



Arctic Institute of  
Community-Based Research  
YUKON, CANADA

# ***Working Together to Achieve Healthier Lifestyles in Yukon and Northwest Territories Communities***

## **Workshop Report**

**Whitehorse, Yukon  
November 13, 14 2013  
(First Meeting)**

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## Introduction

On November 13<sup>th</sup> and 14<sup>th</sup> 2013, the Arctic Institute of Community-Based Research hosted a preliminary workshop on the ***Working Together To Achieve Healthier Lifestyles in Yukon and Northwest Territories Communities*** project. Funded by the Public Health Agency of Canada through its Innovation Strategy *Taking Action to Reduce Health Inequalities in Canada*, this project spans four-years and will continue to build on *Phase 1: Working Together to Achieve Healthier Weights in Yukon Communities* (2011).

24 people representing organizations for youth, active living, healthy eating, literacy, and wellness from both Yukon and Northwest Territories attended the workshop. In total, there were over 606 accumulated years of experience, which came together! For two days, participants shared their work and contributed to developing the foundation for the four-year project. This preliminary meeting was the first of many which will occur over the course of the project. The agenda for the workshop is in Appendix A.

Working with existing partners from Phase 1 as well as new ones, Phase 2 offers an exciting opportunity to build on and develop healthy living initiatives across the Yukon, as well as join forces with the Northwest Territories. This initiative targets children and youth, families, rural and remote, urban, First Nation and non-First Nation communities across the two territories. It focuses on the strengthening of partnerships and collaborations in order to identify, plan, implement, and evaluate short and long-term initiatives that focus on healthy lifestyles and healthy weights for Northern families and communities. The project logic model and overall work-plan are found in Appendix B.



## Overview of Presentations

A large portion of the workshop was devoted to time for project partners to share the work their organizations are doing with respect to healthy living. These “Getting to Know Each Other” sessions were an important opportunity to learn from each other and draw connections between organizations as well as inform the project. Sessions included *Active Living and Healthy Eating*, *Active Living and Healthy Eating-Community Perspectives*, and *Literacy*. Presentation slides are in Appendix J.



Ashley Van Bibber (Selkirk First Nation), Anne Morgan, Adrienne Sparks, Jenyfer Neumann (RPAY), Lynn Rear (Tr'ondëk Hwëch'in) sharing their work on healthy living with workshop participants.

## **Community Inventory/Mapping**

Building on work initiated at the RPAY Healthy Living Retreat, we are looking to build a map, which identifies and inventories healthy eating and active living programs and services in Yukon and Northwest Territories' communities. The purpose of the inventory is to share information on infrastructure and programs and services related to healthy living in Yukon and Northwest Territories; to coordinate resources, build networks and share information between communities and programs; facilitate planning or networking; and to celebrate successes.

Working in small groups, participants were asked to brainstorm ideas on useful questions to be included for completing the inventory, identifying potential end-users of the data, and brainstorming ideas on how best to represent the data from the inventory. The results from this session are found in Appendix C. In general, it was noted that questions related to funding (costs, sources) and resources, partners, evaluation data and approaches, past programs, and other logistical details were deemed important. The inventory/map was thought to be useful for funders, NGOs and other territorial organizations and associations, community organizers and recreation directors, schools, First Nations, governments and the general public. It was noted that the map would help to support rural-to-rural connections within and between the two territories. An online format supporting the data was thought to be the most useful approach. Workshop participants said that it needed to be visual and interactive using multimedia and minimal text (i.e. map with icons, photos, sound bytes, video clips). It was thought the inventory could be represented by community or regionally. Participants noted that a hardcopy format would also be important (i.e. newsletter, booklet, brochure, etc.). The inventory could be advertised through Facebook, and local publications and newspapers when it was ready to be public. Other considerations for the inventory were to start small and perhaps ask communities to contribute and profile themselves; and to include local information regarding the collection of traditional foods, greenhouse and gardening programs, and motorized and non-motorized trails.

## **Project Pillars**

Workshop participants were introduced to the foundational pillars of the Achieving Healthy Lifestyles project. These include Active Living, Healthy Eating, and Literacy. As identified in the project Logic Model (Appendix B) and Evaluation Framework (Appendix E), these pillars support seven strategies, which include partnership development, bi-directional capacity building, and social marketing and communications. Working in two groups, participants were asked key questions specific to community capacity building, intersectoral collaboration (Partnership development), active living, healthy eating, literacy, and knowledge sharing (Communications). The complete results from this work are found in Appendix D. The following is a table summarizing the key results from each pillar and strategy.



***Workshop participants working hard in  
In their groups.***



Table 1: Summary of Workshop Results Related to Project Pillars and Strategies

<b>Community Capacity Building</b>	<b>Successes</b>	<b>Challenges</b>
<i>What are the successes and challenges of building community capacity?</i>	<ul style="list-style-type: none"> <li>-Having time and working face-to-face to build relationships</li> <li>-See people as assets, innovative and passionate</li> <li>-Building local capacity and leadership where people are at</li> <li>-Including cultural activities</li> </ul>	<ul style="list-style-type: none"> <li>-Turnover/not enough turnover and unwilling to change</li> <li>-Lack of training/capacity</li> <li>-Flexibility (timing, technology constraints)</li> <li>-Geography and cost of travel</li> </ul>
<b>Intersectoral Collaboration</b>	<b>Characteristics</b>	<b>Barriers</b>
<i>What are the characteristics of effective and successful partnerships and what are potential barriers?</i>	<ul style="list-style-type: none"> <li>-Flexible funding</li> <li>-Shared project goals</li> <li>-Using each other's strengths and building on what already exists, with clear outline of who is doing what</li> </ul>	<ul style="list-style-type: none"> <li>-Funding flexibility</li> <li>-Lack of resources (funding, data, commitment)</li> <li>-Choosing the wrong goals and having the right people</li> <li>-Geographical challenges</li> </ul>
<b>Healthy Eating</b>	<b>Unmet Needs</b>	<b>Resources to Support</b>
<i>From your perspective, what are the unmet needs for healthy eating activities in YT/NWT and what are other resources which could support healthy eating in YT/NWT?</i>	<ul style="list-style-type: none"> <li>-Availability, affordability of healthy foods</li> <li>-Food literacy (education and support, cooking skills)</li> <li>-School nutrition policies</li> <li>-Low-income programming</li> <li>-Perceptions and attitudes</li> </ul>	<ul style="list-style-type: none"> <li>-Programs and infrastructure (gardening, greenhouses, root cellars)</li> <li>-Food literacy workshops (RPAY)</li> <li>-Traditional knowledge and traditional foods</li> <li>-Dieticians</li> </ul>
<b>Active Living</b>	<b>Unmet Needs</b>	<b>Resources to Support</b>
<i>From your perspective, what are the unmet needs for recreation activities in</i>	<ul style="list-style-type: none"> <li>-High turnover of recreation directors</li> </ul>	<ul style="list-style-type: none"> <li>-Cultural adaptations and on-the-land activities</li> </ul>



<i>YT/NWT and what are other resources which could support active living in YT/NWT?</i>	<ul style="list-style-type: none"> <li>-Equipment and facilities</li> <li>-Skills and capacity</li> <li>-Cultural barriers</li> <li>-No afterschool programming in all communities</li> <li>-Getting people active (perceptions and attitudes)</li> </ul>	<ul style="list-style-type: none"> <li>-School-based recreation coordinator, afterschool programming</li> <li>-Wellness trainer in the workplace</li> <li>-Programs and activities (i.e. Winter Active for Life, Arctic Sports, Dene Games)</li> <li>-Volunteers</li> </ul>
<b>Literacy</b>	<b>Unmet Needs</b>	<b>Resources to Support</b>
<i>From your perspective, what are the unmet needs for literacy activities in YT/NWT and what are other resources, which could support healthy lifestyles in YT/NWT?</i>	<ul style="list-style-type: none"> <li>-Literacy within the home</li> <li>-Tools to engage and excite people about literacy, marketing of existing resources</li> <li>-Disconnect with private sector</li> <li>-Training in food literacy</li> <li>-Traditional language resources</li> </ul>	<ul style="list-style-type: none"> <li>-Various literacy training</li> <li>-Embedded literacy in existing programming</li> <li>-Yukon Literacy Strategy</li> </ul>
<b>Knowledge Sharing</b>		
<i>What are knowledge-sharing platforms or tools, which we could use to stay, connected over the next four years?</i>	<ul style="list-style-type: none"> <li>-Face-to-face training and information exchange that is fun and interactive</li> <li>-Youth network group (youth service organizations) (mailing list with meetings bi-monthly)</li> <li>-Closed Facebook group</li> <li>-Project updates in colourful pamphlet/newsletter</li> <li>-Build on existing events</li> </ul>	



## **Evaluation**

Katelyn Friendship (AICBR) gave an overview of the Public Health Agency's evaluation reporting process and discussed the importance of evaluation and the need from project partners to rigorously contribute to the evaluation process. (See Appendix J for presentation). Evaluation summary forms will be provided to project partners to help with this process. In addition, AICBR will work with project partners to develop individual evaluation plans that are relevant from a community-based perspective. The overall evaluation framework is available in Appendix E.

