organization to find the following information:
  - What is it?
  - Where is it?
  - What is an example of an activity offered here?
  - How can you connect with this organization?
- Encourage participants to write the name of the organization on a piece of paper and record the information they find about it. Once everyone has had the chance to search for information about the organization (about 20 minutes), bring everyone together to share.
- Ask everyone to share the information they found about their organization with the larger group.
- Remind the group that they are being presented with a lot of information, and it can be hard to take in so much! Reinforce the idea that the goal of this session is to get a sense of the broad selection of recreational activities in the community, and they do not need to remember the specifics of each individual organization.
- To support listening and learning, you can provide participants with an outline of the information after the session either in print, or via email. This will be specific to your group, so either you or your co-facilitator will need to take notes of what is being shared during the sharing circle.
  - Alternatively, you can have participants post their cards on the wall or a large map and they can take a picture of these resources before leaving the session.

## Tips

### Activity 2.3: Debrief

Time: 15 minutes

- After completing the activity, bring everyone together to complete a debrief. Use the following questions as prompts:
  - How might the community organizations discussed today be supportive or helpful to supporting a newcomer in your neighbourhood?
  - How can this information be helpful to people settling into a new community?

## Tips

### Overall Summary and Conclusion

Time: 10 minutes

- Now that the session is over, you can conclude with key messages of the day's topic and content:
  - Today we learned that taking part in and enjoying recreation can be really challenging as there are different barriers that can get in the way of recreation engagement and enjoyment. However, we learned about some strategies that can be used to help overcome these challenges. We finished the session by learning about different community organizations in our communities that offer recreation.
- Next, provide the opportunity for participants to ask any questions or share any lingering ideas or thoughts.
- Finally, remind participants of the following session. Remember to include the necessary details (e.g., time, place, date, etc.).

# Appendix C: Overcoming Challenges

## Activity 2.2: Overcoming Challenges!

Below is a written scenario about a family who has recently moved to your community. Here are the steps of this activity:

1. Read the initial scenario and answer prompt 1 to gather key background information.
2. Then, read the next part of the scenario to answer prompt 2—this section will specifically address internal and external challenges and strategies.

### Scenario, Part 1:

A new family, with six members (2 parents, 3 children, and a grandmother) have just arrived in your community. Sunitha and Sushant arrived with their family from India and hope to connect with others in their community. They especially hope to connect with others who share a similar cultural background as well as meet locals in their new community. While the family speaks Hindi at home, they all can speak English with some fluency except for the grandmother. As they look for long-term living accommodations, they are renting a three-bedroom apartment with no outdoor space to play. Sushant works full-time, and Sunitha is looking for part-time work, so she can care for the children after school. Their children, grades 3, 5, and 10 all attend school full-time. The family does not have a lot of extra money to pay for recreational activities.

### Prompt 1:

What key information can you take away from this scenario? For example:

- Who in this family might have natural ways of connecting with others in their new community?
- What do you think might be the family's key priorities and how might recreation fit in with these priorities?
- What are some recreation-related barriers they are possibly facing?

## Scenario, Part 2:

Ajay, their oldest child, is 16 years old and is interested in sports. He is interested in playing either soccer or basketball, but he is more interested in soccer. Ajay does have some concerns. It has been four months since arriving in his new community, and he is finally finding his way around the school. He is nervous that he might not have the skills to play either soccer or basketball, but he knows he is a quick learner! However, he recently had a bad experience at his school playing soccer, and he did not feel welcomed by the other players. As mentioned, his family does not have a lot of money for extra activities. He has a very active schedule with school as well as a part-time job. They live close to a local outdoor field and basketball court. Right now, he does not have all of the equipment required for either of these activities, although he does have a good pair of sneakers and a set of athletic clothes.

### Prompt 2:

This prompt is broken down based on internal and external challenges.

#### *Internal Challenges:*

- What can help with Ajay's confidence about trying these new recreation activities?
- What are the different ways you could help Ajay to engage with his interest (e.g., volunteering as a coach, playing pick-up at the local court, etc.)?

#### *External Challenges:*

- What can be done by peers or recreation providers to help Ajay to feel more welcomed in a new space offering activities like soccer or basketball?
- Who could he contact for help?
- Where could he get supplies?
- What could make his experience more positive?

