

**Literature Review and Community Consultation Report: Barriers to accessing sports and recreation in
Lethbridge and Area**

Issa Barassa Sanogo

PUBH 4550 Practicum in Public Health

Faculty of Health Sciences,

University of Lethbridge

August 03, 2022

A scholarly project completed for the United Way of Lethbridge and South Western Alberta

In collaboration with the City of Lethbridge

Preceptor

Janelle Marietta MSc

(For Public Release)

Faculty Advisor

Sharon Yanick PhD RN

Abstract

The primary purpose of this literature review and community consultation was to identify key learning objectives and topics to support the creation of accessibility and a more inclusive training program for local organizations. This project is an initiative of the United Way of Lethbridge, in collaboration with the City of Lethbridge and South Western Alberta. This literature review was also part of a scholarly project completed for the PUBH 4550 Practicum in Public Health, Faculty of Health Sciences, and the University of Lethbridge.

To provide focus to the literature review, existing research linked to program accessibility in sport, recreation, arts, culture and leisure as it relates to barriers in access due to poverty, racism, ability, and inclusivity were identified. A review of scholarly and grey literature was conducted from a search of Global Health & Global Health Archives, Academic Search Complete, Google Scholar, Health Evidence, SocIndex, and a review of credible web-based resources for a total of twenty five articles (n = 25). The literature reviewed included articles published from 1994 to 2022, and some of the key words used were physical activity, sports, youth, inequity, affluence, Indigenous, visible minority, poverty line in Lethbridge, lack of resources/equipment, and lack of time.

A community consultation was conducted during June and July 2022 through interviews of seven local service providers (n = 7 participants) to address five fundamental questions. A community consultation is a process of engagement, “where partners share information, contribute expertise and ... [collaboratively] building mutually beneficial outcomes” (University of Alberta, p. 7). The guiding questions for the community consultation and interviews completed were:

- What barriers do you see in sports participation and service provided?
- Are there specific activities that seem to need the most support, and why is that – i.e., are they very popular or expensive?
- Are particular demographics not accessing support, and why? Any suggestions for reaching those groups?
- Do you have an advertising service to inform the community about your and other programs?
- Would you say there is a need to improve inter-agency cooperation and communication?

The summary of findings from this literature review and community consultation shows that participation to sport and recreation is largely impacted by poverty, lack of resources, inadequate representation, and location inconvenience. The barriers to participation in sports and recreation identified from the literature reviews and consultations with local service providers will be explained in *two chapters*. As an outcome, the analysis of chapter one will derive from the literature reviews, which will focus on the broader barriers to participation in sports and recreation, and chapter two will be concentrated on the local obstacles identified through interviews. Despite the overlapping barriers, the findings from each chapter will be used to make an informed training toolkit and recommend how to mitigate the most typical barriers. In chapter three participants were assigned a number instead of reporting their real names for confidentiality reasons.

Introduction

No other field of community life has shown sport's capacity to connect young people to positive adult role models and mentors, opportunities for positive development, and help them to acquire critical life skills (LSC, 2022). Sport, recreation, arts, culture, and leisure play an essential role in individuals, groups, teams, and the communities' welfare. As children, we are encouraged to play outdoors and engage in recreational and leisure activities, especially sports, for the physical, psychological, and social benefits (McGraw, 2021). In adulthood, accessibility to recreational, leisure, and sports tends to decline due to complex challenges and priorities (McGraw, 2021). Nonetheless, people's recreation, leisure, and sports activities vary greatly depending on the local context, reflect social systems and cultural values, and are relevant to people of all ages, abilities, and skill levels (Khasnabis et. al., 2010).

Some of the apparent benefits of engaging in sport, recreation, arts, culture, and leisure include improving the health and well-being of children, youth, and adults, contributing to the empowerment of individuals, and promoting the development of inclusive communities (Khasnabis et. al., 2010). Furthermore, a study conducted by Rosalin Hanna affirmed that physical activity is a valuable form of primary disease prevention for diabetes, cardiovascular disease, cancer, and other diseases that are caused in part by a sedentary lifestyle (Hanna, 2009).

The benefits of sports are also psychological and social

For psychological benefits, sport is a great way to manage stress. The brain's chemicals released during physical activity help experience a decrease in anxiety, improvements in mood and better sleep. Also, regular physical activity helps keep mental skills sharp and boosts self-confidence (McGraw, 2021).

Regarding social benefits, participating in sports, recreation, arts, culture, and leisure provides an opportunity to connect with people from different backgrounds. It helps facilitate new friendships. The team environment of sports also helps develop leadership skills; many people who engage in sports are more inclined to transfer a group mindset into the workplace (McGraw, 2021).

Chapter One

This chapter provides a synthesis of the most common barriers to participation in sports and recreation identified in a review of scholarly and grey literature (see the introduction section for details of the search conducted).

In this review, structural constraints were identified as crucial in their impact on participation in physical activity (Mason & Koehli, 2012). Structural constraints are understood as the various political, economic, social and cultural factors limiting individual decision-making ability (Mason & Koehli, 2012). The majority of the literature reviewed revealed that a lack of economic resources and related structural constraints contribute to barriers to participation in physical activity for youth populations in Canada (Mason & Koehli, 2012). In particular, low socioeconomic status has been identified as a significant limitation, especially for Indigenous youth (Mason & Koehli, 2012).

Barriers to participation in sports and recreation

Indeed, many people would like to participate in recreation and leisure activities. However, they encounter multiple barriers that limit and influence their participation. These include awareness, accessibility, costs, time commitments, and appropriate facilities; as well as external or environmental, internal or personal, and social barriers. Some barriers may have a brief effect, while others may have more enduring effects. This paper emphasizes obstacles due to poverty, racism, ability, and inclusivity while focusing on low-income households, visible minorities and the Aboriginal population of Lethbridge and South-Western Alberta.

Disadvantaged population groups. Sport, recreation, arts, culture, and leisure should be available and responsive to the needs of all Canadian residents who want to participate. However, socio-economically disadvantaged Canadians, Indigenous people, persons with a disability, recent immigrants, members of the LGBTQ+ community, and Canadians living in rural, remote and isolated regions do not participate at the same rates as their mainstream counterparts (Cragg, 2019). In this chapter, structural constraints to participation in sports and recreation will be considered for the following socio-economically disadvantaged groups: (a) Indigenous people, (b) people with disabilities, (c) newcomers and (d) the LGBTQ+ community.

Economic resources and related structural constraints. The July 12 2022 Lethbridge Community Wellbeing (LCW)'s (2019) Needs Assessment report states that recognizing the unique socio-demographic profile of Lethbridge is an essential first step in understanding the needs and circumstances of its residents.

- Low-income rates (except for seniors) are higher compared to the province of Alberta average.
- One in ten households cannot afford shelter that meets adequacy, suitability, and affordability norms.
- The median income for Lethbridge households was almost \$15k less than provincial levels a decade ago, and the gap has increased this census period slightly to almost \$20k.

- One in ten households cannot afford shelter that meets adequacy, suitability, and affordability norms.
- Emergency shelter usage rates are high compared to other municipalities.
- The drug crisis (opioid and is very evident in Lethbridge and area.
- Youth under 15 have the highest rate of population growth

In addition, the LCW (2022) report indicates that in the 2016 census data for the Canadian deprivation index, the deprivation index for Lethbridge shows that residents in North Lethbridge have higher material needs (lack of everyday goods and commodities). Residents in North and South Lethbridge have higher social needs (fragility of an individual's social network from the family to the community).

Again, a recent report conducted by the Social Health Equity Network of Lethbridge and Area (SHENLA, 2022) delivers the following statistic on poverty in the city of Lethbridge:

- In 2019, 15.2% of children and youth aged 0 to 17 are low-income. Children living in lone-parent families have a greater likelihood of experiencing conditions of poverty than those in couple families. Almost half of the children of lone parents live in poverty.
- Children live in deeper poverty than adults, with children aged 0-5 experiencing the highest low-income rates.
- Lone-parent families, in particular, women-led lone-parent families and racialized households, are more likely to be in low-income.

Lethbridge is becoming more diverse as the immigrant, refugee, and Indigenous populations increase, as highlighted in the statistics below:

- Lethbridge is projected to reach a population of over 100,000 in 2019 and is expected to grow by 23.6% by 2025 (LCW, 2022).
- In 2016, there were 5,285 Indigenous people in Lethbridge, making up 6.0% of the population. This is an increase of 1,515 (40%) from 2011, and the First Nations population continues to grow both on and off-reserve (LCW, 2022).
- For Lethbridge CMA, the low-income rate across all ages for those who identify as Indigenous is 26.9%. The low-income rate for children ages 0 and 17 is most significant for First Nations children at 42%. (Cragg, 2019).

An increase in population and diversity means a rise in low-income rates among Indigenous, refugee, and immigrant communities since these population groups are disproportionately affected by poverty in Lethbridge and area.

Cost barriers to Participation. Moreover, cost, is reported as a barrier to participation in sports among members of this population and may be experienced at a higher rate than the mainstream Canadian population (Cragg, 2019). Expenses associated with sports participation (including registration fees, equipment and gear costs) were cited by Indigenous peoples as one of the main reasons for stopping a sport or not participating in the first place (Cragg, 2019).

According to Witt & Dangi (2018) "many sports require considerable financial investment for ongoing participation" (p. 102). Moreover, participating in a team sport is challenging for many kids

because there is no funding for travel (Witt & Dangi, 2018). This can lessen a child's chance to participate in competitive sports and have a career in a sport they love (Witt & Dangi, 2018). Costs alone may lead children from poor communities to not participate initially or cease participation if costs cannot be covered (Witt & Dangi, 2018). Year-round training, equipment costs, coaching fees, camps, tournaments, and travel-related costs can eat into a family's budget and determine whether some children can start or continue (Witt & Dangi, 2018). Additionally, costs, such as registration, tournament fees, equipment costs, insurance, arena rental time and travel expenses vary depending on the association, age group and skill level in question.

Examples from Lacrosse and Hockey. For instance, to play the game of Lacrosse depending on the age, a new player would have to spend anywhere from \$200 to over \$600 on registration fees, which does not include footwear, a backup stick, other equipment, and travel costs (LLA, 2022) (See Appendix 1).

Hockey, a recognized national Canadian winter game, is becoming a year-round sport. Research by Hockey Canada has identified increasing costs for participation over time. A 2011-2012 survey by Hockey Canada (2022) found that the average cost of hockey enrollment is \$1,200 for registration and ice time. Registration costs and tournament fees are set at the local association level. Manufacturers and retailers set equipment costs. Arena time costs are set by local arenas (Hockey Canada, 2022). For a snapshot of Lethbridge Minor Hockey Association (2022) registration costs per age group and equipment costs (See Appendix 1).

Time Commitment and Scheduling, and Transportation

In addition, time for involvement in physical activities may be limited for those who are bound to work several jobs or overtime or those engaged in child care and domestic labour (OHRC, 2008). It may be related to location and transportation due to the time required to travel to facilities (OHRC, 2008). Time may also be connected to the scheduling of activities and opening times of facilities, both of which may restrict or facilitate.