Evaluation specialist Dr. Suzanne Jackson from the Dalla Lana School of Public Health (University of Toronto) also gave a presentation discussing the process of participatory evaluation and the various levels of evaluation for the Achieving Healthy Lifestyles project. These levels include:

1. Information so we can improve what we are doing (formative and process evaluation);
2. Information we have to report to PHAC every year (PERT);
3. Information we want to know about how well we are doing every year (process & impact);
4. Information about our whole project at the end of 4 years (summative evaluation).

Participants were divided into small groups and asked to brainstorm indicators of success (process and results outcomes) for their work in healthy lifestyles. The results from this work are in Appendix F.

## Planning Next Steps

The final section of the workshop was devoted to laying the foundation for the project.

### ***Classifying Stakeholders***

Working in small groups, participants brainstormed who the key people in the Yukon and Northwest Territories are who could be involved in this project. Organizations were classified as Core, Involved, Supportive or Peripheral.



**Figure 1.** Identifying Stakeholders for Achieving Healthy Lifestyles in Yukon and Northwest Territories Communities.

The results from this work are found in Appendix G. This was a valuable opportunity to identify organizations who may not have been considered without the help of the workshop participants. From this work, the Core team was identified as being representatives from:

- Arctic Institute of Community-Based Research
- Recreation and Parks Association of the Yukon
- Northwest Territories Recreation Association
- Northern Nutrition Association
- Boys & Girls Club Yukon
- Yukon Government-Sport and Recreation
- Yukon Government-Health Promotion
- Government of NWT-Department of Municipal and Community Affairs
- Government of NWT-Health and Social Services
- Key Community Partners (Selkirk First Nation, Tr'ondëk Hwëch'in)
- Dr. Suzanne Jackson (University of Toronto)

**Core/Involved:**

- Bringing Youth Towards Equality
- Yukon Literacy Council
- NWT Literacy Council

In addition to work on the Stakeholder Classification, at the very beginning of the workshop, participants were asked to complete a form listing the organizations they currently work with. A draft map illustrating the common partners is in Appendix H. We welcome and encourage feedback on this diagram.

***Next Meeting***

Participants also discussed the timing of a next meeting and noted if there are upcoming opportunities to tie into other meetings that are happening, to keep AICBR informed for planning purposes. The next workshop will be held in Yellowknife.

***Website and Logo***

There was some discussion on the development of a project-specific website and branding (logo). A separate website not tied to a specific organization was thought to be best, in order to illustrate the many organizations and partnerships involved in this project. There would need to be some planning on who would be responsible for managing the website and the costs involved. With respect to a project logo, there was agreement on having something to identify the project with. One idea was to commission two Yukon and Northwest Territories artists to

design a logo together. A logo contest was also discussed. It was decided that this could be discussed and decided at the next meeting once the Northwest Territories have further established who will be working on the project and have defined their activities.

## **Conclusions**

All in all, the workshop was considered to be a successful and useful meeting. It was an opportunity to come together and share what each partner is doing, work on collaborations and identify new partnerships. Participants noted the value of coming face-to-face and taking the time to learn about what each other is doing (See also Workshop Evaluation Results Appendix I). This was an important foundational piece to start the project. The workshop was also an opportunity to accomplish more collectively than if one organization tried to do it themselves. AICBR looks forward to working with everyone over the next four years and building on what each other is doing.

## APPENDIX A: Workshop Agenda

### Working Together for Healthier Lifestyles in Yukon and Northwest Territories Planning Workshop

Room B, High Country Inn, Whitehorse YT

November 13-14 2013

#### *Participants Agenda*

Wednesday November 13, 2013

8:30-9:00	<b>Registration and Breakfast</b>
9:00	<b>Opening Prayer</b>
9:15-9:30	<b>Opening Remarks</b> ~ Dr. Brendan Hanley, Chief Medical Officer of Health
9:30-10:00	<b>Introductions</b>
10:00-10:15	<b><i>Working Together to Achieve Healthier Lifestyles in Yukon and Northwest Territories Communities</i></b> ~ Jody Butler Walker, ED Arctic Institute of Community-Based Research
10:15-10:25	<b><i>Northwest Territories Overview</i></b> ~Elsie De Roose, GNWT Health & Social Services
10:25-10:40	<b>Break</b>
10:40-12:00	<b>Presentations –Getting to Know Each Other (15 minutes each)</b> <b><i>Active Living and Healthy Eating</i></b> <ul style="list-style-type: none"><li>• Recreation and Parks Association Yukon (Anne Morgan)</li><li>• NWT Recreation and Parks Association (Geoff Ray)</li><li>• YG-Health Promotion (Kim Neufeld)</li><li>• GNWT-Health &amp; Social Services (Elsie De Roose)</li></ul>
12:00-1:00	<b>Lunch</b>
1:00-2:00	<b>Presentations –Getting to Know Each Other (15 minutes each)</b> <b><i>Active Living and Healthy Eating-Community Perspectives</i></b> <ul style="list-style-type: none"><li>• Selkirk First Nation (Ashley Van Bibber)</li><li>• Tr’ondëk Hwëch’in (Lynn Rear)</li><li>• YG-Wellness (Paula Pasquali/Jan Langford)</li></ul>
2:00-3:00	<b>Community Mapping</b> <b>Group Work and Discussion</b>

3:00-4:20	<b>Presentations –Getting to Know Each Other</b> (15 minutes each) <b>Active Living and Healthy Eating</b> <ul style="list-style-type: none"> <li>• Bringing Youth Towards Equality (Chris Rider)</li> <li>• YG-Youth Directorate (Gord Kurzynski)</li> <li>• YG-Sport &amp; Rec (Marie Cairns)</li> </ul>
4:00-4:15	<b>Evaluating Day One</b>
4:15-4:30	<b>Closing Remarks for Day One</b>

#### Thursday November 14, 2013

8:30-9:00	<b>Breakfast</b>
9:00-9:20	<b>Opening Remarks and Recap from Day 1</b> ~ Jody Butler Walker, ED Arctic Institute of Community-Based Research
9:20-10:20	<b>Presentations –Getting to Know Each Other</b> (15 minutes each) <b>Literacy</b> <ul style="list-style-type: none"> <li>• Sport Yukon (Jeanne Lassen)</li> <li>• Yukon Literacy Coalition (Moirra Sauer)</li> </ul> <b>Group Discussion</b>
10:20-10:30	<b>Break</b>
10:30-12:00	<b>Small Group Work-Pillars of the Project</b> <ul style="list-style-type: none"> <li>• Community Capacity Building</li> <li>• Inter-sectoral Collaboration</li> <li>• Active Living</li> <li>• Healthy Eating</li> <li>• Knowledge Sharing</li> </ul>
12:00-1:00	<b>Lunch</b>
1:00-2:30	<b>Evaluation</b> ~Suzanne Jackson, University of Toronto <ul style="list-style-type: none"> <li>• Evaluations Tools and Techniques</li> </ul> ~Katelyn Friendship, AICBR <ul style="list-style-type: none"> <li>• PHAC Evaluation and Reporting Requirements (PERT)</li> </ul> <b>Group Work and Discussion</b>

2:30-2:45	<b>Break</b>
2:45-4:15	<b>Planning Next Steps (Group Work)</b> <ul style="list-style-type: none"> <li>• Developing Project Governance Structure</li> <li>• Timeline</li> <li>• Deliverables</li> <li>• Opportunistic Meetings</li> <li>• Website</li> <li>• Logo</li> </ul>
4:15-4:30	<b>Evaluating Day Two</b>
4:30	<b>Closing Prayer</b>



## APPENDIX B: Project Logic Model and Workplan

### LOGIC MODEL

#### Overall Objectives

1. Northerners in the Yukon and Northwest Territory communities follow a healthy lifestyle.
2. Organizations, government departments and businesses in Yukon and NWT work in partnership together to foster healthy lifestyles in communities.