# Appendix D: Tips to Overcome Challenges in Recreation

## Tips to Overcome Challenges in Recreation

Below are some possible solutions to overcoming the following challenges:

### *Language and Knowledge:*

- Accessing an on-site interpreter.
- Using community interpreters.
- Getting multi-language brochures at community centres.
- Pairing people that speak the same language.
- Providing on-site volunteers to support language translation.
- Using pictures from a brochure, phone, or computer.
- Using a translating function on a phone (e.g., Google Translate).
- Requesting the organization create material in different languages.
- Working with organizations to more effectively advertise for recreation-related opportunities within our communities.
- Making advertisements more accessible by creating them with more pictures versus text.
- Promoting information through more newcomer-focused organizations and spaces.
- Promoting word-of-mouth information sharing as some newcomers prefer hearing from others and their experiences.

### *Transportation:*

- Arranging educational trips through organizations such as ISANS or the YMCA to support newcomers to navigate using public transportation, with a translator.
- Arranging an educational session to learn about public transit apps and how to use them.
- Using technologies such as google and other search engines to access nearby parks, outdoor spaces and recreation centres.
- Encouraging carpooling with other newcomers and community members going to similar/same places.

- Enquiring whether organizations have complimentary bus tickets for people who are underemployed.

***Cost / Waiting Lists:***

- Being creative with recreation opportunities by exploring options that are free or low-cost (e.g., going for walks in the neighbourhood, parks, and beaches; sitting by the ocean or by a lake; exploring local greenspaces; spending time with family in/near the home).
- Exploring free programming for children, families, and adults offered by local public libraries and museums.
- Referring to recreation and funding tip sheets to help newcomers learn about funding opportunities to assist with the cost of programming.
- Referring to resources about how to best prepare for registering for programming.

***Strategies learned when COVID-19 restricted many services:***

- Searching for specifically online recreation resources.
- Focusing on activities that take place within the home and family (e.g., cooking or baking with each other).
- Promoting creativity when thinking about different activities that can be done outside but still within one's neighbourhood (e.g., being in the yard, learning new skills like gardening, walks within the neighbourhood).

# Appendix E: List of HRM Community Organizations

List of community organizations, local to HRM, to be printed and cut out for Activity 2.3.

**Art Zone Gallery**

**Museum Of Natural History**

**Halifax Public Library**

**HRM Volunteer Services**

**Immigrant Services Association Of Nova Scotia**

**Local Mosque**

**Local Temple**

**Local Church**

**Boys And Girls Club**

**The Power House Youth Centre**

**Other**

## SESSION 3:

# Connecting Through Recreation

### **Session Objectives:**

By the end of the session, participants will be able to:

1. Learn at least three tips about the process of registering for local recreation opportunities.
2. Problem-solve how to support recreation engagement among newcomers.



# Session Outline

The suggested timeframe for each module is 2.5 hours.

Below is an outline of activities with suggested time frames for facilitating Session 3:

<b>Estimated Time</b>	<b>Topic 3.1 Local Registration and Funding</b>
15 minutes	Introduction to Topic 3.1
30 minutes	Activity 3.1: Registering and Funding Recreation
10 minutes	Activity 3.1: Debrief
<b>Topic 3.2: Putting it Into Practice</b>	
20 minutes	Introduction to Topic 3.2
40 minutes	Activity 3.2: Written Scenario
10 minutes	Activity 3.2: Debrief
<b>5 minutes</b>	<b>Overall Summary and Conclusion</b>

# Topic 3.1: Local Registration and Funding

## Objective of the activity:

By the end of this activity, participants will learn at least three tips about the registration and funding for local recreation opportunities.

Tips	Topic 3.1: Local Registration and Funding
<p>Time: 15 minutes</p> <p>Some participants may already have accounts with the various registration websites. These participants can help to support others in navigating these resources.</p>	<ul style="list-style-type: none"><li>• Say to the participants:<ul style="list-style-type: none"><li>· This is the third and final session of the training. So far throughout this training, we have learned about recreational activities, their benefits and some challenges that newcomers might face. Below are some key points:<ul style="list-style-type: none"><li>· Recreation experiences are diverse and can be a way to connect individuals with others in their community.</li><li>· There are many different types of recreation including activities that take place in community organizations, recreation centres, and outdoors such as walking on trails, in parks, and at beaches.</li><li>· Although recreation can be good for our well-being, and though it can be used as a tool to connect newcomers with others in their communities, there are nonetheless challenges that can occur.</li><li>· Some people face personal, environmental, or structural challenges—sometimes even all of these at once! There are strategies we can use for ourselves and to support others in breaking down these challenges.</li></ul></li></ul></li><li>• Now, it's time for the participants to put what they have learned throughout the training into practice.</li><li>• But first, tell participants that we are going to review helpful tips about registering and funding recreation in our communities.</li><li>• Have funding and registration tip sheets ready for this activity (Note: these tip sheets have been made through the lens of HRM, and you may need to adapt them depending on your community. They can be found in Appendix F).</li></ul>