In 2021, the proportion of employed workers in Canada who had more than one job, 5.1%, was close to two and a half times the rate in 1976 at 2.1% (Statistic Canada, 2022). For employees, having more than one job is more common among those with low weekly earnings in their primary job (Statistic Canada, 2022). In addition, part-time workers, especially those working part-time involuntarily, are more likely to have numerous jobs than are full-time employees (Statistic Canada, 2022).

Access to Public Transportation as an Example. A snapshot of Lethbridge transit bus fares put the impact of transportation costs into perspective for low-income families (See Appendix 1).

Indigenous People and Structural Constraints to Participation

While the lack of participation is mainly anticipated by poverty, when examining any social issue within Canada, it is essential to understand the historical and contemporary context in which conditions such as poverty arise. Colonial policies and actions have led to Indigenous peoples in Canada disproportionately being affected by poverty, and experiences of poverty by Indigenous peoples are different from non-Indigenous peoples (Cragg, 2019).

Policies such as the Indian Act, and the practices of residential schools and institutional authorities, promoted Euro-Canadian sports and games as the most appropriate forms of physical expression and used sport and games to exert power and control over Indigenous peoples (Cragg, 2019).

But, according to Wikipedia (2022) “Lacrosse was played by First Nations in Canada before the arrival of European colonists” (p. 1). Also, the hoop and arrow (or pole) game is a traditional Blackfoot game (BFT, 2015). The first documented description of the game was in 1637. The game was called baggataway and tewaarathon, played by two teams with 100 to 1,000 men each on a field that stretched from about 500 m to 3 km long (Wikipedia, 2022). Europeans modified the Indigenous peoples' version of the sport, and it became the form of lacrosse that was recognized as Canada's national summer sport in 1994 (Loprespub, 2018).

Barriers due to Economic Constraints & Colonial Social Policies

The lack of access to appropriate government funding and the colonial legacy of government control over Indigenous peoples living on reserve often resulted in irregular community recreation programs. Inconsistent staffing; low levels of volunteerism; declining parental commitment; reliance on the local Band government to fund, organize, and staff community sports and recreation programs; and programs that do not necessarily address the needs of each specific community created barriers to equitable participation (Cragg, 2019).

Sutherland (2021) noted that some subsidized sports programs exist for Indigenous youth. However, many of these subsidized programs do not provide Indigenous youth access to lower bus fares, free or cheaper equipment or less expensive sports programs, even though statistically, it is clear that Indigenous youth face disproportionately higher levels of urban poverty than Euro-Canadian youth (Sutherland, 2021).

Moreover, Indigenous athletes and academics say poverty, isolation, and social issues, such as the MMIWG2, inter-generational trauma from residential schools, cultural barriers, and a lack of opportunity prevent many Indigenous athletes from competing at higher levels as the Olympics (Mason & Koehli, 2012).

Mason & Koehli (2012) further state that poor local facilities on Aboriginal reservations and in socio-economically depressed areas of urban centers discouraged active lifestyles for youth and facilitated involvement with other activities that may be unproductive or damaging for youth (Mason & Koehli, 2012). Again, neighborhood disorder is more likely to occur in places with higher levels of low income, thereby limiting sports participation among children (Statistic Canada, 2014).

Barriers due to Racism and Discrimination

Furthermore, racism is an ongoing problem in Canadian society, manifesting itself in sports practice as it does in all socio-cultural practices (CH 2005). Racism is a socially constructed idea that alienates many people by causing fear, anxiety and distrust, ultimately serving as a barrier to their full participation in Canadian society, including sports (CH, 2005).

Racial minority groups continue to experience limited access to sports and recreation (Cunningham, 2020). In the United States, another area in which substantial racial inequity persists is

the leadership and administration of elite sports (Cunningham, 2020). For instance, in professional sports, people of Colour comprise more than 80% of all players in the National Basketball Association (NBA) but hold 30% of head coaching positions, 10% of general manager positions, and 6.9% of CEO/President positions (Cunningham, 2020).

Moreover, a critical dimension of racism is its ability to subtly express or indirectly imply that its targets are unaware of it. Dennie (2021) suggests that micro-aggressive racism is often subtle that some people might not even realize that they are doing it. Contrarily, racism is sometimes visible only to its victims (Dennie, 2021). It remains unnoticeable to others, who therefore deny its existence. As such, it is possible that those giving looks or masking slurs as chirps are unaware of their racial interpretations (Dennie, 2021).

Nevertheless, this is no excuse for racism. If race and racism were common discussions, white people might realize how harmful their practices and behaviours are (Dennie, 2021). Instead, it seems as though most white people buy into the myth that Canada is an all-inclusive country (Dennie, 2021). Accordingly, they equally buy into the myth that anyone is welcome, so any lack of diversity is the fault of racialized minorities for not joining the community (Dennie, 2021).

Alberta is home to approximately 260,000 of Canada's Indigenous Peoples (about 6.5% of the province's population) from many First Nations, Métis, and Inuit backgrounds. In Alberta and throughout Canada, Indigenous Peoples continue to face ongoing inequity, hate, racism, and discrimination (AHS, 2022).

A 2009 report by the Alberta Hate Crimes Committee found that Indigenous people living in Alberta are more likely than other groups in Alberta to be victims of racism but less likely to report these incidents to authorities (AHS, 2022). The City of Calgary also produced a Social Outlook Report covering 2010-2015, which found that 33% of Calgary's Indigenous populations are concerned with racism, compared to 13% of the general population (AHS, 2022).

In an article published by CBC Sport, a testimony by Rilee ManyBears, a distance runner from the Siksika Nation, a Blackfoot settlement near Calgary, says that "In First Nations life, you have got to work three times as hard because you are going to deal with many barriers; you are going to deal with racism" (Morris, 2021, p. 1).

For resistance and activism to be effective in bringing about justice in sport and recreation, Love et al. (2019) say that any one strategy alone is likely to be insufficient. What remains clear is that resistance is necessary if we are to advance toward the goal of a fair, just, equitable, and respectful society. In working toward such ends, we must follow a moral and ethical framework that guides our opposition to racism (Love et al., 2019). Many athletes have laid a foundation – it is now the responsibility of other sports stakeholders to follow suit and continue the fight against racial injustice (Love et al., 2019).

Reconciliation and Overcoming Structural Barriers

For thousands of years, Indigenous peoples have played their sports to teach survival and other life skills, for fun and competition (Loprespub, 2018). The contributions of Indigenous peoples to Canadian sport are visible today in sports such as kayaking, canoeing, and snowshoeing (Loprespub, 2018).

Unquestionably, the Indigenous people of Canada contributed significantly to Canadian sports. Hence, from the Six Nations Reserve, Tom Longboat was an Onondaga long-distance runner who won the Boston Marathon in 1907 and represented Canada in the 1908 Olympics in Paris (Loprespub, 2018).

Sports and recreational activities have also been shown to positively impact the quality of life of Indigenous people in Canada. Chad Chief Moon comes from the Blood reserve outside of Lethbridge and serves on the Lethbridge Sport Council Board of Directors. For Chief Moon, his experience with the sport of lacrosse has been more than just a game; but a profound, spiritual experience that has given him a path to healing and connecting with his culture (LSC, 2022).

In 1990, the board of governors of Saskatchewan Sports Inc. began searching for ways to increase and encourage Aboriginal participation in sports. After extensive research, they developed and implemented an Aboriginal role model poster campaign. The purpose of the campaign was as follows:

1. To provide positive Aboriginal role models for Aboriginal youth.
2. To raise the profile of successful Aboriginal athletes.
3. To encourage and increase Aboriginal participation in sport.
4. To increase awareness of sports programs within the Aboriginal community.
5. To develop stronger relations between the provincial sport governing bodies and the Aboriginal community.

Posters portraying five Aboriginal athletes from Saskatchewan were distributed to all 70 Indian bands, all Métis communities, Indian and Métis provincial and regional organizations, and all schools and recreation centres in urban areas of Saskatchewan. An evaluation of the project revealed that 96 percent of the respondents surveyed agreed that the campaign was an effective way to encourage Aboriginal participation in sports and 94 percent agreed that the campaign should be continued (Winther, 1994).

Moreover, with Ojibwe and Inuit roots, Jeff Shattler, a former member of the Saskatchewan Rush of the National Lacrosse League, said, “Lacrosse is getting bigger, and it is thriving among the younger ranks; it is also a sport that has been very good to him” (Woodard, 2021, p. 1). Shattler is also the head coach for the Anishinaabe World Junior team, which is going to Ireland next year for the World Championship (Woodard, 2021).

In the Sports Related Truth and Reconciliation Calls to Action, the Commission of Canada Final Report of 2015, sport and recreation are identified as social development tools to improve individuals' and communities' health and well-being (Cragg, 2019). The Calls to Action 87 to 91 state the following: (See Appendix 2)

People with Disabilities and Structural Constraints to Participation

It is barely news that in the most progressive societies, people with disabilities face inequality in sports. “Roughly 15% of the world population has some form of limiting disability, which is between 110 and 190 million people” (Zaitsava, 2022, p. 1). Unfortunately, disabled people say they run twice the risk of being physically inactive compared to non-disabled people because of the many additional challenges they encounter (Zaitsava, 2022).

Barriers due to Cost, Transportation & Other Constraints

LCW (2022) states that “there are 4.4 million Canadians with disabilities, and specific studies indicate that as low as 3 percent of these individuals may be participating in regular organized physical activity” (LCW, 2022, p. 42). In Lethbridge, about 22% of households have a person reporting a disability. These households have particular health and community care needs, housing, income security, and transportation (LCW, 2022).

Zaitsava (2022) says that society perceives a person with some form of disability as incapable of doing things for themselves, which significantly negatively impacts how successful a future disabled athlete may be. Often, it forces people with disabilities to feel guilty for not being able to perform the same as everyone else.

Moreover, Yu et al. (2022) state that intellectual disabilities are indicated by notable limitations in intellectual functioning and adaptive behavior, which covers numerous everyday social and practical skills. Also, associated physical, sensory, and/or cognitive impairments place them at a disadvantage when participating in sports and games with typical peers (Yu et al., 2022).

Like the members of underrepresented groups, cost and transportation challenges are similar (Cragg, 2019). Also, historically embedded norms of ability and ableism; the perception that inclusion of disability within sport diminishes its legitimacy rather than adding something of value within sport; the lack of a culture of inclusion; and the lack of understanding of disability limits organizational capacity to support the participation of persons with a disability in sport (Cragg, 2019).

While the problems with transport availability can be overcome, further issues of accessibility remain. Environmental barriers exist, such as limited access to facilities and recreation areas and inaccessible sports and fitness equipment that is adapted for use by individuals with a disability. The lack of such equipment can quickly become a barrier to participation since its cost is often too high, not all families can afford to buy it, and governmental funds are often low to non-existent (Zaitsava, 2022).

Next, finding trainers is still demanding, and a deficient number of people participate in sports competitions (Zaitsava, 2022). Staff or coaches may lack knowledge, training, or qualifications on adapting sports for different types of abilities or how to offer specialized assistance, creating more significant sedentary behaviors and resulting in limited physical activity participation (Cragg, 2019).