Overall Objectives	Timing	Outcome Indicators of Success
1. Northerners in the Yukon and Northwest Territories communities follow a healthy lifestyle	Immediate Outcomes 1-3 yrs	a) Community members are more knowledgeable about healthy eating and active living. b) Community members are more likely to engage in healthy lifestyle-related activities. c) There is an increase in the number of community-based activities that support healthy lifestyles.
	Intermediate Outcomes 3-5 yrs	d) Within communities, there are active living and healthy eating initiatives that are developed and implemented with meaningful community engagement. e) Community members have increased their active living activities over the 4 years of the project. f) Community members have increased their consumption of fruit and vegetables over the 4 years of the project. g) Community members report culturally appropriate healthy eating behaviours after the 4-year project.
	Long term Outcomes 5+ yrs	h) Community capacity is sustained to support ongoing healthy lifestyle activities. i) Communities know how to engage with multiple sectors to facilitate local healthy eating and active living programs. j) Rates of healthy weights in children, youth and adults in participating communities have increased over the 4 years of the project.

		k) Prevalence of healthy weights in Aboriginal and Inuvialuit people compared to Territorial average over 4 years of the project have increased.
2. Organizations, government departments and businesses in Yukon and NWT work in partnership together to foster healthy lifestyles in communities	Immediate Outcomes 1-3 yrs	a) Government and non-government organizations working with programs related to healthy lifestyles know about each other's programs.
	Intermediate Outcomes 3-5 yrs	b) Collaboration between sectors is enhanced and facilitates supportive environments.
	Long term Outcomes 5+ yrs	c) Partnership funding sustains community-based initiatives developed by this project. d) Number and type of organization involved in this project focused on increasing healthy eating and active living, sharing data, and communicating regularly towards having a "Collective Impact."

## GUIDING PRINCIPLES

### Key Guiding Principles Directing Our Work

1. Health Equity
2. Strength and Asset-Based
3. Intersectoral Collaboration
4. Community Driven (focus on participatory decision-making processes)
5. Culturally-Based (recognition of Aboriginal and Inuvialuit and non-Aboriginal values and cultures)

Key Principle	Outcome Indicators of Success
Health Equity	A cross-section of the NWT and YT including those most isolated are reached by the project.
Strength and Asset-Based	Community assets and individual strengths are noted and used when programs are designed and implemented.
Intersectoral Collaboration	Partners share commitment to common vision and measure – The project meets the conditions for

	"Collective Impact".
Community-Driven	Aboriginal and Inuvialuit governments and community leaders are involved in project initiatives.
Culturally-Based	Programs and services implemented through the project can demonstrate that they have gained knowledge about local culture and circumstances and designed their programs appropriately.

## PILLARS

### **Pillars of Project**

- A. Foster healthy eating
- B. Foster active living
- C. Foster health literacy

<b>Project Pillar</b>	<b>Outcome Indicators of Success</b>
A. Foster Healthy Eating in Yukon and NWT Communities	a) Community members are more knowledgeable about healthy eating. b) Increase in the number of community-based activities that support healthy eating in participating communities, developed through meaningful community engagement. c) Community members have increased their consumption of fruits and vegetables over the 4 years of the project. d) Community members report culturally appropriate healthy eating behaviours after the 4 year project.
B. Foster Active Living in Yukon and NWT Communities	a) Community members are more knowledgeable about active living. b) Increase in the number of community-based activities that support active living in participating communities, developed through meaningful community engagement c) Participating community members demonstrate behaviours to engage in active living over all seasons. d) Community members have increased their active living activities over the 4 years of the project.
C. Foster Health and Physical Literacy in Yukon and NWT Communities	a) Participating community members demonstrate that they have the necessary physical and health literacy knowledge to engage successfully in healthy eating and active living.

## WORKPLAN (2013-2017)

### Strategies and Activities

Major strategies addressing all three pillars focus on:

- Creating supportive environments
- Increasing knowledge, behaviours and skills (via bi-directional capacity-building and social marketing and communication)
- Developing and strengthening partnerships
- Developing and strengthening leaders as part of community capacity building
- Changing systems

Strategy Objectives	Planned Activities	Indicators of Success	Partners	Desirable Outcomes	Timeline
<b>1. Bi-Directional Capacity-Building</b> -To build the capacity of partner organizations and others to work with and learn from communities and each other.  -To build the capacity of communities to eat well, and engage in active living.	- Exchange of skills and knowledge about growing food and accessing and preparing traditional foods and healthy foods.  - Exchange of skills and knowledge about being physically active in communities in all seasons.	- Knowledge of partners about the barriers and facilitators in communities for growing food, eating traditional food, eating healthy foods, and engaging in active living.  - Knowledge and demonstration of skills of community members about growing food, and accessing and preparing local foods in all seasons.  - Knowledge and demonstration of behaviours of community members regarding physical activities in all	All	-Organizations and communities develop sustained partnerships and collaborations to support healthy lifestyles in NWT/YT.  -There is an increase in the number of community-based activities that support healthy lifestyles.	Years 1-4

		seasons.			
<b>2. Creating Supportive Environments</b> -To find ways to coordinate available resources that community members need to grow food, hunt and gather traditional foods, access healthy foods, and engage in physical activity.  -To get a critical mass of community members engaged and supporting healthy eating and active living activities.  -To improve our understanding of Yukon & NWT youth's preferences & patterns related to healthy eating and active living.	-Contribute to coordinating available resources to grow food, and to hunt, gather and preserve traditional foods in communities.  -Contribute to coordinating available resources for physical activities suited to culture and community circumstances.  - Summary of Northern youth preferences and patterns.	- Amount and type of resources available in each participating community for growing food, hunting, gathering and preserving traditional food, and for physical activities in each season.  -Survey data on preferences and patterns for healthy eating and active living by youth.	All	-Collaboration between sectors is enhanced and supportive environments for healthy living are strengthened through access to necessary resources (equipment, materials, funding, etc).  -Understanding of healthy living preferences and patterns in NWT/YT youth.	Years 1-4
<b>3. Leadership Development</b> -To strengthen a group of youth and adult leaders who can sustain healthy	- Support and training of youth leaders.  - Support and training for adult leaders (re:	- Number of youth trained as leaders in each participating community.  - Number of adults trained	All	-Participating YT/NWT communities have active healthy living leaders	Years 1-4

eating and active living activities in each participating community.	recreation activities and healthy eating (growing, cooking, preserving etc.)).	as leaders in each participating community.  - Number of youth and adult leaders indicating their intention to sustain their leadership and train others beyond the life of the project.		working to encourage community-wide healthy living.  -Leaders inspire others to become leaders for their communities as well.	
<b>4. Partnership Development</b> -To build a network of inter-organizational partnerships in the Yukon and NWT linked to healthy eating, active living and health literacy.	- Build and strengthen relationships and share knowledge between organizations active in healthy eating, gardening, sport, recreation, youth programs, physical literacy, health literacy etc. across Yukon and NWT.	- Number of organizations and types of connections to each other.  - Examples of synergies in activities on the ground in participating communities.	All	-Partners share commitment to common vision and measures, meeting the conditions for “Collective Impact”.	Years 1-4
<b>5. Social Marketing and Communications</b> -To communicate key healthy eating and active living messages across both Territories.  -To generate ongoing interest in this project	- Build on existing and develop culturally appropriate and user-friendly materials for use by communities in both Territories.  - Create a website, Facebook page, Twitter	- Number of hits on website.  - Number of materials requested.  - Number of materials and number distributed that met identified gaps.	All	-Healthy living messages are shared across NWT/YT communities through multiple avenues and target audiences become engaged	Years 1-4