## Tips

## Activity 3.1: Registering and Funding Recreation

Time: 30 minutes

Materials:

Recreation

Tip Sheet and

Funding Tip Sheet

(Appendix F).

**Note:** the focus of this activity is to share information, therefore it is not as interactive as the other activities within this training.

- Introduce the information about the registration process and funding opportunities by sharing each of these documents (Appendix F) with the group.
- Walk through each document and highlight relevant points to your community group.

## Tips

## Activity 3.1: Debrief

Time: 10 minutes

- After the activity, ask the following debriefing questions to reinforce key take-aways from this activity:
  - What can make registering for recreation difficult for newcomers?
  - What can make finding funding for recreation difficult for newcomers?
  - How can we, as peers, support others in navigating the registration and funding process?

## Topic 3.2: Putting it Into Practice!

### Objective of the activity:

By the end of this activity, participants will be able to problem-solve how to support recreation engagement among newcomers.

Tips	Topic 3.2: Putting it Into Practice!
Time: 10 minutes	<ul style="list-style-type: none"><li>• Now, the final portion of this training provides participants the opportunity to take all of the information and skills they have learned and put them into practice through a written scenario (Appendix G).</li></ul>

Tips	Activity 3.2: Written Scenario
<p>Time: 40 minutes</p> <p>This activity can be quite hard as navigating through the different websites can be confusing. As the facilitator, ensure to check in with each team and provide support as needed. If you have two facilitators, we suggest that each facilitator work with a team.</p>	<ul style="list-style-type: none"><li>• Ensure that everyone has a copy of the written scenario which can be found in Appendix G. The written scenario is broken down into three parts:<ol style="list-style-type: none"><li>1. The context of the family</li><li>2. Part 1: Activity Interests, which describes activity interests of the family</li><li>3. Part 2: Financial Need, which describes the financial need of the family</li></ol></li><li>• Read the scenario to the entire group to remind the participants of the previous session.</li><li>• Divide the group into smaller groups for this activity. One group will complete Part 1 and the other group will complete Part 2.</li><li>• Each team will have about 40 minutes to go through their part, which should provide enough time for the participants to use the registration and funding tip sheets as guides.</li><li>• After each group has completed their parts of the scenario, bring everyone together as a larger group.</li><li>• Ask each group to share their findings with the other group. They should also share the processes they took in completing their</li></ul>

task (e.g., which websites they used, which funding sources they found, etc.) to support the family described in the scenario.

- After each group has the chance to share, walk the entire group through a debrief.

## Tips

### Activity 3.2: Debrief

Time: 10 minutes

- After completing the activity, bring everyone together to complete a debrief. Use the following question as a prompt:
  - What are some strategies you came up with to support the family discussed in the scenario that can be implemented by peers or other recreation providers to support newcomers/newcomer families?

## Tips

### Overall Conclusion and Summary

Time: 25 minutes

As the facilitator, when talking through the key information participants have written on the tree, remember to reinforce the overall lessons of the training, including specific key points like:

- Recreation can be good for our well-being and help us to connect with others and connect to our community

- Conclude the session by facilitating an overall summary of the training. Before getting into the debriefing activity, do the following:
  - Provide the opportunity for participants to ask any questions or share any lingering ideas or thoughts about this session.
  - Provide the opportunity to have a final sharing period as this is the last session of the training.
- To summarize the participants' learning in an interactive way, make a "knowledge tree" for participants to add their key learnings to. To do this, follow these steps:
  - Draw a simple tree-like figure on either a white board or chart paper.
  - Assign each tree branch a category to help group and emphasize key learnings. Example categories include:
    - Feedback from the training
    - Key things we learned
    - How to use what we learned
    - Other

- Recreation can be challenging to access, especially for newcomers.