Thus, the disabled population is at greater risk of increased overweight, obesity, and chronic health conditions (Yu et al., 2022). Therefore, understanding the barriers and facilitators of physical activity participation among children and adolescents with physical and intellectual disabilities is fundamental to designing effective interventions.

Newcomers and Structural Constraints to Participation

According to Statistic Canada (2014) “children of recent immigrants are less likely to participate in sports (32%) than children of Canadian-born parents (55%)” (p. 4). While internationally popular sports such as soccer may provide the children of recent immigrants with a familiar place to integrate into Canadian society, even in soccer, participation is lower (10%) than among those whose parents are Canadian-born (23%) (Stat Canada, 2014).

According to Gosai et al. (2018), many new citizens are not participating in sport, despite a general interest in wanting to. This low involvement is due to several barriers including the following (see Figure 1 Overview of Barriers:

Overview of the Barriers

According to ICC (2014), many new citizens are not participating in sport, despite a general interest in wanting to. This low involvement is due to several barriers including the following:



Figure 1. Overview of Barriers (ICE, 2014).

Barriers due to Cost, Literacy and Cultural Issues

By 2030, immigration will account for all of Canada's net population growth (Gosai et al., 2018). Nevertheless, newcomer youth report difficulty finding information on specific low-cost or free programs that fit their interests and schedule and are located close to home or school (Cragg, 2019). Again, linguistic and cultural barriers to finding information on subsidy programs; and intimidating or challenging subsidy application or program registration processes (Cragg, 2019). Moreover, Cragg (2019) states that the diversity of traditions, cultural needs and experiences may challenge mainstream sports programs' capacity to meet the needs of newcomers. Additionally, recreation service providers report insufficient funding for programming and staffing (Cragg, 2019).

The LGBTQ+ Community and Structural Constraints to Participation

In modern society, athletes can be judged not just by their performance but also by their race, religion, or sexual orientation (Thibodeau, 2020). This discrimination against athletes, for reasons that have no impact on their performance, can be hurtful for the athlete and can result in the athlete suppressing who they are or leaving the sport entirely (Thibodeau, 2020).

Further, sport is a powerful tool for social growth; social development is about improving the well-being of every person in society so they can attain their full potential (Thibodeau, 2020). Moreover, sport is not just physical activity; it promotes healthiness (physical and mental) and education, fosters cognitive development, teaches social behaviour, and helps social cohesion (Thibodeau, 2020).

Barriers due to Discrimination

In addition, sport can be utilized to increase the social wealth and social integration of LGBTQ+ people into the wider community, empowering them and giving them those skills that will help them give back to the community (Thibodeau, 2020). However, LGBTQ+ peoples still face barriers when trying to enter and participate in sports (Thibodeau, 2020). They face discrimination and harassment at all levels of sport, from the community and recreational levels to the professional and elite levels (Thibodeau, 2020). For a sport to be used as a tool for development and inclusion, we must work to change sports culture to be more welcoming to gender and sexual minorities (Thibodeau, 2020).

A study conducted in Scotland by Equality Network (2022) shows the following statistics of some barriers to sports participation among the LGBTQ+ community (See Appendix 1).

Barriers due to Societal Attitudes and Exclusion

Representation matters; although we like to talk about tolerance in Canadian society, discrimination is still a part of life in Canada, especially for visible minorities (Dennie, 2022). Moreover, many organizations have one person of color on their team, calling it diversity, which cannot be qualified as "diversity." Equally important, visibly racialized participants' responses suggest that more representation and leadership of diverse groups is needed in sports, especially hockey (Dennie, 2022).

A Chinese hockey mom shared some experiences as the victim of micro aggressions in various hockey arenas across Calgary. She explained that she does not come across it often, but when it happens, it is often in the form of looks.

When I get looks, I try to be compassionate and understanding about it, but at the same time, it is kind of... no, it is not easy when it happens to you." **You are kind of like, "Okay, I did not do anything wrong. I am just here for a hockey game, and I am not bothering you. I do not think I am bothering you"** (Dennie, 2021, p. 51).

Furthermore, Kaitlyn, who is a teenage hockey player, talked about how Jarome Iginla, a Black star hockey player who played for the Calgary Flames from 1995 to 2013, is her favorite hockey player (Dennie, 2021).

You can, without thinking too hard, figure out why Jarome Iginla was my favorite player growing up- if anything, other than giving me inspiration by looking up to him, if anything, it just didn't tell me that I couldn't do it. You know, it doesn't necessarily say that I could, but most certainly his representation certainly didn't tell me that I couldn't. And that's all we're asking for, because not seeing that a lot tells the minority community and Black kids that they can't. Why would you believe you could do something if you've never seen it be done by someone of your background? (Dennie, 2021, p. 51).

Again, many barriers to sports were narrated by the youth participants in Black Lives in Alberta, a film by Jenna Baily. In the film, one of the participants, Destiny Smith, said,

There is tons of underline racism, especially in hockey. Unfortunately, people of colour are treated as sub-human during hockey by the parent, by the coaches, and it is kind of ingrained in the sport, which is really an unfortunate thing because I loved hockey; I loved playing hockey, but the things that people were allowed to get away with saying, was just insane to me (Baily, 2021, 21:20).

Models in sports are essential to minority youth. Destiny further said,

I think if I would have had black teachers or Indigenous teachers or teachers of colour, I think it would have made a huge change for me...especially growing up as an adolescent, I think those are sensitive times, and you're very emotional and kind of trying to figure out who you are a person, so when you don't see teachers that look like you or people in a position of power who looks like you, you kind of get this background thought of like...oh can I be that of person, can I have that type of job. (Baily, 2021, 24:34).

To add, Chandlor Lyles, a Fenway High School, USA coach, says that representation is essential because it is a great way to connect. For example, she says,

I am an assistant coach for a varsity women's high school basketball team where my players are majority women of colour. Having a head coach that is an African American male and I being a woman of colour helps me relate to the players in a way a male could never. I understand what it feels like to be a woman and a woman of colour in this country. Therefore, I use that to my advantage to confide in and coach my players. I want to make sure they know they have a resource that comprehends what they are going through, feeling and someone to look up to (Bilger, 2020, p. 1).

The lack of diversity in leadership is equally stark among Canada's vital Olympic institutions. CBC Sports looked at the board of directors at the Canadian Olympic Committee and seven among the country's largest national sports organizations: swimming, athletics, hockey, skating, basketball, volleyball, and soccer (Heroux & Strashin, 2020). Across sport organizations, around 100 board members are tasked with representing thousands of athletes. Only seven of these key positions are held by Black, Indigenous, and people of colour (Heroux & Strashin, 2020). Heroux & Strashin (2020) also looked into 500 leadership positions across professional ranks and found that, for the most part, they mirror the above findings.

Inclusion requires a minimum of tolerance, sensibility, and openness from all parties, such as coaches, parents, and other athletic personnel (Cragg, 2019). It is essential to understand diversity and inclusivity to support all athletes, embrace differences, and value the contributions of all sports participants regardless of their characteristics or backgrounds (Cragg, 2019).

Chapter Two

As part of community consultation for the United Way of Lethbridge and Area, in collaboration with the City of Lethbridge, interviews were conducted with seven local service providers offering sports and recreation programs in Lethbridge and area. Interviews were performed in June and July 2022, virtually and in person with JumpStart, Lethbridge Family Services, Lethbridge Sport Council, University of Lethbridge Fitness and Recreation, City of Lethbridge's Recreation and Culture Fee Assistance Program, Servus Sport Centre, and KidSport, ranging from one to two hours long.

Moreover, consultation participants identified the following common barriers: (a) location and transportation barriers, (b) economic barriers and access to resources, (c) language, literacy, and digital access barriers, and (d) barriers to inclusion. Cost was mentioned as the most significant barrier among low-income families (participants).

Location and Transportation Barriers

Participant 1 reported that location variance deters participation. For instance, you can register for soccer but will not know the exact location or field until much later. This creates insufficient participation because many kids have to withdraw due to location inconvenience and transportation costs. Also, applications are only open from February to March, leaving less room for many newcomers to participate.

Location & Transportation. Participants 2 & 3 voiced location as a barrier for many newcomers. They said many kids would be registered for their programs but would not attend activities because of a lack of transportation, costs, or transit routes.

Transportation, Time, and Childcare. Transportation issues, parents' time constraints, and lack of childcare were key barriers to youth participation in recreation (even when free passes were available). To add, a June 2022 resource from showed that out of the 917 applications for the Fee Assistance Program, approximately 43% mentioned a lack of transit and transportation costs, followed by a lack of time and child care. Also, many of the postal codes listed represent the Northside of Lethbridge, which tend to have the most impacted residents (Participant 4).

Transportation and Access. Another participant 5 stressed the lack of transportation on reserve and transportation to and from the city back to the reserve. He said there is a multipurpose Centre on his reserve. However, even then, the challenges lie where other neighboring communities cannot access his Centre because they do not have transportation. Consequently, more kids have been left without access to sports and recreation. In order to prevent boredom on the reserve, as a kid, he used sports, such as hockey, and rodeo games, as a way out.

Another goal of participant 5 was to make accessibility to sport and recreation easier for kids in his community, but constant transportation issues arise. For instance, he drives kids from his reserve to the city for sports and recreation activities; he worries for their safety because accidents happen, and he does not have insurance to cover them all. Moreover, as a kid, he had his fair share of struggles. To prevent other kids from going through the same hardships, he has devoted his time to getting the kids from his reserve to participate in sports because the sport was a strategy for him **to overcome boredom**, mental health issues, addictions, or simply a coping mechanism.

Many participants identified transportation as a major barrier to participation (Participants).

Economic Barriers & Access to Resources

Another barrier, according to participant 5, was financial. His son loves playing hockey, but the older he gets and the higher up he goes, the more expenses it gets, such as registration fees, sports equipment, and travel cost prevent participation.

Cost Barriers. Another rising barrier is covering the cost of registration. Parents or guardians must pay the total fee to register their kids. This way, they can hold spots partially until they are reimbursed by KidSport, JumpStart, or the Fee Assistant Program (Participants 2 & 3).

One barrier to engaging in physical activity for families was the additional fees they encountered, typically related to the purchase of necessary equipment. KidSport (2022) reports that cost keep 1 in 3 Canadian children out of the organized sport. Sports costs are a well-known barrier for many Canadian families; Participant 7 says local sports organizations asking families to pre-pay registration fees create barriers. He said this is a concern because they may not have the necessary fund, so they need help in the first place. It takes much courage for them to present there. Imagine asking them to pay first and then get reimbursed. What if they do not have a credit card? Think about interest building on the card. The card could be maxed out. Program availability is mentioned as an issue that discourages most families. He also said that lack of funding and cost are significant barriers, especially with hockey equipment and fees (Participant 7).

Economic Barriers and Mental Health. The benefits of Indigenous youth participation in valued sports are important to consider. "Lacrosse is more than a game. It is healing; moreover, you entertain the creator when you play the game" (Participant 5). He said that the stick used to play Lacrosse game is the driving force behind the game. In the Indigenous way of knowing, the stick is vibrant because it is from a tree still alive in this world and the spiritual world. However, the sports board wants to replace the stick with plastic for convenience. This means taking away a tradition that's been around for centuries.