through multiple ways.	account to communicate information, strategies and exchange community activity ideas.	- Number of people participating in Facebook page/Twitter on ongoing basis, asking questions, sharing knowledge etc.		in healthy living discussions.	
<b>6. Facilitating Systems Change</b> -To identify systemic barriers and ways to improve equity in access to programs and services to people in both Territories.	- To do an inventory of healthy eating and active living programs and services in Yukon and NWT. - To work with partner organizations and others to advocate for systems change.	- What and who is included and not included in existing and proposed programs & services.  - Existence of new policies and program collaborations.  - Evidence of “Collective Impact”.	All	-Understanding of current healthy lifestyle programs and services in NWT/YT as well as understanding of program gaps and access barriers.  -Partners share commitment to equity for territory-wide access to healthy living and demonstrate “collective impact”.	Years 1-4
<b>7. Monitoring and Evaluation</b> -To monitor all activities in the project and evaluate results.	- To develop ongoing data collection procedures for PERT.  - To develop evaluation	- Data from partners and participating communities reported regularly for PERT.	All	-Program is actively monitored and evaluated using multiple methods	Years 1-4



	<p>plan for whole project and project parts.</p> <p>-To monitor process outcomes on an ongoing basis against original objectives.</p>	<p>-Results of data collection (process outcomes) used to inform project activities.</p> <p>- Evaluation results shared with each other, on website and published.</p>		<p>and tools.</p> <p>-Common themes from community-based evaluation outcomes shared and published.</p>	
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## **APPENDIX C: Community Inventory Results**

### ***Purpose:***

To share information on infrastructure, programs and services related to healthy living in Yukon and Northwest Territories. To coordinate resources, build networks and share information between communities and programs, facilitate planning or networking, and to celebrate successes.

### ***Are there other questions that need to be included to have the inventory be as useful as possible?***

- Do you have any information on past (relevant) programs in the community?
- Who runs the program?
- How long has the program been running?
- Who are the funders?
- Are there other funding options you are aware of?
- What is the cost for the services? (Cost to the public)
- What is the cost to run the program?
- What resources are required?
- Who are the partners that support delivery at the community level, territorial, and national levels?
- Does the program have the ability to operate in other areas?
- Are there any rural-to-rural connections?
- Is the program seasonal/ year round?
- What information are you collecting from the program?
- Have any evaluations been completed for this program?
- What age group does the program target?
- Are there any other logistical details we should know? (i.e. training needed, # of people required, etc.)

***Who are the potential end users of the information we collect (ie. target audiences)?***

- End users (general public)
- Funders
- NGO's and other territorial organizations
- New and current Community Recreation Directors (to provide continuity)
- People running programs (community organizers)
- Youth groups
- Schools
- First Nations
- First Nations governments
- Territorial governments
- Trail users/Recreationists
- Community Associations for Municipalities
- To support rural-to-rural connections, NWT-YT connections
- Health sector
- Tourism Industry (trails)
- YG-Economic Development; YG-Environment
- Renewable Resource Councils

***What are the various ways the inventory can be represented?***

- Website
- Online map with icons
- Online database
- Visual map with photos, sound bytes, video (focused on graphics and multimedia, minimal text)
- Regional mapping
- By community
- By target audience
- Brochures
- Booklets
- Newsletters to target users
- Publications such as: newspapers, What's Up Yukon, North of Ordinary
- Facebook (to promote)

***Other considerations about the active living and healthy eating inventories?***

- Be representative to under-represented groups
- An inventory on healthy eating programs, greenhouses and community gardens could be used to create a "Northern Growing Guide" and to promote opportunities for seed sharing between communities
- Start small-ask communities to profile themselves
- Include local information regarding gathering berries, fishing, hunting, and motorized vs non-motorized trails
- Add categories (e.g. Gardens, youth, environment, culture, etc.)

## **APPENDIX D: Pillars Small Group Work Results**

### **Community Capacity Building**

#### ***What are the successes and challenges of building community capacity?***

##### *Successes:*

- Face-to-face to build relationships
- Taking time
- Not to plan in advance
- Building leadership where people are at
- See people as assets
- People are innovative and passionate in communities (have to be to overcome challenges)
- Role as “fertilizer”
- Many cultures
- Cultural activities
- Building local capacity so travel is not an issue
- Creation of 4G network

##### *Challenges:*

- Turnover
- Not enough turnover and unwilling to change
- Having to change plans
- Geography-cost of travel, weather
- To get people out (participation)
- Cultural activities (seasonal timing: e.g. moose hunt)
- Technology doesn't always work (i.e. telehealth)
- State of change re: 4G networks
- Lack of knowledge re: healthy lifestyles (e.g. too much screen time)
- Core training for people in Health & Social is missing-big gap
- Need practice in how to learn
- Get certificate from high school but without the necessary skills

## **Intersectoral Collaboration**

***What are the characteristics of effective and successful partnerships and what are potential barriers?***

### *Characteristics*

- Flexible funding
- Shared project goals
- Knowing who is doing what
- Using each other's strengths
- Build on what already exists. No need to redesign something that is already working
- Listen to your target constituency did you ask if this was a good thing for them?

### *Barriers*

- Funding flexibility
- Choosing the wrong goals. You have to walk before you can run!
- Lack of data
- Lack of resources/commitment
- No money
- Finding the right people to talk to-do they even exist?
- Geographical challenges

## **Healthy Eating**

***From your perspective, what are the unmet needs for healthy eating activities in YT/NWT and what are other resources, which could support healthy eating in YT/NWT?***

### *Unmet Needs*

- Availability of healthy foods
- Affordability of healthy foods
- Lack of cooking skills
- Lack of traditional food
- Low-income programming
- Climate change-where did the caribou go?
- Lack of food literacy
- Need school nutrition policies
- Perceptions and attitudes
- More support for parents needed

-Education for elders and middle-aged people who missed it growing up (i.e. residential school survivors)

#### *Resources to Support*

- Gardening programs
- High-tech greenhouses for year-round growing
- Root cellars
- RPAY Food Literacy workshops
- Northern gardening information-when can I plant that vegetable?
- Traditional knowledge
- More dieticians
- Native plants and animals (i.e. moose, caribou, cranberries, etc.)

#### **Active Living**

***From your perspective, what are the unmet needs for recreation activities in YT/NWT and what are other resources, which could support active living in YT/NWT?***

#### *Unmet Needs*

- Recreation Director vacancies or half-time (or high turnover)
- Equipment
- Recreation systems are different between Yukon and NWT (YT: First Nations independently decide, NWT-Each community decides how to spend budget)
- Volunteer Recreation Directors lack of necessary skills
- Recreation Director training programs missing to bring people into the system
- Hire people from the South who do not understand northern culture and need cultural training
- Crappy fields
- Accessibility of facilities
- Knowledge of how to deliver programs without facilities
- Not knowing safety procedures (i.e. for activities)
- Getting people out who are not already active
- No afterschool programming in all communities

#### *Resources to Support*

- Personal wellness trainer in workplace and with youth (Mayo and Dawson)
- Better participation with cultural adaptations



- GNWT hired school-based recreation coordinator (Fort Providence)
- Way to measure/standards (like ParticipAction)
- Dene games
- Arctic Sports
- Winter Active For Life (WAFL): Winter sport equipment loans, training, and clinics
- Archery (Aboriginal Sport Circle)
- On-the-land activities
- WOTT, On the Right Path, Walk to Tuk
- Afterschool programs
- Volunteer parent involvement in afterschool time (Teslin)

## **Literacy**

***From your perspective, what are the unmet needs for literacy activities in YT/NWT and what are other resources, which could support healthy lifestyles in YT/NWT?***