- Some of these challenges are internal (e.g., language, beliefs, knowledge, etc.) or external (e.g., access, transportation, funding, etc.)

- An easier, low-cost way of promoting recreation is to engage in opportunities like spending time in nature, gathering with family and friends to socialize, and to using spaces like the library as examples.

- Peers are a huge support in connecting newcomers to recreation and to help advocate for change within recreation systems.

- Next, give participants sticky notes and pens and ask them to write down key things they learned on the sticky notes. Then participants will stick these to the tree, based on the category or “branch” that best fits their response.

- When they are done, participants will have created a “knowledge tree” encompassing their key-take aways from the workshop.

- Following the “knowledge tree” activity, facilitate a broader conversation about the training overall. Prompts to facilitate the conversation include:
  - How can you use your new knowledge to help connect newcomers to local recreation and community resources?
  - How was this training, overall? What did you like about it? Are there any parts of the training you would recommend to be changed next time?
- Finally, finish by thanking everyone for their time and congratulate them for completing the training.

# Appendix F: Tips for Registering

## Tips for Registering for Municipal Recreation Programs

- A wide variety of recreation programs are offered through recreation centres across Nova Scotia. Programs are often organized by age (i.e., preschool, child, youth, adult and family). Most programs are held one or more times weekly over the course of one season (i.e. held over 8-10 sessions through the fall, winter, spring, and summer)
- Information about recreation programs is usually shared online via PDFs which are posted on organizations' websites. These can be printed off by an individual or by the recreation centres themselves. These are usually available a few weeks prior to registration. Review the guide below to find out more about the available recreation programs. Note that HRM no longer produces a recreation program guide in PDF format. Their programs are searchable using an online database.
- Within the recreation program guide, look for information about registration (<https://www.halifax.ca/parks-recreation/programs-activities/program-registration>). In some spots (such as HRM) program registration can be completed by phone, online, or in person. Other spots may offer some of these options, or, may offer a different set of options. Note that registration may begin on different dates depending on how you register (i.e., registration begins online on one date and then in person a few days later).
- Note that some recreation centres offer fee-based memberships. In most cases, both members and non-members have access to recreation programs, with members paying a lower cost than non-members, and sometimes having priority registration. Take a look at membership options to see if they are a good fit for your household.
- Be prepared to register for recreation programs as soon as possible after registration opens. If you need to open an online account in order to register, do so before registration opens, so that the registration process can be as quick as possible.
- When considering recreation program options, it's best to choose a few possible options in case the program that is your first choice fills up before you are able to register. For example, if you are interested in swimming lessons for your child, you might pick a program, location, and time that works best for your family, but keep in mind that the same program is also offered at another time or in another location that could also work if your preferred choice fills up quickly. If you are interested in an adult painting program at your local recreation centre you may decide that a drawing program offered at the same centre might be a good back-up in case the painting program fills up before you register. As programs fill up, there is often the option to be added to a waiting list in case more spaces open up.

### **Note specific to HRM:**

- In HRM, programs fill up very quickly, especially for children’s programming. (Swimming lessons and summer camps are particularly popular, with some programs filling up within minutes.) If possible, be prepared to register as soon as registration opens. Have all the information (program codes, etc.) ready, and ensure you have a strong internet connection.
- Because the programs fill up quite quickly, it is important to make an HRM Recreation account beforehand so you are prepared to register for programs as soon as the registration window opens.
- Recreation centres in HRM, including the Canada Games Centre and Zatsman Sportsplex, use the MyRec system for program registration. To register for a recreation program, users need to first create a MyRec account. This account can be used for program registration for all members of a household. There are some useful online guides to using MyRec that walk users through the steps of setting up an account and other common tasks:

<https://immediac.blob.core.windows.net/sportsplex/COVID19/MyRec%20Instructions.pdf>

<https://canadagamescentre.ca/wp-content/uploads/2021/03/MyRec-How-tos.pdf?x69456>

### **Funding and Low Cost Opportunities for Recreation**

As we have learned throughout the sessions, a huge challenge newcomers face when trying to access recreation is finding the funds to support different activities, especially ones offered through recreation centres and alike. Luckily, there are some funding options available for different recreation activities. Additionally, there are different resources within the community to borrow equipment for personal recreation use. Therefore, this section of the tip sheet provides information about specific funding opportunities as well as outlines other resources that can support recreation engagement in your communities! This resource was updated April 2022.