For Indigenous youth, mental stress is a significant barrier to sustained participation in sports, especially in relation to the game of hockey (Participant 5). For instance, Indigenous kids face peer pressure and the pressure of making their parents proud, and they also face the pressure of racism, discrimination, and stigma.

Economic Resources. Economic resources are needed to support access to appropriate facilities and to develop traditional sports of interest to Indigenous youth. Participant 5 wants to bring the Lacrosse games from the reserve to the city [Lethbridge] to access better facilities and to attract more Indigenous youth, and to grow the game of Lacrosse in his community. However, challenges include the cost of renting a facility, transportation costs, planning costs, and lack of a support system.

He is also experiencing many pushbacks for trying to bring the game of Lacrosse to his reserve. The leaders of his community prefer mainstream games, such as basketball, hockey, soccer, and football, over Lacrosse. In a frustrating tone, he said, "Why would our leaders push aside a traditional game that's been around since the spirit world?" Is it because Lacrosse is not a Blackfoot game? He believes that generational trauma of cultural assimilation and post-residential school trauma could be the root cause of such resistance against an ancestral game.

Another barrier, according to participant 1, is that those young people who have just turned 18 would not have their tax returns yet; therefore, they are not eligible for YMCA-assisted membership. This means individuals would have to wait to file their taxes first, which could take up to a year depending on the birth date, possibly taking away their interest in a sport they enjoy or at least delaying participation.

Participant 7 said that Covid-19 pushed things back for funding and sports activities. For instance, if there were ten spots for soccer before Covid hit, now there may only be six spots available. Due to Covid restrictions, many kids had

to stay home, affecting active learning, and causing many kids to lose interest in sports and recreational activities they previously enjoyed.

Language, Literacy and Digital Access Barriers

"When people hear sport, their initial thought is professional sport, money, and sports academy- competitive levels. The wording could be a barrier here" (Participant 6). Moreover, online, an accessibility issue, prevented many parents with language barriers from registering their children in sports and recreation programs (Participant 6).

Language and Digital Applications. Although the application form for KidSport looks straightforward to fill out, it could be very complex and intimidating from the perspective of individuals with language barriers (See Appendix 1).

Participant 1 states that digital applications are causing a decrease in new immigrants' involvement in sports and recreation. She used to be able to apply from her office for newcomers through Jumpstart and KidSport, but now families have to use their emails to apply, which creates a challenge for them. Also, for some families, getting approved by KidSport took so long that by the time they could use the credit, the courses, or programs they were interested in had already started or were full.

Participants 2 & 3 also said that the language barrier is causing a massive decrease in participation. They say that some families reported difficulties when trying to register. They had trouble understanding the documentation requirements. A parent said, "I remember it was not clear how to fill out the documentation, so it takes us back and forth several days to fill out the complete documents."

Participants 2 & 3 noted that before, schools had a Making Connection Group (kids aged 6-12) that would go to local sports organizations to register kids of parents that do not speak English. This service is no longer running; therefore, registration has significantly dropped.

Inconsistencies in Registration Process. A recreation program was involved in the registration process, allowing them to operate effectively, but that stopped. However, now they only get checks from the assistant programs. Not knowing which kid is registered to what sport and recreation, and for how long, they constantly have to make phone calls the assistant programs to find out. Due to the lack of notification, sometimes, they must return cheques because of spot unavailability (Participants 2 & 3).

Lack of Effective Dialogue. Communication issues occurred very often with local sports organizations, said a participant from the Lethbridge Sport Council. For instance, when she calls them, and they see her name on the caller ID, they will pick up, but if the call comes from anyone else from the Lethbridge Sport Council, it is ignored despite many attempts.

Barriers to Inclusion

Participant 7 states, another issue that arises is lack of representation in local sport organizations. For instance, more immigrants from Syria, Afghanistan, and Ukraine are moving to Lethbridge, so it will be encouraging and welcoming to see a person from the LBGTQ community, a person with a disability, or a person wearing a hijab or religious attire working in a local sport organization to create a visible inclusion.

Participant 7 also mentions a need for representation in sports leadership. For outreach purposes, he says, get an Indigenous person to communicate with the Indigenous youth for better reception of a message. If you send a Caucasian person, who is a male and looks like the colonizer, this can overshadow the message.

Participant 5 mentions representation as very conducive, especially in the leadership role. He noted that he looked up heavily to his coaches because they looked like him. This was crucial to him because it made him believe and gave him a sense of belonging and guidance.

Moreover, participant 1 said they have been running an Indigenous focus program through provincial funding for the last four years. However, non-Indigenous people are running the program, making it very challenging.

Finally, inclusive sport ensures that everyone is treated equally and fairly, has access to sport in a manner that is relevant and appropriate to them, and where they feel engaged, welcomed, and provided with valuable opportunities to be active participants and contributors (Cragg, 2019).

Participant Recommendations

Participant 7 said local sport organization need sensibility, empathy, communication and awareness of different backgrounds and cultures training. Front desk at local sport organizations would benefit from diversity training (Participant 1).

Participant 5 suggested that instead of saying the word try out, he believes that puts pressure on kids. It could raise questions such as, what if I fail, would I disappoint my parent, and would other judge me. Wording such as discovers a passion and develops your skills while trying out sports and recreation could be more welcoming and less frightening.

Participant 6 said building sport mentors from all communities such, as LGBTQ2S+, Indigenous, and Immigrants communities to grab those demographics would help local sport organization overcome barriers to participation. Another vision of participant 6 is the visual ads (learning tools for organizations) - for instance, a poster with greetings in many of the popular languages can help attract more participants.

Participant 6 believes there is a need to sharing relevant program information at the initial contact with newcomers because by the time they are done with immigration services, there is no time left for information on sport and recreational activities.

Word of mouth is a powerful tool for outreach. Participant 1 told an immigrant family about a swimming program. Within two days, she received phone calls from three other families about the program.

Participant 6 said opening a sport bank in Lethbridge will mitigate some of the equipment barriers.

Participant 7 suggested a \$20 deposit for the registration fee because the payment systems are not ideal for low-income families. Front-line workers must find a solution, so families do not have to pay upfront. This participant also said if a family missed the registration date, for instance, if there are 60 spots for soccer, sports organizations should be able to hold 20 spots for late applicants. Life does happen, which may delay registration for many families.

Home School Programs had a corporate credit card that they would use to cover the registration cost and then get reimbursed by the funders (KidSport, JumpStart, and Fee-Assistant Program). Participant 2 believes this method could be conducive for local sports organizations.

First time ever Roller Hockey Lethbridge got full grant for visible minority to try out hockey with fully funded equipment. More of that needs to happen to increase outreach (Participant 1).

Participant 2 noted that Quintus Financial was much more effective in getting kids' registration done through sports organizations. He believes decentralization has intensified challenges.

Further, participant 2 heavily underlines consistency in process points. He also said socialization is a key to racial barriers. Kids should be encouraged to use those multi-purpose rooms for exposure to diversity. This way, kids can meet people and feel equal. Children with access to physical activity and recreation programs are one way to minimize the possible stigma associated with low income (Participant 2).

Usually, people that are one level too high are the driving force in making these decisions. Information session needs to come from people that are directly involved. Furthermore, he said Software driving the process is okay, but more phone or personal conversation is needed because clear communication declined with constant emails (Participant 2).

For the Transit cost, there should not be a gain; it is here to help make accessibility easier and affordable for low-income individuals (Participant 7).

Branch out sports events to make access easier. It reduces transportation costs and location inconvenience (Participant 3).

For transit- Churches with ESL programs will give free bus passes to newcomers, allowing them easy access to sports activities; however, once summer is over, there are no more free bus fares. We need government funding to give free bus passes to new immigrants. Community based sports and recreation could also mitigate some of the barriers (Participant 1).

Training Tool to Promote Equity in Youth Participation in Sports and Recreation

The training tool is developed from the findings of literature reviews and the community consultations for local sports leaders to improve accessibility to sports and recreation activities.

Sport is about more than training and performance; it is about more than just the number of participants who appear to be counted (Cragg, 2019). Quality, positive sports participation increases the chances of continued engagement and includes experiential aspects related to inclusion and community integration, including autonomy, belongingness, engagement, and meaning (Cragg, 2019).

Factors such as poverty, racism, ability, and inclusivity play an impactful role in opportunities for access to and in participation in recreation, leisure, sports, arts, and cultural activities. According to LCW (2019), these barriers are interrelated, yet our isolated and uncoordinated responses to them have created unnecessary inefficiencies and hindered progress (LCW, 2019). In brief, the system has enough funding to deal with these barriers, but it requires us to change how we do business (LCW, 2019). Again, according to LCW (2019), in Lethbridge, we have mapped over 1,500 programs and almost 6,000 services in a city of 100,000, all trying to achieve community well-being and safety. Our Social Impact Audit showed that over \$700M is coming into Lethbridge annually to support the social safety net (LCW, 2019). Therefore, we must invest strategically in outcomes to see progress.

Based on this literature review and community consultation, to improve sports participation among members of underrepresented populations, community organizers, local sport organizations, and stakeholders could consider the following key approaches: (1) offer a range of opportunities, (2) adopt an intersectoral approach, (3) engage diverse role models, (4) ensure representation, (5) encourage public awareness and positive media portrayals.

Key Approaches

1. Offer a Range of Opportunities. Offering introductory or skills development programs, providing opportunities to try different sports and hone physical literacy, and offering an array of sports are strategies that are likely to engage all participants at all levels. Sports providers should offer various appropriate activities, including non-mainstream sports that may appeal to immigrants and women, traditional Indigenous games, and gender-relevant programming to attract (Cragg, 2019).

2. Adopt an Intersectoral Approach. Partnerships between sports organizations and community agencies can support sharing knowledge and skills, improve planning, increase points of contact with communities of interest, and assist with recruitment and retention. To ensure that programming reflects the needs of participants, programmers should consider working in partnership with community organizations. Strong intersectoral partnerships across levels will increase the success of programming, service delivery and policy efforts and enhance cultural safety (Cragg, 2019).

One of the barriers cited by many members of underrepresented groups is a lack of information. Organizations have been found to have difficulty in getting information about how they can participate to some audiences. Participants desire information about what sporting opportunities are available. Information about available programs should be provided in ways that portray them as culturally diverse and welcoming and promote the benefits of participation. Program promoters should use plain language to promote programs and share information on how to get involved, register, and about available subsidies, equipment exchange or rebate programs (Cragg, 2019).

Effective communication should be based on the knowledge transfer principles of understanding the target audience, tailoring messages to suit the target audience, using credible messengers, and using effective methods to deliver messages. Program offerings should be promoted directly to the target audiences in the language of their community, through preferred channels of communication (e.g., word of mouth, peers, phone, email, text, social media, face-to-face, flyers or brochures) and through community-relevant messengers (Cragg, 2019).