### *Unmet Needs*

- Education and training for food literacy
- Marketing of existing resources
- People want to learn traditional languages but the resources are often not there
- Tools to engage and excite people about literacy (food literacy, gardening, etc)
- Disconnect with private sector
- Literacy within the home (parents teaching children)
- Potential for in-home play centres for early childhood learning

### *Resources to Support*

- Different types of literacy training (e.g. physical, digital, etc.)
- Existing programming that could have literacy embedded in it
- Yukon Literacy Strategy

## **Knowledge Sharing**

***What are knowledge-sharing platforms or tools, which we could use to stay, connected over the next four years?***

- Face-to-face training (show and tell)
- Should be fun
- Youth network group (youth service organizations) mailing list with meeting bi-monthly

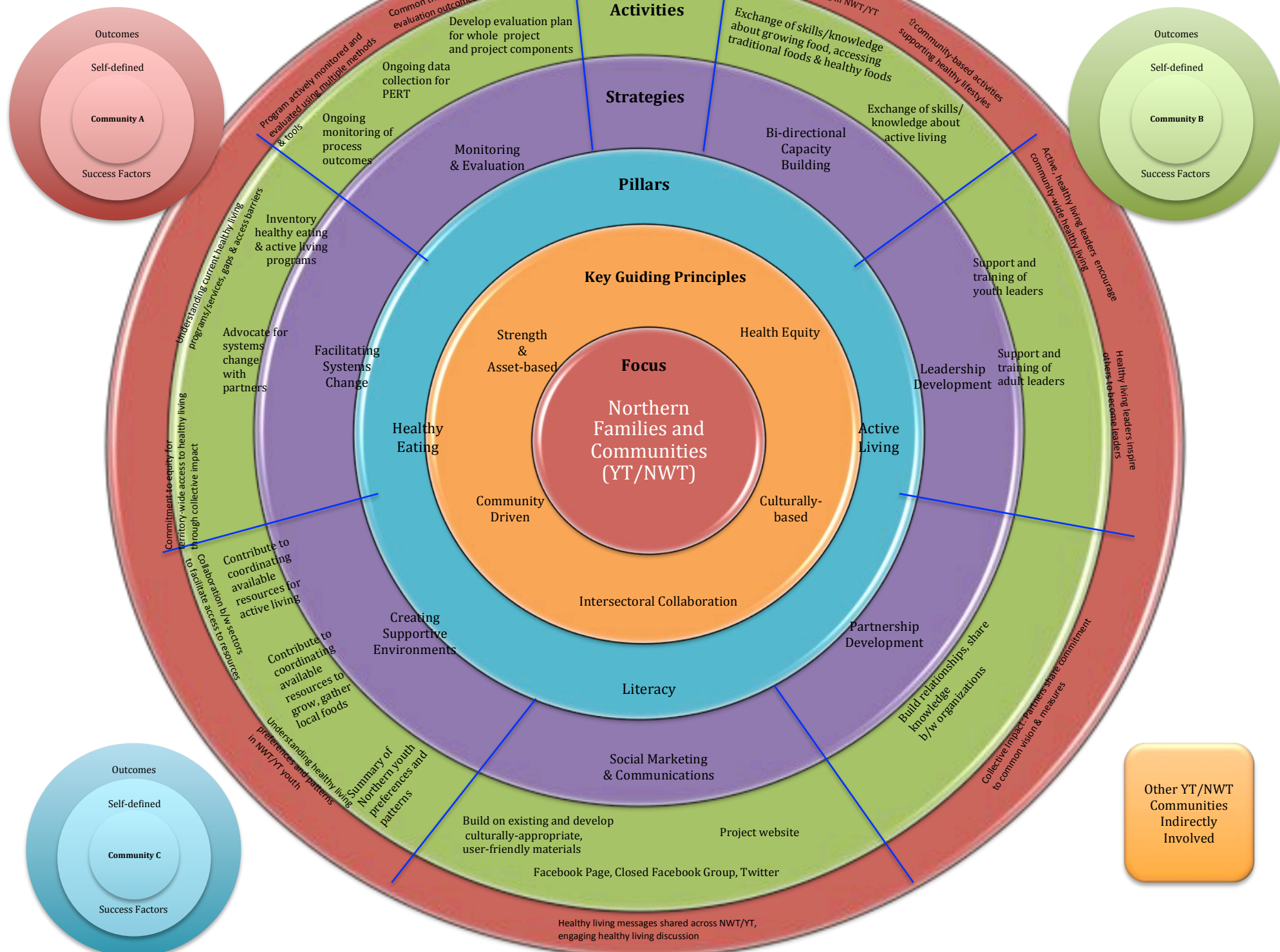
- Meetings like this to share information with people from all over-leads to partnerships
- Build on existing events
- Closed group Facebook page (can pose questions and link in things)
- Project update in colourful pamphlet or newsletter

*How do community members get information?*

- Have some kinds of structure for reporting
- Report back in a framework that is fun, interactive (i.e. stories)

## **APPENDIX E: Evaluation Model**

**Working Together to Achieve Healthier Lifestyles in Yukon & Northwest Territories Communities: Evaluation Model DRAFT 1 (December 2013)**



## **APPENDIX F: Indicators of Success Results**

### ***What would signal to you that your work is successful?***

#### **Process Indicators:**

- Avoid re-inventing the wheel (use of existing programs and resources)
- Pre/post program data
- Repeat invites from communities-they want you back!
- Barriers removed to access programs: cost, transportation, physical access, culturally safe/relevant
- # of gardens in use
- Healthy food moved to front of store
- Ads/videos on preparing healthy foods (show stoppers)
- Access to physical activity and to healthy snacks/foods in the workplace
- Challenge teams (e.g. walk, run)

#### **Process and Result Indicators:**

- Community feedback/ Target audience feedback
- Signs of interest (i.e. people asking for specific programs or more programs)
- Increase quality of community programs (through mentorship, community members provide stronger programs)
- Behaviour change: Increased activity in youth and adults (increased winter activity, more people biking, increased cross-country skiing)
- Decreased consumption of sugar sweetened beverages
- Increased elder core strength
- Increased active transportation (e.g. walking, skiing)
- Increased awareness among political and business leaders (increased investments in programs, become role models, % of budget-is it a priority?)
- Change in test scores
- Other sources of data

#### **Result/Outcome Indicators:**

- Positive peer influence: Witness participants teaching/showing others what they have learned
- Youth as teachers/role modelling

- Youth taking on leadership roles
- Self identify as someone that enjoys a healthy lifestyle (active living, healthy eating)
- Improved health status: Decrease in child obesity rates, decrease in underweight rates, decreased rates of diabetes and chronic disease, decreased rates of suicide, decrease in the number of injuries, decreased injuries in elders
- Stats: ER use, decrease in cardiac conditions, decrease in crime
- Increased access to community-based programs
- Standard physical education time in schools (30 minutes/day)
- Increased rates of kids participating in sports
- Reduction in visits to principal's office (decrease in bad behaviour)
- Reduced absences in school
- Change in behaviour: Healthier lunches from home
- Youth getting a post-secondary education
- Change of purchasing and sales
- Increase in athletes
- Produce sold out
- Healthier workplace
- Change in behaviour: Changes in habits and practices after program ends (sustainability)

## **APPENDIX G: Stakeholder Classification Results**

### ***Core***

RPAY (Recreation and Parks Association of the Yukon)  
NWT RPA (Northwest Territories Recreation and Parks Association)  
Northern Nutrition Association  
AICBR (Arctic Institute of Community-Based Research)  
YG-Sport & Recreation  
GNWT-MACA (Gov't of Northwest Territories-Department of Municipal and Community Affairs)  
GNWT-H&SS (Gov't of Northwest Territories-Health and Social Services)  
YG-Health Promotion  
Key Community Partners: Selkirk First Nation, Tr'ondëk Hwëch'in  
Suzanne Jackson  
Boys & Girls Club Yukon

### ***Core/Involved***

Yukon Literacy Coalition  
NWT Literacy Council  
BYTE (Bringing Youth Towards Equality)

