



Aboriginal HIGH FIVE® and the Physical Literacy Project



Background

- HIGH FIVE® is a quality assurance program for children ages 6-12 years old

Levels of training:

- Principles of Healthy Child Development
- Principles in Practice
- Strengthening Children's Mental Health
- HIGH FIVE® Sport
- Quest 2
- Quest 1
- HIGH FIVE® Trainer



Background

- Project timeline was March 2015 - Nov.2017 in 2 phases
- Feedback provided from members indicated that HIGH FIVE® was not culturally relevant to Aboriginal communities.
- There were low training numbers in Aboriginal communities.
- Child and Youth Programs Coordinator did an environmental scan to assess if an Aboriginal child development training for sport and recreation programs existed and it did not



Background

- ARPA, SPRA, and NWTRA sent out a survey to organizations through their membership lists about HIGH FIVE®
- ARPA decided to move forward with adapting the training and consulted with Alberta Native Friendship Centres Association
- Project proposals were submitted to funding agencies



Sponsors

Phase 1



Phase 2



The best way to play™



Purpose

- This project delivered HIGH FIVE training to recreation and sport leaders in Aboriginal communities throughout Alberta. Recreation and sport practitioners were provided with the tools to deliver quality recreation programs that address the holistic development of the child in order to help overcome the inter-generational trauma many aboriginal youth are experiencing today.



Purpose Phase I

- HIGH FIVE® Trainer session took place in Edmonton, a central location to allow access to all participants.
- The initial training brought together 11 Aboriginal sport and recreation leaders from across Alberta to become HIGH FIVE trainers.
- The instructor facilitated discussions around culturally relevant adaptations to be made to the Principles of Healthy Child Development (PHCD) workshop.
- To provide physical literacy resources



Purpose Phase 2

- To provide the Trainers with Quest 2 a certification requirement and Team Management Training from NAIT
 - Quest 2 is a supervisory training that provides an assessment tool
 - NAIT – Leadership and Motivation: People Development
 - NAIT – Enhancing Your Leadership



Phase 1

Project Partners:

- Alberta Native Friendship Centre Association
- Be Fit For Life
- PLAY Groups in Alberta
- HIGH FIVE® National
- Canadian Sport for Life

Phase 2

Project Partners:

- Alberta Native Friendship Centre Association
- HIGH FIVE® National
- Northern Alberta Institute of Technology



Results:

Phase 1

- Communities:
Maskwacis, Kikino,
Standoff, Siksika,
Calgary, Edmonton, Fort
McKay
- 13 HIGH FIVE® and 2
physical literacy training
sessions total
- 133 Participants, 21
youth trained in PHCD

Phase 2

- Communities:
Edmonton, Calgary,
Lake Louise, Siksika,
Maskwacis, Calling
Lake, Wetaskiwin, and
Fort McKay
- ARPA Annual
Conference in Lake
Louise, October 2017



Results: Phase I

- Support was provided by regional PLAY Groups
- Mentor trainer paired with an Aboriginal Trainer
- 2 Aboriginal Physical Literacy for Children's Health and Well Being (Edmonton & Calgary):
 - Traditional Games, Fundamental Movement Skills, Dance PL3Y, and Move & Play through Physical Literacy
- 2 Trainers certified in Strengthening Children's Mental Health
- 3 Trainers certified in HIGH FIVE® Sport



Results: Phase 2

- 2 ARPA staff for Phase 2
- Quest 2 and NAIT Training in Edmonton February 2017, 9 Attendees
- Traditional Games Training in Edmonton, November 2017
- 13 training sessions: 11 HIGH FIVE®, NAIT, Traditional Games
- 177 adult participants



Examples of Evaluation Techniques

- HIGH FIVE® Database and Evaluation Forms
- In February 2017, ARPA project staff did a formative evaluation to gather feedback about the project and supports needed from ARPA
 - Group discussion
- In October 2017, ARPA staff did a summative evaluation of the 3 year project through a survey

Evaluation con't

- Physical Literacy: RBC Learn to Play surveys consisting of open ended and scale questions. Comments from participants about their learnings and what they will do with the training included:
- *“Introduce cultural awareness to the students through games”*
- *“Incorporate more physical movement in programs that are targeted for the little ones (5-12 years old)”*



- *“Incorporate aboriginal/traditional games”*
 - *“Bring and share info with more Indigenous communities/programs/ agencies working with Indigenous children and youth”*
- *“Perspective of physical literacy as a key component in school. Nice to get a well-rounded approach to different types of movement – high paced to slow paced interesting games!”*



Learnings

- Each Training is adapted by the Trainer in their community
 - Smudge, medicine wheel, talking circles
 - Cree and Metis language
- HIGH FIVE Trainer Exchange April 2016
- Indigenous Training Tips and Consideration Resource
- Indspire Education Conference 2016



Learnings

The trainers were asked if HIGH FIVE made an impact on their programming and each respondent agreed:

“High Five has made a TREMENDOUS impact on all of our programs, as well as the staff in our organization. The leaders who were recently trained in our community have a great appreciation for HIGH FIVE and has implemented ALL HIGH FIVE principals and design guidelines into every single program that they run. The children who attend our programs seem happier and more engaged since the staff were trained and the quality of our programs have increased drastically.”



Learnings

Trainers were asked if HIGH FIVE® influenced their professional growth and whether or not it had an impact. The responses were:

It gives me confidence in ways of dealing with meeting new groups of people.

The HIGH FIVE® training has greatly influenced my professional growth. It has given me the skills and certification to be able to bring this great training into the community. It has also strengthened my communication skills, public speaking skills and has given me the confidence to teach and influence other leaders in the community.



Learnings

Trainers were asked about the cultural adaptations they implemented and their responses were:

- *Acknowledging the Treaty land...a smudge to start the day...I also encourage talking circles at the beginning and end, where a talking stick is used to show respect. Most games we play also were usually in the form of a circle.*
- *Two adaptations overall: Naming the characters in the course [case studies] and also added in the Medicine Wheel format*

Finally, the trainers were asked if they would be interested in mentoring others in HIGH FIVE® in their communities and each of them agreed

Challenges

- Some of the Aboriginal Trainers changed roles or accepted career opportunities with other organizations
- Trainers addressed that they struggle to schedule training sessions for a 10 participant minimum (limited access to sport and recreation staff)



Challenges

- As a result, some of the trainers have started partnering with other communities to provide training
- More time allowed in the training to allow for sharing and more in depth conversation



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