Messages should be tailored to fit the different priorities, interests and backgrounds of target groups and individuals (Cragg, 2019). Marketing materials and program write-ups should showcase the diversity, use attractive promotional language and images for a wide variety of participants, and use inclusive, gender-neutral, non-sexist language and images (Cragg, 2019).

Co-creating communications with members of the target audience will help to ensure they reflect that population's perspective, feel included in the intent of an activity and that materials are culturally safe and relevant (Cragg, 2019).

Furthermore, promotional materials should be aesthetically pleasing and perceived as relevant by the target population through the use of colors, images, fonts, pictures, etc. that reflect the group's culture; use statistics that relate to their group; and depict realistic portrayals of the sport itself (Cragg, 2019).

3. Engage Diverse Role Models. Provision of and support for diverse role models can attract youth participants, enhance their experience, increase relevance, create a more welcoming and accepting environment for participants, and model and teach expected attitudes.

Role models should be relatable to the underrepresented group. They can include local champions and heroes, family members, teachers, Elders, and other community members, as well as celebrities and elite athletes (Cragg, 2019).

4. Ensure Representation. Sports participants from diverse backgrounds are more likely to feel included when they see people like them represented across the organization. Organizations should work to ensure diversity in leadership, coaching staff, officials, and other staff through recruitment, hiring and training, and mentorship practices; to ensure gender balance on boards and among coaches, technical officials, and other leaders, and to ensure Indigenous mentors and staff in programming for Indigenous participants. A high proportion of women in various positions help to ensure a range of suitable programs for women, increase enrolment and retention of female athletes and officials, improve attitudes toward inclusion, and reduce the severity of organizational problems (Cragg, 2019).

5. Encourage Public Awareness and Positive Media Portrayals. Public understanding and acceptance of the significance of inclusion are integral to ensuring positive sports experiences for members of underrepresented groups. Generating appropriate positive media coverage that shows members of underrepresented groups participating in sports and enjoying themselves will both promote that these experiences welcome all members of the community and promote public acceptance of that participation (Cragg, 2019).

Normalizing activity for persons with a *disability*, providing an opportunity for persons with a disability to see others like them participating and for the mainstream public to see them as participants and promoting a holistic view of their participation beyond the Paralympic ‘superhuman’ participation levels.

To make teams and clubs more inclusive for the LGBTQ2S+ community, we must:

- Learn the choice names and pronouns of the athlete. All individuals have the right to go by the name and pronouns they prefer
- Use gender-neutral language such as “hello everyone” instead of “hello boys and girls” or “hey guys.”
- Improve the visibility of LGBTQ athletes and coaches by inviting them to speak to your team
- Have guidelines that prohibit prejudice based on sexual orientation and self-identity
- Every locker room should have personal enclosed changing areas, showers, and toilets available for everyone.
- If you have a team uniform or dress code, ensure that it respects an individual’s gender identity and gender expression.
- When travelling, trans athletes should generally be assigned to share hotel rooms based on their gender identity, recognizing that any athlete who needs extra privacy should be accommodated wherever possible.

For newcomers, ensure that individuals trying an activity for the first time have a positive experience and stay engaged. Organizations need to train coaches and develop programs to provide proper orientation for individuals, helping them feel confident and comfortable in their surroundings and welcome among their peers and activity leaders. In this stage, physical literacy development is essential to help individuals develop their movement skills, grow in confidence, and develop and maintain the

desire to continue their participation (Gosai et al., 2018). Moreover, some of the community organizers in Lethbridge also stated that local sports organizations need training in areas such as:

Recommendations to increase sports and recreation participation

No single action will increase sports participation alone. For example, offering subsidies without a welcoming environment will not entice people to come or stay. A holistic approach to increasing sports participation is needed. This involves addressing the whole person, including emphasizing the health benefits of sport; involving community members in suggesting and designing solutions; supporting and promoting participation; and building linkages with community partners, both by involving them in promoting sports offerings and by including sport in their broader programming (Cragg, 2019). Four inter-related recommendations are suggested in relation to outreach, representation, leadership, and awareness.

Outreach Strategies

Local sports organizations are indeed busy with registration and other planning. However, they need to improve their outreach strategies. Since they constantly have volunteers, they can utilize the volunteer service in addition to their staff to maximize participation in the following areas:

- Developing programs to introduce basic skills and improve physical literacy for all ages, abilities, and skill levels.
- Creating a welcoming environment and ensuring that experiences are positive, encouraging, safe and fun.
- Offering a variety of types, levels, and modifications of sports programming to meet the interests and needs of a broad range of potential participants.
- Celebrating diversity and ensuring that sports participation experiences are inclusive, non-judgmental, and free of harassment and inappropriate language.
- Honoring and supporting the choices regarding type and level of involvement, competition, and scheduling.
- Increasing access to sport by opening many types of buildings and facilities, ensuring physical and operational access.
- Ensuring facilities are maintained, accessible, and meet participants' privacy and cultural needs.
- Working with intersectoral and community partners and participants to ensure that programming meets the community's needs and those promotion efforts are accessible and relevant.
- Providing professional development and mentorship opportunities to coaches, leaders, and administrators.
- Encouraging peer leadership and mentorship.
- Removing transportation, equipment, registration, and other access barriers.
- Encouraging support networks and social interaction and prioritizing fun.
- Attracting participants by providing broader social and cultural experiences in addition to the sporting experience.
- Ensuring equity in media representation of a diversity of Canadians that avoids stereotypes.
- Celebrating and promoting diversity and working from a mindset of inclusion; and
- Ensuring policy supports these goals.

Free Play for kids, a program based in Edmonton, is a free after-school club for 4,000 kids in need. They provide refugee kids, newcomers, and Indigenous youth who cannot afford the “pay-to-play” model of sports or the high cost of childcare. Moreover, they partner with Edmonton’s highest needs elementary schools to enable kids to play during this critical period, so there is no time for them to get into trouble.

When the final bell of the day rings, the kids can play from 3:30-5:30 pm. They provide equipment and registration for free, and transportation is organized and paid for through government funding. Kids get picked up from their school right after class. A famous soccer player, Alfonzo Danis used this program, which gave him the opportunity, he may not otherwise have. Therefore, community organizers should consider bringing the Free Play for Kids program to Lethbridge (Free Play, 2020). Lethbridge Sport Council has a *Roving Gym*, where kids and caregivers play active games for an hour in Southside Lethbridge, Anderson, and Legacy Park. They should also consider including the communities on the North side of Lethbridge since this location has a high concentration of low-income families.

Address the Call to Action 87. “Sports & Reconciliation” in the Reconciliation Lethbridge Implementation Plan for 2017-2027 for all levels of government in collaboration with Aboriginal Peoples, sports hall of fame, and other relevant organizations to provide public education that tells the national story of Aboriginal athletes in history.

Representation of Diverse Athletes in Posters and Visual. Assuring that Indigenous people are visually represented in program display materials can give hope and support Indigenous participation in sports. For instance, a study of posters showing five Indigenous athletes from Saskatchewan, were distributed to all 70 First Nations bands, all Métis communities, Indian and Métis provincial and regional organizations, and all schools and recreation centers in metropolitan regions of Saskatchewan (Winther, 1994). An evaluation of the project indicated that 96 percent of the respondents agreed that the campaign was a helpful way to encourage Indigenous participation in sports, and 94 percent agreed that the campaign should be continued (Winther, 1994).

Leadership, Diversity, and Equitable Access. Indigenous Coaches and leadership play a vital role in the field of play and as agents of social change in Indigenous communities (Gurgis et al., 2022). Their guidance can have a direct and lasting impact on community members' healthy and active lifestyles, especially youth (Gurgis et al., 2022).

To increase Indigenous peoples' participation in sport, they must have *equitable access* to programs, services, resources, and infrastructure (Winther, 1994). It is also enhanced by working with Aboriginal sports leaders and through continued partnerships to achieve objectives of common interest (Winther, 1994). Moreover, programs, services, and resources must recognize the unique needs of all Aboriginal populations, including youth, girls and women and persons with a disability (Winther, 1994).

For persons with disabilities to participate in physical activity, there need to be more accessible facilities and programs suited to their needs (NYSS, 2019). There should be an emphasis on getting children and youth involved in physical activity to develop good habits that will continue into adulthood (NYSS, 2019).

The federal government can further develop existing athletic training models, which can be used across the country by more coaches and trainers to create more opportunities for persons with disabilities (NYSS, 2019). Also, the government should ensure that specialized equipment and transportation costs are not too restrictive for persons with disabilities. Lastly, the government should

better promote sports for persons with disabilities; in particular, more people must be aware of the current opportunities to get involved (NYSS, 2019).

Immigrants arriving in Alberta often find themselves navigating a confusing web of services, attending unnecessary appointments, and enduring the frustration of repeating their stories to different service agencies in hopes of getting the help they need.

Gateway, a new collaboration among organizations to serve better and support newcomers who choose to make Alberta their new home. It offers newcomers one landing place to get the support they need to meet their economic, social, and civic potential. <https://www.centrefornewcomers.ca/gateway>

Awareness of Available Resources

All organizations could help to increase awareness and access to available resources. There are assistance programs in Lethbridge that help cover sports costs, such as registration fees and equipment. These programs are also dedicated to supporting the enhancement and development of sports within the Lethbridge community. They are excellent resources to help ensure that everyone has the opportunity to participate in sports (See Appendix 3).

References

- Alberta Community Development. (2000). Desired Activities and Barriers to Participation. <https://open.alberta.ca/dataset/2fd58b5b-db43-47a4-97eb-5b343b972e30/resource/a4439992-ab4f-49d2-a432-393c4d30fad4/download/42-a-look-at-leisure.pdf>
- Alberta Health Services. (2022). Indigenous Peoples and communities in Alberta. <https://together4health.albertahealthservices.ca/14632/widgets/56737/documents/34245>
- Baily, J. (Director). (2021). *Black lives in Alberta: Over a century of racial injustice continues* [Film]. Baily and Soda Films.
- Bilger, J. (2020, February 28). Black History Month: Why representation in coaching matters. <https://www.up2us.org/blog/2020/2/28/black-history-month-why-representation-matters-in-coaching>
- Blackfoot Tribe. (2015, February 16). Sports. Retrieved from: <https://blackfootauhs2015.wordpress.com/2015/02/16/sports/>
- Canadian Heritage. (2005, May n.d.). Sport Canada's policy on Aboriginal peoples' participation in sport. <https://publications.gc.ca/collections/Collection/CH24-10-2005E.pdf>
- Cragg, S. (2019). Policy and program considerations for increasing sport participation among members of underrepresented groups in Canada. <https://sirc.ca/wp-content/uploads/2020/06/Encouraging-Sport-Participation-in-UnderRepresented-Groups-2nd-Edition-Final-Dec-31.pdf>
- Equality Network. (2022). Creating change together: LGBTI equality in Scotland. <https://www.equality-network.org/our-work/policyandcampaign/out-for-sport/the-facts/>
- Free Play for Kid. (2020). Free play. <https://freeplayforkids.com/#what-we-do>
- Gratton, N. (2020). People with learning disabilities and access to mainstream arts and culture: A participatory action research approach. *British Journal of Learning Disabilities*, 48(2), 106–114. <https://doi-org.ezproxy.uleth.ca/10.1111/bld.12303>
- Cunningham, G. (2020). The under-representation of racial minorities in coaching and leadership positions in the United States. 10.4324/9780367854287-1.
- Dennie, M. (2021). Seeing red: Colour-Blindness and the Performance of Whiteness in the Calgary Flames' 'C of Red'. *Canadian Ethnic Studies Journal*, 53(3), 51+. <https://link.gale.com/apps/doc/A684372825/LitRC?u=anon~259376c0&sid=googleScholar&xid=556d71da>