### ***Involved***

Communities  
Schools/School Councils  
BYTE  
SportYukon  
Sport NWT  
Boys & Girls Club Yukon  
Teachers Athletic Association/ NWT TTA  
Yukon College  
Aurora College  
Yukon/NWT Anti-Poverty Coalitions  
Media Relations (Jen and Noah Gehmair)  
Health and Social Departments of Community Partners  
PHAC (Public Health Agency of Canada)  
YG/GNWT-Education  
YG/GNWT-Youth Directorate  
YG/GNWT-Sport and Recreation  
YG/GNWT-Justice  
Side Door Ministry  
Recreation Societies (i.e. Hockey Yukon, Sport Clubs)

### ***Involved/Supportive***

Government (Department of Education, Sport & Recreation, Youth Directorate)  
First Nations



NWT Literacy Council  
Yukon Literacy Coalition  
Friendship Centres (Skookum Jim)  
Schools  
Recreation Centres  
Community Centres  
Youth Centres  
Victoria Faulkner Women's Centre  
Canada Games Centre

***Supportive***

Politicians  
Yukon/NWT Medical Association  
Grocery Stores  
Food Suppliers  
Air North  
NWT Territorial Farmers Association  
EcologyNorth  
Yukon/NWT Aboriginal Sports Circle  
Nursing Stations/Health Centres  
Community Health Reps  
CPNP (Canadian Prenatal Nutrition Program)  
RCMP  
Municipalities  
LDAY (Learning Disabilities Association of the Yukon)  
Daycares  
MEND (Mind, Exercise, Nutrition, Do it!)  
Boy Scouts/Girl Guides  
Boys & Girls Club Yukon  
Ingrid Wilcox  
RHEAL Leaders (Rural Health Eating Active Living)  
Schools  
GNWT-ECE (Early Childhood Education)  
Yukon College  
Mackenzie Recreation Association  
Beaufort Delta Recreation Association  
Elder Active Recreation Association  
SportYukon  
Community gardens  
Potluck Food Co-op  
Farmers Market  
Tim Hortons  
Food for Learning  
Food banks

Churches/Salvation Army  
Blood Ties

*Supportive/Peripheral*

Businesses  
Sporting good stores (Sports Life, Coast Mountain, Canadian Tire, etc.)

***Peripheral***

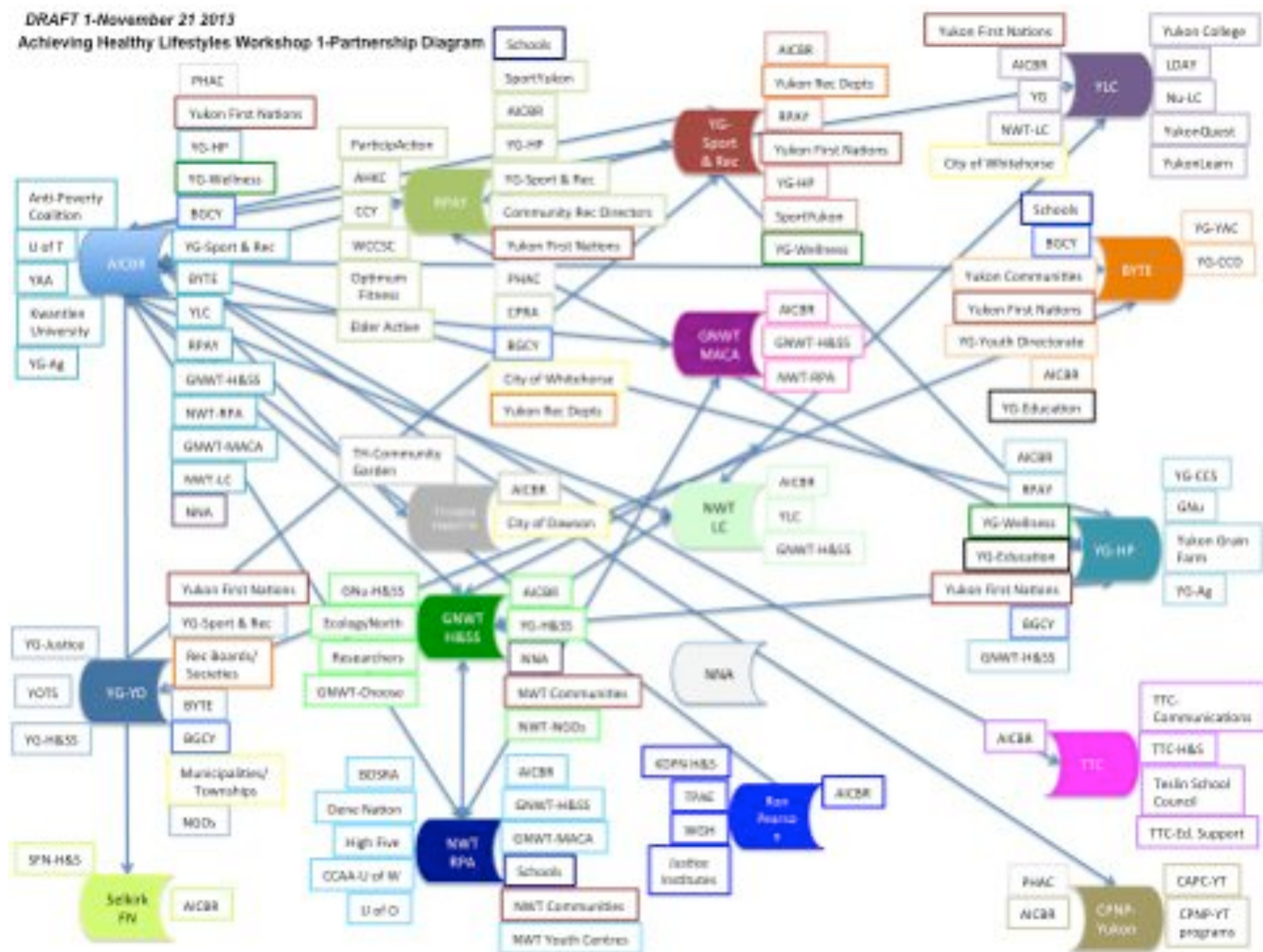
Families/Parents  
GNWT-Industry, Tourism & Infrastructure  
Canadian Cancer Society  
Heart & Stroke Foundation  
Culinary Program at Yukon College  
Farmers, growers, fisherman, hunters, trappers  
Food banks  
Food for Learning  
Food First Foundation  
Side Door (NWT)  
Aboriginal Sports Circle  
Yukon Agriculture Association  
YG-Agriculture Branch  
Council of Yukon First Nations  
Yukon Aboriginal Women's Society  
Dene Nation  
Yukon First Nations  
Native Women's Association-NWT  
Sport and Rec Council-NWT  
Sport North-NWT  
Grocery Stores  
Businesses (Chambers of Commerce)  
Development Corporations  
School boards (NWT)  
NWT Health Authorities  
Inuvialuit Regional Corporation  
Tlicho Community Services Agency  
YG-Education  
Northernlinks.ca  
LIN.ca (Leisure Information Network)  
Justice Departments (territorial and federal)  
NWT-Seniors Society  
GNWT-H & SS (sub-departments)  
New Horizons  
Institute of Circumpolar Health Research  
Canadian Circumpolar Health Society

Association Franco-Yukonnaise  
Canadian Prenatal Nutrition Programs (Healthy Moms Healthy Babies)  
Community Municipal Governments  
PHAC

## **APPENDIX H: Partnership Diagram**

DRAFT 1-November 21 2013

# Achieving Healthy Lifestyles Workshop 1-Partnership Diagram



## **APPENDIX I: Workshop Evaluation Results**

### **DAY ONE**

#### ***1. How would you rate your overall experience today?***

- In b/w satisfactory and awesome and inspiring (3)
- Awesome and inspiring (8)
- Satisfactory (2)

#### ***Comments:***

- It was nice to connect with other healthy living contacts
- Lots of excellent information across the North
- Great info sharing!
- I liked the opportunity to connect with others
- Learning and sharing resources
- I wish the presentations could be more interactive-thought I've no idea how that could happen
- Nice small group, some confusing group work though
- Wonderful overview of what is currently going on and lots of sharing; good to meet others
- A few too many presentations for one day
- Very interesting on all the programming going on in the Yukon

#### ***2. What did you like best about today?***

- Good chance to connect with people who might not have otherwise
- Learning what everyone is doing
- I liked hearing about what other organizations are doing that relates to the work I do
- “Getting to Know” sessions! Great way to explore options and programs to share/try etc.
- Hearing about the programs and potential resources for communities
- The meet and greet (the getting to know each other presentations)
- Networking
- New ideas to implement. Possible training opportunities.
- Small group discussion. Food is great! And I've met a couple new people which is always a pleasure.
- Networking
- Sharing of info, presentations. Like-minded thinking
- The opportunity to learn from others on what they are working on. Lots of sharing and ideas!
- The presentations, lots of good information.