### **HRM Playboxes:**

Within the HRM, there are some community playboxes filled with outdoor play equipment for the community’s use. Generally, the playbox includes toys, sports equipment, and other outdoor activity options. Anyone can use the equipment at no charge. They are asked to return the equipment after use. Find more information [here](#).



## **Emera Oval:**

The Oval has equipment (depending on the season) to be loaned for free. In the winter, they offer free skating and snowshoe equipment. In the summer, they offer free access to equipment for roller blading, biking, and scootering. You can use this equipment on the Oval.

## **Free Equipment Loan Based on Community:**

Many communities offer free loans of different types of equipment for recreation. Different areas have different options. Below are some websites with information for a variety of different communities in Nova Scotia:

[West Hants Community Recreation](#)

[East Hants Community Recreation](#)

[Kentville Community Recreation](#)

[Colchester Community Recreation](#)

[Truro Community Recreation](#)

[South Shore Community Recreation](#)

There are also various funding opportunities that can support families in funding their children participate in different recreational activities. Each funding source is a bit different in how they support families, therefore, we recommend you click on the websites provided below to gain better insight to how each funding sources works specifically. Under each funding source, we have included a general screenshot of their specific funding forms to give you an idea of what is involved in the application process, and what the applications generally look like.

## **Jumpstart Funding Form—Website**

**Eligible Families:** To be eligible for funding for one or more children, families must first meet specific financial criteria as per Revenue Canada’s Low-Income Cut-Offs (LICO) chart.

### **Other Funding Requirements:**

- Children must be between the ages of 4-18 years old.
- Funding is allocated to sustained programs that involve a sport or physical activity.
- Programs should be a minimum of five weeks in duration and include at least one session per week. In the case of sports camps, the program must last at least five consecutive days for consideration.

### **Funding Details**

- Applications must be submitted prior to the program's start date.
- Applications must include proof of financial need. A clear, legible and current copy of anyone of the following will suffice as proof of need:
  - Income assessment
  - Canada Revenue Agency Notice of Assessment showing Line 150 – Total Gross Income
  - Most recent, three consecutive pay stubs
  - Canadian Child Benefit (CCB) Statement
- Funding is up to \$300 per activity, subject to Chapter discretion and/or local demands.
- Children can be funded for successive seasons in an activity, up to a maximum of \$300 per activity.
- The annual maximum amount a child is eligible to receive is up to \$600, subject to Chapter discretion and/or local demands.
- Cheques are made payable to the service organization, identified as the “payee” in the application. Examples of a payee can include a local hockey association, gymnastics club, etc. that coordinates the sports or physical activity on behalf of the qualifying youth/child.
- All approvals will be determined by the local Jumpstart Chapter and designated Canadian Tire Jumpstart Regional Manager, and are subject to local demands and Chapter budgets.

### **Funding Timelines**

The Individual Child grant application opens in January and closes when the funds have been depleted for the year.

### *Individual Child Grant Guidelines for JumpStart:*

Jumpstart will continue to support registration fees for in person sport and recreation programs, in locations where governments and public health authorities have deemed it safe to do so. However, at this time, Jumpstart is unable to support online sport and/or recreation program registration fees. For access to free online ideas to help keep kids active at home, please visit our [Play From Home Resource Hub](#).

Please be patient while your application is processed. Jumpstart is taking extra precautions reviewing applications.



The screenshot shows the Jumpstart logo at the top, followed by the title "Jumpstart Online Application Form". Below this is a form titled "STEP 1" with the following fields:

- \*Please Enter the Parent/Guardian's First Name:
- \*Please Enter the Parent/Guardian's Last Name:
- \*Please Select Your Province/Territory:
- \* Please Enter Your Postal Code:
- \* Please Select the Size of Your Family Unit:
- \* Please Select Your Total Family Unit Income (before tax):

Below the fields is a note: "If your family receives the Canada Emergency Response Benefit (CERB) this is a temporary approved proof of financial need. Please select CERB Recipient from the drop down menu above". At the bottom of the form are two red buttons: "Cancel" and "Next". A legend at the bottom left indicates "(\*) Required Field".

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# Jumpstart

## Jumpstart Online Application Form

This is your Chapter Information.