- Gosai, K., Carmichael, J., Carey, A., & Rand, A. (2018). Creating inclusion of newcomers in sport and physical activity. *Sport for life*, 58(6), 1-56. file:///C:/Users/Volunteer/Downloads/Inclusion-for-New-Citizens%20(2).pdf
- Gurgis, J., Callary, B., & Denny, L. (2022). First Nation stories of coaching barriers: a Mi'kmaq perspective. *Sports Coaching Review*, DOI: 10.1080/21640629.2022.2073136
- Halsall, T., & Forneris, T. (2016). Challenges and strategies for success of a sport-for-development programme for First Nations, Métis and Inuit youth. *Journal of Sport for Development*, 4(7), 39-57. <https://jsfd.org/2016/12/01/challenges-and-strategies-for-success-of-a-sport-for-development-programme-for-first-nations-metis-and-inuit-youth/>
- Hanna, R. (2009). Promoting, developing, and sustaining sports, recreation, and physical activity in British Columbia for Aboriginal Youth. https://www.fnha.ca/Documents/Sports_Recreation_and_Physical_Activity_BC__Aboriginal_Youth.pdf
- Heroux, D., & Strashin, J. (2020, July 15). Sidelined: How diversity in Canada's sports leadership falls short. *CBC Sports*. <https://www.cbc.ca/sports/diversity-canadian-sports-leadership-falls-short-1.5648402>
- Hockey Canada. (2022). Answers to questions asked by hockey parents. <https://www.hockeycanada.ca/en-ca/hockey-programs/parents/faq>
- Khasnabis C, Heinicke Motsch K, Achu K, et al., editors. Community-Based Rehabilitation: CBR Guidelines. Geneva: World Health Organization; 2010. Recreation, leisure, and sports. <https://www.ncbi.nlm.nih.gov/books/NBK310922/>
- KidSport. (2022). Kidsport Lethbridge and Taber. <https://kidsportcanada.ca/alberta/lethbridge-taber/>
- Lethbridge Community Wellbeing. (2019). Needs assessment report. <https://www.lethbridge.ca/living-here/Our-Community/Documents/Lethbridge%20Community%20Wellbeing%20Needs%20Assessment%20Report.pdf>
- Lethbridge Community Wellbeing. (2022). Needs assessment report. https://docs.google.com/document/d/1296Uorrsy3aoPFiD95pr-pgjmgLz_pTQv3jn7c9xrFs/edit
- Lethbridge Lacrosse Association. (2022). Registration. <http://www.lethbridgelacrosse.com/division/0/4105>
- Lethbridge Sport Council. (2022). A complete directory of sport organizations. <https://lethbridgesportcouncil.ca/>
- Loprespub. (2018, June 21). Indigenous peoples and sport in Canada. <https://hillnotes.ca/2018/06/21/indigenous-peoples-and-sport-in-canada/>

- Manstead, A. (2018). The psychology of social class: How socioeconomic status impacts thought, feelings, and behaviour. *Br J Soc Psychol*, 57(2), 267-291. doi: 10.1111/bjso.12251
- Love, A., Deeb, A., & Waller, S. (2019). Social Justice, Sport and Racism: A Position Statement. *Quest*, 71(2), 227-238, DOI: 10.1080/00336297.2019.1608268
- Mason, C., & Koehli, J. (2012). Barriers to physical activity for Aboriginal youth: Implications for community health, policy, and culture. *Aboriginal and Indigenous Community Journal of Health*, 10(1). <http://www.pimatisiwin.com/online/wp-content/uploads/2012/07/08MasonNew.pdf>
- McGraw, B. (2021, May 28). The benefit of sport and recreation in our lives. *CFW*. <https://corporatefitnessworks.com/the-benefit-of-sport-and-recreation-in-our-lives/>
- Morris, J. (2021, June 13). Indigenous athletes contend with numerous barriers en route to Olympic qualification. *CBC Sport*. <https://www.cbc.ca/sports/indigenous-athletes-barriers-olympics-1.6061509>
- National Youth Sports Strategy. (2019). The national youth sports strategy. https://health.gov/sites/default/files/2019-10/National_Youth_Sports_Strategy.pdf
- Ontario Human Rights Commission. (2008). Meeting the accommodation needs of employees on the job. <https://www.ohrc.on.ca/en/iv-human-rights-issues-all-stages-employment/8-meeting-accommodation-needs-employees-job>
- Statistic Canada. (2014, April 23). Kids' sports. <https://www150.statcan.gc.ca/n1/pub/11-008-x/2008001/article/10573-eng.htm>
- Statistic Canada. (2022, May 30). Quality of employment in Canada: Multiple jobholders, 1976 to 2021. <https://www150.statcan.gc.ca/n1/pub/14-28-0001/2020001/article/00011-eng.htm>
- Social Health Equity Network of Lethbridge and Area. (2022, February 14). 2022 Lethbridge Child & Family Poverty Report: Laying the groundwork for a just recovery. https://docs.google.com/document/d/10hUDRdE-qITFtVAA4luFa4GbQhIRo_0GXyV-FL8WtgM/edit
- Sutherland, J. (2022). Indigenous sports and recreation programs and partnerships across Canada. file:///C:/Users/Volunteer/Downloads/Sutherland%202022%20Indigenous_Sports_and_Recreation_EN_Web_2022-01-27.pdf
- Thibodeau, D. (2020, June 03). LGBTQ+ inclusion in sports. *Sport and Dev*. <https://www.sportanddev.org/en/article/news/lgbtq-inclusion-sports>
- University of Alberta (n.d.), Community engagement and consultation plan. Retrieved from: <https://www.ualberta.ca/community-engagement/media-library/community-engagement-consultation-plan/community-engagement-consultation-plan.pdf>

- Wikipedia. (2022). Lacrosse in Canada. Wikipedia.org encyclopedia. Retrieved February 1, 2022, from https://en.wikipedia.org/wiki/Lacrosse_in_Canada
- Witt, P., & Dangi, T. (2018). Why children/youth drop out of sports. *Journal of Park and Recreation Administration*, 36(3). Doi: <http://dx.doi.org/10.18666/JPRA-2018-V36-I3-8618>
- Winther, N. (1994). A Comprehensive Overview of Sports and Recreation Issues Relevant to Aboriginal Peoples in Canada. https://publications.gc.ca/collections/collection_2016/bcp-pco/Z1-1991-1-41-63-eng.pdf
- Woodard, D. (2021, August 05). Lacrosse is thriving, says player/coach. *Lethbridge Herald*. <https://lethbridgeherald.com/sports/lethbridge-sports/2021/08/05/lacrosse-is-thriving-says-player-coach/>
- Zaitsava, V. (2022, March 06). What are the main barriers people with disabilities face in sports. Verv. <https://verv.com/what-are-the-main-barriers-people-with-disabilities-face-in-sports/>

Appendix 1. Lacrosse and Hockey Fees and Equipment

Lacrosse Equipment Costs (Lethbridge Lacrosse Association, 2022)



Summary of Costs by Age for Lacrosse in Lethbridge 2022

A breakdown of Lethbridge Lacrosse Association registration cost per age group:

6 and under \$100

8 and under \$200

10 and under & 12 and under \$495 plus conditioned refundable volunteer fee of \$100+ 50% team travel

14 and under & 16 and under \$550+ plus conditioned refundable volunteer fee of \$100+ 50% team travel.

Lacrosse Fees by Age Group in Lethbridge (Lethbridge Lacrosse Association, 2022)



UDAAS
Lethbridge Lacrosse Association

6U ▾ 8U ▾ 10U ▾ 12U ▾ 14U ▾ 16U ▾

10U

< June 2022 >

The 10U (formerly Novice) age division is for players born 2012-2013. The 2022 registration fees are \$495.00, plus a refundable volunteer fee of \$100.00 (per family). In order to receive the refund, ten (10) volunteer hours are required. The 10U season is set up as follows:

- 10U teams have two practices per week (Monday/Wednesday or Tuesday/Thursday)
- 10U teams typically play two games a week (Saturdays) between March and June
- 10U teams will be required to travel within southern Alberta for approx. 50% of games
- 10U player evaluations start in early April
- 10U teams participate in the LLA Floorbusters Tournament and may participate in other tournaments as well, as determined by the team
- 10U teams will participate in the SALA Playoffs but currently do not participate in Provincials
- 10U teams have traditionally participated in a Tyke and Novice Festival held in Calgary; more information will be provided as and when available
- 10U players require full gear. A visual representation of required gear can be found [here](#)

No events to display

Hockey Registration Fees by Age in Lethbridge (Lethbridge Minor Hockey Association, 2022)

2022-23 REGISTRATION AGES BY YEAR BORN				
DIVISION	YEAR BORN	AGE	FEE	AFTER June 30
U5- Little Canes	2018-2019	5	\$425.00	\$425.00
U7 - Timbits Initiation	2016-2017	6	\$575.00	\$675.00
U7 - Timbits Initiation Female	2016-2017	6	\$575.00	\$675.00
U9 - Novice Female	2014-2015	7-8	\$675.00	\$775.00
U9 - Novice	2014-2015	7-8	\$675.00	\$775.00
U11 - Atom Female	2012-2013	9-10	\$840.00	\$940.00
U11 - Atom	2012-2013	9-10	\$840.00	\$940.00
U13 - Pee Wee Female	2010-2011	11-12	\$860.00	\$960.00
U13 - Pee Wee	2010-2011	11-12	\$860.00	\$960.00
U15 - Bantam Female	2008-2009	13-14	\$900.00	\$1,000.00
U15 - Bantam	2008-2009	13-14	\$900.00	\$1,000.00
U18 - Midget Female	2005-2006-2007	15-16-17	\$900.00	\$1,000.00
U18 - Midget	2005-2006-2007	15-16-17	\$900.00	\$1,000.00
U22 - Junior Female	2004-2003-2002-2001	18-19-20-21	TBA	TBA

Lethbridge Minor Hockey Association © 2022

Summary of Hockey Equipment Costs in Lethbridge (Lethbridge Minor Hockey Association, 2022)

Equipment	Price Range
Hockey Skates	\$30 - \$180
Hockey Stick	\$30 - \$100
Hockey Helmet	\$30 - \$120
Hockey Gloves	\$30 - \$60
Hockey Pants	\$35 - \$60
Hockey Bag	\$30 - \$190
Total	\$185 - \$710

Source: Lethbridge Minor Hockey Association (2022)