#### ***3. Is there anything else you would like us to cover during the remainder of the meeting?***

- How this group might stay connected in info sharing
- List of attendees and contacts
- Working closely together-lots of similarities of the two territories, would see more accomplished working together.
- Would be good to know what the meeting objectives are.
- Yes, copies of all the presentations.

#### **4. Any additional comments?**

- It might be good to break up the intro presentations a little more. They can be a little dry when in sequential order
- Need to look for connections because everyone is doing youth leadership training
- Thank you for this great opportunity to attend/learn what others are doing in healthy living
- Thank you
- Glad to be here!
- I hadn't researched anything about this particular project (last minute joiner), and with no communicating on it, I found myself without any context for why were gathered
- Great to be here!
- Well facilitated and organized. Thanks!

### **DAY TWO**

#### **1. How would you rate your overall experience with the workshop?**

- In b/w satisfactory and awesome and inspiring (3)
- Awesome and inspiring (8)
- Satisfactory (2)

#### **Comments:**

- I enjoyed day two a lot more than day one
- I enjoyed networking and I am excited about what outcomes can happen from this initiative.
- Felt comfortable, very informative. Neat new resources, can't wait to use them.
- Just an excellent two days. Glad I came.
- Thank you so much.
- I love how you gave a time limit to each speaker so that one person just talks (then it gets boring). We get more info this way.
- Could have sent in existing programs ahead of time and distributed the inventory on Day 1- then there would be more time for planning and next steps vs discussing/sharing existing projects/initiatives.
- Lost some members during the day.
- Wonderful to get together in person for a significant length of time.
- Good to meet everyone, but some concrete next steps coming from the meeting would be good to have by now, as we are not yet sure where we are going yet maybe we need the NWT specific meeting to get to that stage.

#### **2. What did you like best about the workshop?**

- Meeting people from the NWT and the collaborative exercises. Also the fact that it actually ran early!
- Networking/meeting new people; Learning about programs I didn't know about previously; I love what AICBR is hoping to do with this project, it is much needed.
- Sessions flowed well, good networking and sharing of ideas.
- Presentations on Literacy (both) and how to use them.
- Really inspiring presenters. Great discussions. A room full of good positive people.

- Knowing so many people are working together for the same purpose/goals for our people/community. (More connections, more greatness). Very beneficial to have face-to-face.
- All the short presentations. I got more information from it, if it was long and boring then I would have just zoned out.
- Great to make Yukon connections and gain a better understanding of the great work going on here.
- Getting together and brainstorming face-to-face.
- Discussions
- Working with like-minded agencies and government as well as NWT.
- Hearing about physical literacy. Getting indicators of success.
- Meeting the groups and people seeing common ground but we need to get

### ***3. Is there anything we could improve?***

- More physical breaks?
- Would be good if everyone could have stayed and participated in discussion.
- Energizers
- A boiled egg to go with cereal and muffins and bagels.
- More concrete next steps. What are the expectations and roles of those involved.
- Small group work was great. I wonder if it could have led to more vigorous dialogue throughout the group as a whole.
- I would like to learn more about the process of collective impact and how this project relates under this model.
- Eggs for breakfast (protein), fruit for snack

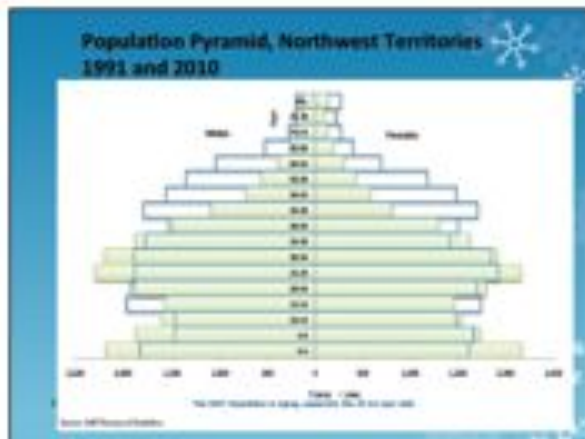
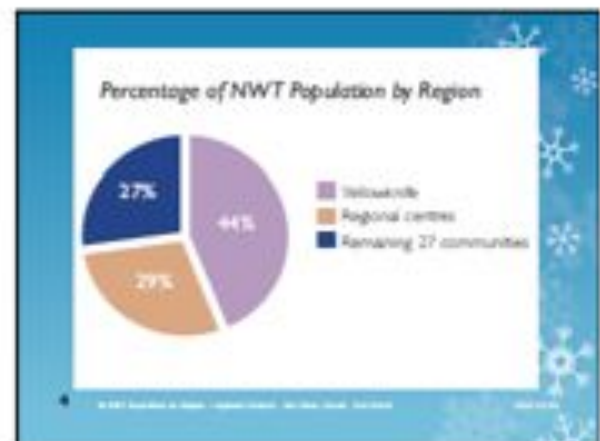
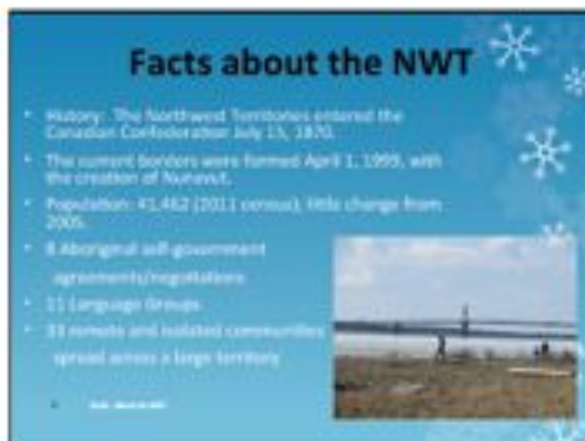
### ***4. Any additional comments?***

- Thanks to you both for the great organization of this event
- I look forward to hearing about the next steps. Thanks!
- We should be responsible for own breakfast, wasn't very satisfying if you don't want sugar or unhealthy.
- Can we get the PowerPoint presentations? Also any recommended websites coming from the discussions (esp. youth). Food was great, space worked well. Great meeting room.
- Thank you for this great planning session for Yukon and NWT. Venue works well for conferences/workshops.
- Had a great workshop-can't wait until we do it again.
- Looking forward to seeing what/how/when we can start work in the NWT.
- Looking forward to the final report.
- Many thanks! And congratulations on kicking it off!
- Thank you for the opportunity to be involved. We are looking forward to participating in the project. The opportunity to collaborate with NWT is extremely valuable. Thank you!
- Lots of people connecting, lots of conversations.
- Great



## APPENDIX J: Presentation Slides

### Overview of Northwest Territories and GWNT Health and Social Services: Elsie DeRoose





## NWT Health and Social Services

- NWT system delivers a full range of health and social programs, including:
  - Primary and tertiary care
  - Public health
  - Prevention and promotion (Healthy Choices Framework) - 6 NWT Departments
  - Mental health and addictions counseling and treatment
  - Child and family services
  - Continuing care - home care, long term care, hospice and palliative services
  - Subsistence federal partners funding on behalf of Health Canada

Source: Health and Social Services, Government of the Northwest Territories



## GNWT Priorities

**Building on the Strengths of Northerners**  
**A Strategic Framework toward the Elimination of Poverty in the NWT**

The Framework identifies 5 priorities:

1. Children and Family Support
2. Healthy Living and Reaching Our Potential
3. Safe and Affordable Housing
4. Sustainable Communities
5. Integrated Continuum of Services

Source: GNWT

## NWT Nutrition and Healthy Eating Goals (Part 2)

- Improved Breastfeeding Rates
- Reduction of unhealthy weights in children and families
- Increased Healthy Food Practices and Policies in Place
- NWT residents eat the minimum daily recommended servings of healthy foods.