**Province/Territory:** Nova Scotia

**Postal Code:** B3P0E6

**Chapter Name:** HRM Chapter

**Regional Manager:** Mary Ann Gallagher

### STEP 2

\*  I confirm that all of the information that has been provided is accurate and true. I have read and understand the [terms and conditions](#) of Canadian Tire Jumpstart Charities.

**Next**

(\*) Required Field

#### Step 3 - Please provide your family information

X Cancel

* Parent/Guardian's Full Name:	<input type="text" value="DC Boudreau"/>
* Parent/Guardian's Phone Number:	<input type="text"/>
* Parent/Guardian's Email Address:	<input type="text"/>
* Home Address:	<input type="text"/>
* City:	<input type="text"/>
* Postal Code:	<input type="text"/>
* Number of Income-earning Members in the Family Unit:	<input type="text" value="--Select One--"/>

Jumpstart aims to provide assistance to children from families in need of financial assistance. In order for Jumpstart to determine "Financial need" Jumpstart requires any **one** of the following for **each** income-earning member of the family unit:

- Canada Revenue Agency Notice of Assessment showing Line 150 – Total Gross Income
- Most recent, three consecutive pay stubs
- Canadian Child Benefit (CCB) Statements
- Canada Emergency Response Benefit (CERB)

## Kidsport Application Form—Website



### Application Form

#### Contact us for more info

**KidSport Nova Scotia**  
5516 Spring Garden Rd.  
4th Floor  
Halifax, NS B3J 1G6  
P: 902.425.5450 ext. 350  
F: 902.425.5606  
E: kidsport@sportnovascotia.ca

[www.kidsportcanada.ca](http://www.kidsportcanada.ca)  
[facebook.com/kidsport-nova-scotia](https://facebook.com/kidsport-nova-scotia)  
twitter: @kidsport\_ns

OR your local KidSport Chapter:

**KidSport**  
Halifax Regional Municipality  
(same address as above)

KidSport is provincially operated by:

**sport nova scotia**  
[www.sportnovascotia.ca](http://www.sportnovascotia.ca)  
[facebook.com/sportnovascotia](https://facebook.com/sportnovascotia)  
twitter: @sportnovascotia

#### GRANT INFO

- 1 Applicants must be aged 18 or younger.
- 2 Grants are awarded for registration fees and equipment costs only.
- 3 Total grant will not exceed \$300.
- 4 **Grants for equipment only** will not exceed \$200. Proof of registration is required to receive financial assistance for equipment
- 5 A child can only receive one grant in a calendar year.
- 6 Cheques for registration grants will be made payable to a league, association or club. Cheques/vouchers for equipment will be made payable to a sporting goods retailer. (Note: KidSport reserves the right to request proof of purchase.)



#### APPLICATION INFO

- 1 Sport organizations must be a member of Sport Nova Scotia. To view members, visit [www.sportnovascotia.ca](http://www.sportnovascotia.ca).
- 2 Approval is based on Statistics Canada's Low Income Cut-offs. (visit: <http://bit.do/KidSportApply>)
- 3 Application form(s) will not be approved until all information is received.
- 4 **Complete** applications will receive a letter no more than four weeks after the deadline notifying them of the status of their application.



# Application Form



## PARENT/GUARDIAN INFORMATION

Parent/Guardian: \_\_\_\_\_  
 Address: \_\_\_\_\_  
 City: \_\_\_\_\_ Postal Code: \_\_\_\_\_  
 Telephone: \_\_\_\_\_ E-mail: \_\_\_\_\_  
 Choose One: Single-Parent  Dual-Parent  # of children in household 18 years or younger: \_\_\_\_\_

Please select a deadline you are applying for (Applications are reviewed on the deadline dates. Status updates can take up to 30 days to receive from the noted deadline):

January 4  March 1  May 2  July 4  September 1  October 3  November 1

## APPLICANT INFORMATION

Name: \_\_\_\_\_ Date of Birth: YYYY - MM - DD Male  Female   
 Child resides at same address:  If different: \_\_\_\_\_  
 Please select if your child is: Indigenous:  Athlete with a disability:  New Canadian:  African Nova Scotian:   
 Has your child received KidSport funding in the past? Yes  No