Appendix 2. Lethbridge Transit Bus Fares 2022

Lethbridge Transit Bus Fares	
Breeze Card Fee (new & replacement)	\$5.00
5 Years & Under (accompanied by fare-paying passenger)	FREE
CNIB card	FREE
Adult	
Cash Fare (exact fare required)	\$3.00
10 Rides	\$22.50
Monthly Pass	\$77.00
Day Pass	\$7.50
Post Secondary Pass	
Semester Pass*	\$289.00
* Semester Pass can only be purchased at the University, College, City Hall & Transit Office locations.	
Youth (6 - 17 Years of Age)	
Cash Fare (exact fare required)	\$3.00
10 Rides	\$21.00
Monthly Pass	\$62.00
Day Pass	\$7.50
Senior (65 years of age and older)	
Cash Fare (exact fare required)	\$3.00
10 Rides	\$21.00
Day Pass	\$7.50
Monthly Pass	\$28.00
Yearly Pass	\$280.00

Appendix 3. KidSport Application Form 2022



KidSport Calgary & Area - Calgary Flames Sports Bank Application

3557 52St SE, Calgary, AB T2B 3R3

Phone: 403-202-0251 Fax: 403-202-1961 kidsport@kidsportcalgary.ca

Section 1: Child Information			
First Name:		Last name:	
Mailing Address:			
City:		Postal Code:	
Telephone: ()		Birth Date (MM-DD-YYYY):	
<input type="checkbox"/> Male <input type="checkbox"/> Female		Age:	
Please select if you are one of the following populations? <input type="checkbox"/> Aboriginal <input type="checkbox"/> Athlete with a disability <input type="checkbox"/> New Canadian (resided in Canada for less than 10 years)			
Section 2: Sport Organization			
Sport Organization:		Sport:	
Sport Start Date: (MM/DD/YYYY)		Sport End Date: (MM/DD/YYYY):	
Mailing Address:			
City:		Postal Code:	Telephone: ()
Club Signature:		Email:	
Total Registration Cost:		Requested Registration Amount (\$300 max):	
Section 3: Adult Sponsor (Parent or Guardian)			
First Name:		Last name:	
Mailing Address:			
City:	Postal Code:	Telephone: ()	
Relationship to athlete		Email:	
Number of Children in the Home (18 years and under) _____		Number of Adults in the Home (over 18 years) _____	
I am authorized to enter into this agreement as the parent or legal guardian of the Participant. I understand that my signature below reflects my agreement to hereby release, waive, discharge, and covenant not to sue or take any other legal action against KidSport Calgary, the directors of KidSport Calgary, and their officers, employees, volunteers and agents and remove them from liability for any and all claims including, but not limited to, personal injury, accident, or illnesses (including death) and property loss arising from, but not limited to, participation or activity that is funded, support or organized by KidSport Calgary.			
Signature of parent/guardian:		Date:	
Have you previously received KidSport funding: <input type="checkbox"/> Yes <input type="checkbox"/> No If yes, please indicate year funded: _____			
Section 4: Proof of Income			
Total Yearly Gross Household Income \$ _____ (including alimony, spousal support, child support, etc.)			
Please attach a photocopy of one (1) of the following documents:			
Child Health Benefits Letter	Subsidized Housing Form	Canada Child Benefit Notice - page 1 & 2 most recent tax year	Income Support
Current Calgary (Fair Entry) or Airdrie Fee Assistance Card (please ensure expiry date is visible)			
Notice of Assessment for each adult in the home for the most recent tax year (copy can be obtained by calling 1-800-959-8281)			
Section 5: Request for Equipment from Flames Sports Bank (Upon approval you will be referred to the Flames Sports Bank to set up an appointment) Note: Equipment provided is donated, gently used equipment. KidSport will not reimburse for purchased equipment) If your child requires equipment, please list what equipment they require:			

All sections of the application must be filled out **completely**. Incomplete and illegible forms will be returned. Application can be mailed, emailed or faxed to KidSport Calgary.

Appendix 4. Out for Sport: The Facts Infographic

The *Out for Sport: The Facts* infographic is from a study conducted in Scotland by Equality Network (2022).

Out for Sport: The Facts



Appendix 5. Calls to Action on Indigenous Participation in Sports and Recreation (TRC, 2008)

Five calls to action Truth and Reconciliation Co Calls to Action (TR)

87. Tell stories of Aboriginal athletes

We call upon all levels of government, in collaboration with Aboriginal peoples, sports halls of fame, and other relevant organizations, to provide public education that tells the national story of Aboriginal athletes in history.

88. Aboriginal Long-Term Participant Development Pathway leading to a vibrant well-funded NAIG

We call upon all levels of government to take action to ensure long-term Aboriginal athlete development and growth, and continued support for the North American Indigenous Games, including funding to host the games and for provincial and territorial team preparation and travel.

89. Amend the Physical Activity and Sport Act to reduce barriers and increase # of HP athletes

We call upon the federal government to amend the Physical Activity and Sport Act to support reconciliation by ensuring that policies to promote physical activity as a fundamental element of health and well-being, reduce barriers to sports participation, increase the pursuit of excellence in sport, and build capacity in the Canadian sport system, are inclusive of Aboriginal peoples.

90. National sports policies, programs, and initiatives are inclusive

We call upon the federal government to ensure that national sports policies, programs, and initiatives are inclusive of Aboriginal peoples, including, but not limited to, establishing:

- i. In collaboration with provincial and territorial governments, stable funding for, and access to, community sports programs that reflect the diverse cultures and traditional sporting activities of Aboriginal peoples.
- ii. An elite athlete development program for Aboriginal athletes.
- iii. Programs for coaches, trainers, and sports officials that are culturally relevant for Aboriginal peoples.
-
- iv. Anti-racism awareness and training programs.

91. Indigenous peoples are engaged, and the territorial protocols are respected

We call upon the officials and host countries of international sporting events such as the Olympics, Pan Am, and Commonwealth games to ensure that Indigenous people's territorial protocols are respected, and local Indigenous communities are engaged in all aspects of planning and participating in such events.

Appendix 6. Summary of Programs Supporting Access to Sports and Recreation in Lethbridge

Eleven programs were identified in Lethbridge (and area) to support the participation of youth in sports and recreation. These programs include Jumpstart, KidSport, recreation and culture fee assistance, a sports bank, assisted memberships, youth and family sport programs, free sports programs, and organizations that specifically support low-income or first-time access to their programs.

1. Canadian Tire Jumpstart

The *Canadian Tire Jumpstart Program* supports access to sports programs for low-income youth and youth with disabilities.

“JumpStart approves over 70 sports activities, so chances are families can find something of their child's interest.

The Canadian Tire Jumpstart *Individual Child Funding* is for youth between 4-18 years of age in financial need and youth with disabilities between the ages of 4-25.

The funding is assigned to cover the registration fees for sports and physical activity programs running at least five weeks (or a minimum of 5-day sports camps) and equipment for sports and physical activity programs. Funding can be combined with KidSport and or Recreation and Culture Fee Assistance Program.

What is covered? \$150 per application per child. Can put in up to 2 requests per child for the same or different activities, and up to 600\$ a year.

How to apply - Applications are accepted online, but families must meet specific financial criteria per Revenue Canada's Low-Income Cut-Offs, and applications must include proof of financial need. Their Community Development Grants have two funding streams:

Operational Support

Assists organizations with operational and administrative costs, including but not limited to:

- Re-hire staffs that were laid off due to impacts of COVID-19.
- Payment of past due/overdue accounts (e.g., rent, utilities).
- Equipment procurement, personal protective equipment, and program delivery adaptations (including start-up expenses related to establishing online programming).
- Build human resource capacity (program staff, coaches, volunteers), including training; and
- Increased rental costs or facility updates.

Organizations can apply for up to \$15,000 in operational support.

Programming Support

Assists organizations with the costs of delivering sports and recreation for kids aged 4-18 in financial need and youth with disabilities between the ages of 4-25.

- Program supervisors, instructors, coaches.
- Facility costs.
- Equipment costs.
- Costs incurred to meet return to play guidelines/provincial health protocols/regulations (e.g., PPE, cleaning supplies, individual equipment for participants, etc.); and
- Transportation costs. “ (Canadian Tire Jumpstart, year)

https://jumpstart.canadiantire.ca/?qclid=EAlalQobChMltsPnoMjTAIVMMLCBB0G3Ae7EAAAYASAAEqLs3_D_BwE

2. KidSport - Lethbridge & Taber

KidSport assists youth 18 and under to participate in registered sports programs. The grants are to help cover sports registration.

If equipment is required to play, let KidSport know, and they will make a referral to a partner agency.

What is covered? 50% of registration fees to a maximum of \$250 per eligible child per year (January 1st - December 31st) towards sports registration fees.

How to apply - Find a sports program your child would like to join and sign up. Let the program's administrators know you will be applying for KidSport funding. Applications are paper and online. You can submit a paper application by mail, fax or e-mail. It must include proof of sports registration and one financial document such as a Canada Revenue Agency Notice of Assessment or Canada child benefit notice. Funding can be combined with JumpStart and or Recreation and Culture Fee Assistance Program as well as Flame's Sports Equipment Bank.

Income thresholds - KidSport Lethbridge & Taber uses Stats Canada's annual Low Income Cut-Off guidelines to determine financial eligibility for grants.

<https://kidsportcanada.ca/alberta/lethbridge-taber/apply-for-a-grant/>

3. Recreation and Culture Fee Assistance Program – City of Lethbridge

The City of Lethbridge offers a Fee Assistance Program for all ages to help with the costs for any recreation, sports, arts, or culture registration, membership, or equipment. The program is for Lethbridge residents who face financial barriers to participating in recreational and cultural opportunities.

What is covered? \$150 per application per child. Can put in up to 2 requests per child for the same or different activities.

How to apply - Applications are accepted online, and funding can be combined with KidSport, Jumpstart, and Flame's Sports Equipment Bank.

Income thresholds - Proof of Lethbridge residency and proof of income status or household income below Statistics Canada's Low-Income Cut-Off is required.

<https://www.lethbridge.ca/Things-To-Do/Pages/Recreation-and-Culture-Fee-Assistance-Program.aspx>

Recreation and Culture Fee Assistance Program



Launched in November 2015, the City of Lethbridge offers a Fee Assistance program for residents who face financial barriers to participating in recreational and cultural opportunities.

Each qualifying individual can receive up to \$150* for one activity in the first half of the year (January 1st - June 30th), and \$150* for one activity in the second half (July 1st - December 31st), offered by a local organization providing recreational and cultural programming and/or memberships. For those uncertain of programs available, some websites to review for ideas: [Active Lethbridge](#), [Lethbridge Sport Council](#), and [Allied Arts Council](#) and/or ask City staff.



Program Eligibility

To qualify for this program you must provide:

- **Proof of Lethbridge Residency** by uploading one of the following:
 - Bank or Credit Card Statement
 - Government Issued Letter or Notice
 - Current bill from utility provider such as home phone, gas, cable, energy provider
- **Proof of Income Status or Proof of Household Income below Statistics Canada's Low Income Cut-Off (LICO)** by uploading one of the following:
 - a current Medical Service Card if you are on AISH
 - a letter from a housing program such as Lethbridge Housing Authority if you are a client
 - a Direct Deposit Statement if you are on Income Support, EI, or CRB*
 - a copy of a Refugee Protection Claimant document if you are a refugee
 - a recent pay stub
 - Tax Notice of Assessment

Low Income Cut-Offs (before tax)

# of people in family	Gross income
1	25,920
2	32,899
3	40,445
4	49,106
5	55,695
6	62,814
7+	69,935

<https://www.lethbridge.ca/Things-To-Do/Pages/Recreation-and-Culture-Fee-Assistance-Program.aspx>

4. The Calgary Flames Sports Bank

It is created through the generous contributions of Bill Comrie and the Comrie Family and is a program within KidSport Calgary to support low-income families regarding the cost of sports equipment. They help kids and families' access used sports equipment at no cost where a need exists in Southern Alberta. Both Kidsport Lethbridge and Taber and the City of Lethbridge Fee Assistance Program utilize this program to support local families.

<https://www.flamessportsbank.ca/>

5. YMCA Lethbridge Assisted Memberships

Assisted Membership-The Assisted Membership options offer the chance for individuals and families to experience the YMCA at a rate that fits their needs and budget.

What is Included? All general memberships include access to the fitness centre, fitness classes, track, field house gymnasium, indoor play space, aquatics, and change rooms.

- Children under two years old, drop-in for FREE.
- All assisted membership options cover general membership access.

Children also receive:

- 1 week of camp (limited spaces available)
- 2 swim lesson sessions per year
- 1 youth sports program per year

Please note it may take up to 15 business days for your application to be reviewed.

CHILD 2-14 years old	TEEN 15-17 years old	ADULT 18+ years old	FAMILY -
\$ 18 ⁵⁹ Per Month	\$ 19 ⁵² Per Month	\$ 35 ²⁵ Per Month	\$ Price based on application approval
✔ GST Included	✔ GST Included	✔ GST Included	✔ GST Included

How to Apply

Option 1- For Individual Memberships Only

You are automatically approved if you are a verified recipient of one of the following:

- AISH Card
- Alberta Works Card
- Alberta Adult Health Benefit
- Alberta Child Health Benefit
- Alberta Seniors Benefit Card
- Evidence of Employment Insurance (EI)
- Evidence of Medical Insurance
- Disability Tax Credit
- Refugee Claimant Card

Option 2- For Individual or Family Memberships

If you do not qualify under Option 1, you may provide your most recent Notice of Assessment from the CRA and a recent paystub for all applicants over the age of 18.

Option 3- Referrals for Individual Memberships

If you are an employee of a social service organization whose clients would benefit from financial assistance for their YMCA membership, you can email kaleyann.beaudoin@lethbridgeymca.ca to inquire about our referral form.

<https://lethbridgeymca.ca/assisted-memberships/>

6. Youth & Family Sport Programs

The Cor Van Raay YMCA of Lethbridge offers a variety of youth programming. Skills taught will vary between age groups. All skills and abilities are welcome.

Program Information:

- All sessions will run for 60 minutes.
- Please bring a water bottle, activewear, and indoor active footwear.

- Per our updated program sign-in/out policy effective January 1st, 2022, parents/guardians aged 16+ with valid government-issued photo ID are authorized and MUST sign-in/out participants aged 7 and under.

Session Dates:

- **Spring 2022 Session: Apr.26-Jun.18**
- **Summer 2022 Session: July 5-Sept.02**

Spring Registration Begins:

- Members: March 07th
- Non-members: March 21st

Summer Registration Begins:

- Members: April 18th
- Non-members: May 1st

<https://lethbridgeymca.ca/programs/20/youth-sport-programs/>

7. Lethbridge Sport Council - Free Sports Events

It is a non-profit organization dedicated to supporting the enhancement and development of sport within the Lethbridge community. They also work with families to connect them to local sport organizations. Their membership is free and open to all local sports organizations, individuals, and others that actively support community sport and active recreation. The Lethbridge Sport Council also helps organizations host free sports events once a week or at least occasionally to encourage active recreation. This way, if a kid develops an interest in a specific sport, then the Lethbridge Sport Council provides the resources to participate. Moreover, they carry out many programs and host events to encourage active learning, and online pre-registration is required for their programs and events.

SportFest- An interactive event that connects families with sports and active recreation activities all under one roof. To try a sport, find a sport, and it is free to attend.

Southern Alberta Summer Games- Open to all age groups in many different sports. These grassroots events are held annually in communities across southern Alberta.

Roving Gyms- It is outdoor, and it is free. Inclusive, play spaces for children under five and their parents or caregivers. They get to play active games for an hour in south and South side Lethbridge, Anderson, and Legacy Park. The Roving Gyms program nurtures physical literacy, the love of movement, and provides an environment for families to connect.

Athlete Enhancement Program- It is an athlete support program providing high-quality sports science support to emerging high-performance athletes. It helps athletes develop foundational building blocks to improve their sports performance, including physical conditioning, nutrition, mental training, and public relations.

Lending Library- The Lethbridge Sport Council has an inventory of equipment and supplies that can be loaned or rented, depending on the item to local sport organization, classrooms, families, and individuals.

Sport Exploration and Fun Kits- the Lethbridge Sport Council has a number of kits that can be borrowed for use at home or in a classroom setting. Kits include 2 different sport exploration kits. One Olympic kit, a multicultural sport and activity kit, and winter/summer fun kits. <https://lethbridgesportcouncil.ca/>

8. The Lethbridge Minor Hockey Association- NHL/NHLPA First Shift Program

It is a program designed to ensure a positive experience for new-to-hockey families.

The Participant Registration Fee of \$199 INCLUDES:

BAUER Equipment (Head-to-Toe)
Welcome Event
Equipment fitting demonstration
Expert fit session and equipment distribution

Program Capacity

A Program Maximum Capacity: 45 participants, 10 on ice instructors
B Program Maximum Capacity: 30 participants, 7 on ice instructors

On-Ice Experience Including:

6 Weeks, 1 session/week, 1 hour on a consistent day and time
Focus on Fun and Learn to Play
Insurance for participants

Who is Eligible to Enroll?

The NHL/NHLPA First Shift is open to boys and girls ages 6-10, who have not previously registered for hockey. The MHA registrar will check each name against the Hockey Canada Registry.
To be eligible to participate, children must be born between January 1, 2012, and March 1, 2015.

What does the \$199 Enrolment Fee Cover?

The \$199 registration fee covers the 6-week program, player insurance, and head-to-toe hockey Bauer equipment.

Where do I Register?

Call the Lethbridge Minor Hockey Association for registration questions.
<http://www.lethbridgeminorhockey.com/category/242/2021-First-Shift-Program>

9. Lethbridge Plays

Its purpose is to educate, support and advocate for the Importance and benefits of play for all citizens of Lethbridge.
See the Play Charter infographic below.

Play Charter



On October 15, 2018, City Council unanimously agreed to have the City of Lethbridge become a signatory to the Lethbridge Play Charter.



Unanimously adopted by Lethbridge City Council on October 15, 2018

Lethbridge is committed to

PLAY!

Play is an integral part of healthy human development. As a community we are dedicated to prioritizing play for all children and youth.

As signatories of this charter, we commit to:

- Support play that encourages physical, emotional and social development
- Embrace the geography and climate of Lethbridge by supporting play all year round
- Educate and inform our community about the value of play
- Encourage risky play to promote the development of risk taking skills
- Celebrate and share our experiences with play

This Lethbridge Play Charter is inspired by Article 31 of the United Nations Convention of the Rights of the Child.

Chris Spearman
Chris Spearman, Mayor

Lethbridge Plays was formed and representatives from approximately 30 organizations and agencies in Lethbridge participate in activities and learning to help create awareness and opportunities to implement the guiding principles of the Play Charter with our community. For information on current activities and events, translations of the Play Charter, and more, visit the Lethbridge Play Charter website.



<https://www.lethbridge.ca/Things-To-Do/Pages/Play-Charter.aspx>

10. Roller Hockey Lethbridge-

Roller Hockey Lethbridge offers roller hockey during the Spring/Summer after ice hockey is done for the season. Play is conducted on the melted (concrete) surface and features 4-on-4, fast paced action for all skills and abilities. Additionally, Roller Hockey is a non-contact sport. It is inclusive, fun and safe environment for all.

Season Details:

Start Date: Week of April 25th, 2022
 End Date: Week of August 29th, 2022
 Length (weeks): 19 weeks
 Day: TBD
 Length: 1 hour/session
 Time: TBD

Cost:

Season: \$175
 Per Game: \$10

Financial Assistance – is available through: (a) Lethbridge Recreation and Culture Fee Assistance Program Each qualifying individual can receive up to \$150 for one activity in the spring and one in the fall, offered by a local organization providing recreational and cultural programming and/or memberships.(b) *JumpStart* Canadian Tire - They help cover registration, equipment and/or transportation costs. (c) KidSport, (d) *Just 4Kics* - Just4Kics is a Canadian registered charity providing underprivileged youth and their families funding support for sports or recreational activities within their community. (e) *Dreamcatcher Charitable Foundation* - The Dreamcatcher Charitable Foundation is a registered foundation designated to support and address situations unique to the First Nations community.

They offer Free Come-Try-it session for ALL AGES

Session 1: Inline Skating: 1pm - 2pm

Session 2: Play Roller Hockey: 2pm - 3pm

Come try inline skating! You can bring your own skates or ask them to bring some for you. No other gear is needed.

Registration must be done online.

<https://www.rollerhockeylethbridge.ca/leagues/rollerhockeylethbridge/seasons/2021youthseason>

11. Adaptable Outdoors

They provide opportunities for people living with disabilities to experience the benefits of outdoor recreation.

1. Offer adaptive outdoor recreation programs for people living with disabilities, using adaptive equipment and/or appropriate support.
2. Engage a diverse group of people, providing opportunities for people of all ages living with a variety of different disabilities.
3. Work toward better accessibility in outdoor recreation areas.

They currently offer Adaptive Hiking, Adaptive Paddling and Adaptive Fishing programs from shore, kayak or canoe. They have a variety of adaptive equipment that helps make activities accessible to people of all abilities. For hiking they have an all-terrain wheelchair and a Trail Rider which can make even the most rugged mountain trails accessible to wheelchair users, with the right team. For paddling they have fully adapted kayaks and a canoe, with outriggers for additional stability and specialized seating with full lateral support. They also have various aids to assist

with gripping and moving a kayak paddle. For fishing they have various gripping aids and an electric rod/reel that allows the user to reel in a fish at the push of a button, stomp of the foot or flick of the head. In addition to supporting mobility challenges, they also work hard to create a fun, inclusive environment where neurodiverse clients (those who experience, interact with, and interpret the world in unique ways) feel welcome and supported.

<https://adaptableoutdoors.ca/>

11. Cousins Skateboard Community

Based in Medicine Hat- a group of Indigenous skateboarders who have launched a new organization designed to bring skate parks to southern Alberta First Nations. This helps the Indigenous kids' involvement in sport and recreation activities. They do activities in all treaty 7 territories.