## GRANT REQUEST

Name of sport participating in: \_\_\_\_\_  
 Name of sport organization: \_\_\_\_\_  
 Registration fees \$: \_\_\_\_\_ Equipment fees \$: \_\_\_\_\_ Total request (Max \$500) \$: \_\_\_\_\_  
 Equipment requested: \_\_\_\_\_  
 \*If request is for equipment only, please provide proof of registration.  
 Is there a Cleve's Source for Sports location in your area? Yes  No   
 If no, please list the name of the nearest sporting goods retailers: \_\_\_\_\_

## PROOF OF TOTAL FAMILY INCOME MUST ACCOMPANY APPLICATION FORM. YOU MUST INCLUDE A OR B:

- A  Canada Revenue Agency Notice of Assessment. Or call the CRA at 1-800-959-8281 to request one.  
OR  
 B  Authorization from the Department of Community Services or Indigenous Social Development.



## PARENT/GUARDIAN SIGNATURE:

I consent the information presented in this application is true and complete to the best of my knowledge.  
 Signature: \_\_\_\_\_ Date: \_\_\_\_\_

SIGNATURE HERE

*IMPORTANT: KidSport Nova Scotia and its affiliated chapters agree that any information provided by the applicant shall be retained by KidSport Nova Scotia and/or its affiliated chapters. Information may be released to funding partners upon request, but will not be released to any other party without the expressed written consent of the applicant (other than the sport organization for which funding has been requested).*



# Halifax Affordable Access Application Form—Website



## Affordable Access Application Form (\* indicates a required/mandatory response)

### Affordable Access Program



The Affordable Access Program allows qualified residents to apply for municipal subsidized programs. This new intake process will allow you to apply once and have that application considered for multiple programs.

**Applicant 1:** \_\_\_\_\_  
(first name) (middle name) (last name)

**Applicant 2:** \_\_\_\_\_  
(first name) (middle name) (last name)

**All programs require** - Current year's Notice of Assessment from Revenue Canada or Proof(s) of Income must be included in all applications for all adults over the age of 18. If you have worldwide income you **must** include your **Schedule T1**.

Please only check each of the programs that you require:

- Property Tax Exemption** **AAN** \_\_\_\_\_
- Deferral Programs**
  - o Is your **principal residence** located within Halifax Regional Municipality? \* If you answered "No", you are ineligible to receive property tax assistance through this program.
  - o Statement of Business Activities and/or Rental Activities must be included if you are self employed or have tenants.
  - o Is your home listed for sale or will it be listed this year? **Date of Listing** \_\_\_\_\_
- Low Income Adult Transit Pass Program** o If you receive an annual transit pass through the 'Welcome to Halifax' Program, the Nova Scotia Employment Support and Income Assistance program (or receive any kind of transportation subsidy), or your university/college, you do not qualify to purchase transit passes through this program.
- Recreation Access Program** **HRM Recreation Account Number** \_\_\_\_\_
  - o Current proof of **Canadian Child Tax Benefit** must be provided for children under the age of 18.
  - o All Recreation Access Program applicants must have an online Recreation Services account **before** submitting this application. Please go to <https://www.halifax.ca/recreation/programs-activities/programsregistration> to set up an account, or visit any Halifax Community Recreation Centre for assistance.

Please email, or mail your form to: PO Box 1749, Halifax NS B3J 3A5, or call 311 if you have questions.

For Office Use Only: \_\_\_\_\_

Date Application Received: \_\_\_\_\_

Employee name: \_\_\_\_\_ Scanned:  Yes  No

**Section 1: Applicant Information**

<b>Home Address *</b>		
<b>Mailing Address*</b>		
<b>Email Address*</b>		
<b>Phone</b>	Home:	Cell:

**Section 2: Detailed Household Information**

**This section is required.** All household members must be listed below, proof of income for household members age 18 and over must be included.

**Recreation:** Only household members listed on below and on the **Canadian Child Tax Benefit will be approved**

**Tax Relief:** proof of enrollment in an accredited program is required for adult students residing on the property.

**Transit pass:** you may approve up to two people to buy your monthly pass on your behalf. Include their name and telephone number in the table below. Please note that designates must provide a valid photo ID when purchasing the transit pass.

	<b>First Name</b>	<b>Last Name</b>	<b>Relationship to Applicant</b>	<b>Date of Birth (YYYY-MM-DD)</b>	<b>Recreation Program (Y/N)</b>	<b>Transit Pass (Y/N)</b>	<b>Student (Y/N)</b>
1.							
2.							
3.							
4.							
5.							
6.							
7.							
8.							



### Section 3: For Property Tax Programs Applicants Only

1. Does the property contain a separate apartment unit?	Yes	No
2. Is any portion of the property used for business purposes?	Yes	No
If you answered "yes" to <u>any</u> of questions above, you <b>must</b> include your <b>Revenue Canada statement of business and/or rental activities section of your tax return</b> with this application.		

### Section 4: Signature and Privacy Statement \*

By signing below, I certify that all information provided is true and correct to the best of my knowledge.

<b>Applicant Signature</b>	X _____	<b>Date:</b>	
<p><b>IMPORTANT:</b> If you are filling out this form on your computer and you are unable to sign this form digitally in your web browser by clicking next to the "X" above, please save the form to your computer and complete it there. Use the "Submit Application By Email" button below to generate an email with your application form attached, then proceed to attach other documents as required.</p>			

### Use of Personal Information

*In accordance with Section 485 of the Municipal Government Act (MGA), any personal information collected in this application will only be used by municipal staff and, if necessary, individuals under service contract with the Halifax Regional Municipality for purposes relating to the administration of the Affordable Access Program and the municipal subsidized programs it supports. If you have any questions about the collection and use of this personal information, please contact the Access and Privacy Office at 902490-7460 or [accessandprivacy@halifax.ca](mailto:accessandprivacy@halifax.ca). For information on this form and the Affordable Access Program, please call 311.*

### Your Application Checklist

Before you mail, email, or drop off your application, remember to include all necessary documents:

- Affordable Access Application – signed and completed with current contact information
- Your current year's Notice of Assessment from Revenue Canada or Proof(s) of Income Please see the **Affordable Access Information Guide** for requirements.
  - For Property Tax Exemption and Deferral Program:
  - Proof of power of attorney, personal representative, guardian, trustee, or living interest must be included for the Property Tax Exemption and Deferral Program, unless previously submitted.
  - Updated Direct Deposit Information – New applicants must provide direct deposit banking information; returning applicants must ensure that banking information submitted previously has not changed in the last year and resubmit if required

**Print**

**Submit**

3

**Reset**

**Save**

# Appendix G: An Example

**This activity builds on the scenario we discussed during the last session. As a reminder, here is the overall scenario:**

A new family, with six members (2 parents, 3 children, and a grandmother) have just arrived in your community. Sunitha and Sushant arrived with their family from India and hope to connect with others in their community. They especially hope to connect with others who share a similar cultural background as well as meet locals in their new community. While the family speaks Hindi at home, however, they all can speak English with some fluency except for the grandmother. As they look for long-term living accommodations, they are renting a three-bedroom apartment with no outdoor space to play. Sushant works full-time, and Sunitha is looking for part-time work, so she can care for the children after school. Their children, grades 3, 5, and 10 all attend school full-time. The family does not have a lot of extra money to pay for recreational activities.

To run this activity, you will need Part 1 and Part 2. You will find below each part as well as guiding prompts for each section:

## **Part 1: Activity Interests**

Activities that the family participated in before moving to Canada were focused on family time, playing games, drinking tea, watching the kids play, and attending various activities at the temple. Since moving, Sunitha is having a hard time finding work, and connecting with others in her community. Sunitha and Sushant also want to enroll their children in some activities to help build friendships, however, they are unsure of how to go about this process. Although they have limited income, they are determined to find enjoyable activities for their kids to participate in. Because Sunitha is finding it challenging to connect with others and find work, she feels as though she could benefit from a volunteer program. She is unsure of what opportunities are available to her and does not know how to access them. The grandmother really enjoys cooking and loves to cook for her family and friends.

### ***Guiding questions / prompts:***

1. Based on what you have read, what are types of activities does this family enjoy? What are some possible places they can access these activities? Think about each member: the mom, dad, grandma, and three kids (grades 3, 5, and 10).
2. What are some strategies this family can use to overcome some of the barriers you discussed above?

## Part 2: Financial Need

The scenario provided information on how this family has limited income. Again, they are excited to find enjoyable activities for their kids and have recently found out that they may qualify for recreation-related funding.

### *Guiding questions / prompts:*

1. What are some strategies you can suggest to help the family access recreation activities for their kids, particularly for the youngest two?
2. How could this family connect with funding for recreation activities?



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