Source: Health and Social Services, Government of the Northwest Territories

## Early Childhood

**Examples**

- Prenatal Nutrition
- Breastfeeding (BF0)
- Early Childhood Nutrition Activities

Source: Health and Social Services, Government of the Northwest Territories

## NWT Supports Breastfeeding

*a healthy start for life...*



**Supports Breastfeeding in the NWT** – An approach through the province that provides the support needed for more breastfeeding.

**Other activities:**  
 - Support of health professionals – In a setting supporting breastfeeding through education, equipment and supplies.

**Logos:** NWT Health Services, NWT Government of Canada, and a logo for the NWT Department of Health Services.

## School-Based Activities

**Examples**

- School Food Guidelines
- Drop the Pop
- 2012 Theme – Traditional Foods
- SipSmart/ScreenSmart
- Recipes/Videos



**Logos:** NWT Health Services, NWT Government of Canada, and a logo for the NWT Department of Health Services.

## Healthy Foods in Facilities

**Examples:**

- Vending Audit in Recreation Facilities (with RRA)
- Healthy Foods in Facilities



**Logos:** NWT Health Services, NWT Government of Canada, and a logo for the NWT Department of Health Services.

## Nutrition Policies, Standards, Evaluation, Research

**Examples**

- Nutrition Standards
- Canadian Community Health Survey (CCHS) – results will be included
- CLASS-2 Policy Interventions to Reduce Obesity and Cancer
- Evaluation of NCD-Healthy Family Cooking Collection
- Promoting and Research with Quinoa in Drop the Pop / Cool Health



**Logos:** NWT Health Services, NWT Government of Canada, and a logo for the NWT Department of Health Services.

## Food Security

**Examples:**

- Nutrition North Canada
- Local Food Production/ Gardening
- Traditional Food and Veggie Patch Sheets
- TASTE – local traditional food projects




**Logos:** NWT Health Services, NWT Government of Canada, and a logo for the NWT Department of Health Services.

## Nutrition Education and CDM

**Examples**

- Public Education – Sodium (Dream Global)
- Nutrition Month
- CLASPs (BETTER-2, WOW)
- Healthy Eating Website (in design)
- Innovation Strategy Partnership – Yukon



**Logos:** NWT Health Services, NWT Government of Canada, and a logo for the NWT Department of Health Services.



Thank you!  
For any additional information, please contact:

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***Recreation and Parks Association of the Yukon: Anne Morgan, Caroline Sparks, Adrienne Marsh, Jenyfer Neumann***



**Yukon**  
Government of Canada

### Active Healthy Yukoners

**Promotion & Social Media**

- 540 Facebook followers
- Twitter
- private Facebook group for practitioners
- Active Yukon promotional items

**Challenges & Special Events:**

- 654 active users of On the Right Path
- Media: What's Up Yukon centrefolds
- Events: National Family Week

Public Health Agency of Canada

**Yukon**  
Government of Canada

### Capacity Building

**Healthy Living Retreat:**

- September 25-27, 2013
- 25 registered participants (64% rural)
- Featured sessions:
  - Physical literacy
  - Active communities planning
  - Community healthy living stories
  - Mapping community recreation
  - ASTP

**Aquatics:**

- 12 leadership courses/workshops
- 57 counts of participation

Public Health Agency of Canada

**Yukon**  
Government of Canada

### Parks & Trails

- Canadian Trails Federation Representative
- Active Trails Whitehorse Association Member
- Promoted Whitehorse Walks website
- Outdoor Fitness Equipment
- Canadian Playground Safety Institute course
- Border 2 Border

Public Health Agency of Canada

**Yukon**  
Government of Canada

### Winter Active for Life

**WAFI Activities**

- Rip the Roof off Winter Youth Camp
- Training, mentoring and coaching development
- WAFI RHEAL Leaders
- ERA WAFI activities
- WAFI website - [www.rpaywinteractive.org](http://www.rpaywinteractive.org)

**WAFI Ski Lending Library**

- Equipment being distributed
- Snowshoes added to library

Public Health Agency of Canada

**Yukon**  
Government of Canada

### Active Yukon Kids & Youth

**Active Yukon Schools:**

- 900 children participated in Cycle Smart
- Active Yukon Schools Newsletters to every teacher
- International Walk to School Month promoted
- Active Schools National Action Group representation
- [www.rpayschools.org](http://www.rpayschools.org) & Twitter Feed

**Active Yukon ASTP**

- ASTP RHEAL Leaders (8+)
- ParticipAction Teen Challenge (18 grants - \$7600)

Public Health Agency of Canada

**Yukon**  
Government of Canada

### ASTP Capacity Building

**ASTP Training & Mentoring**

- 4 rural leaders participated in BGC training
- Half-day ASTP at Healthy Living Retreat
- CAASP Rural and Remote project
- Job shadowing, coaching & ASTP learning opportunities

**Agreement with Boys & Girls Club of Yukon**

- Weekday Warriors at Hidden Valley School

**Community Leaders Guide**

Public Health Agency of Canada

**Yukon**  
Department of Health  
Community Health Services

### Action Grants

- 27 After-School Action Grants (77% of funding)
  - 17 rural ASTP Grants (46%)
  - 10 Whitehorse ASTP Grants (31%)
- 29 Classroom Action Grants (23% of funding)
  - 8 rural Classroom Grants (7%)
  - 21 Whitehorse Classroom Grants (16%)

**Yukon**  
Department of Health  
Community Health Services

### Healthy Living Menu of Workshops

15 workshops in the first half of the fiscal year\*

- Faro – 1
- Pelly Crossing – 1
- Teslin – 1
- Watson Lake -1
- Whitehorse - 11

173 participants 62% Seniors/Elders

- 13% Rural
- 88% Female

\*up to September 30, 2013

Public Health Agency of Canada | Agence de santé publique du Canada

**CDPAC**  
Community Development Planning and Action Committee

### CACO Projects

Healthy Beginnings

- 8-week pilot with 2 daycares
- Healthy Beginnings manuals

Healthy Choices in Food and Beverage...

- Swap It Workshop
- 13 Community Overviews
- 5 Vending Audits
- Developing a Yukon Policy for HFB

Community Development Planning and Action Committee

### What People Say About Us...



"Thank you again for... providing some RHEAL Leader training so we can improve the service to our community members..."

"BPAY is a such a wonderful community resource... you went above and beyond to help."

"YOU FOLKS ARE GREAT! I do not ever feel like I don't belong in one of your programs or at RHEAL..."

"Since starting these programs, I have lost almost 30 lbs. and more than 15" off my measurements... my stress level is also down."



## NWT Recreation and Parks Association: Geoff Ray





**NWT RECREATION & PARKS ASSOCIATION**

- About the NWTRPA
- Vision and Mission
- Community Development Approach
- Strategic Goals
  - Training
  - Outdoor Leadership
  - Aquatics
  - Active Living
  - Communications, Research and Advocacy



### About the NWTRPA

- NWTRPA was founded in 1989 to serve community recreation needs and interests.
- Membership-based and includes members in every NWT community.
- We are governed by an eight person Board of Directors elected from every NWT region. We currently have a staff of five people.
- Funded by SRC, GNWT, sponsorships, consulting projects, memberships and registrations.
- We are the territorial representative on the Board of the Canadian Parks and Recreation Association and Canadian Recreation Facilities Council.



### NWTRPA Vision & Mission

- **Vision:**  
We envision a territory where everyone has the access and the support to choose an active and healthy lifestyle. We envision a recreation system that provides meaningful support to recreation leaders, communities, and partners to build healthy community settings.
- **Mission:**  
Promote and support the development of recreation, parks services.



### NWTRPA Strategic Goals

1. Increase the skills and knowledge of recreation leaders so they are better able to deliver effective recreation programs.
2. Increase the opportunities for community recreation for all NWT residents.
3. Federal, territorial, and local leadership will prioritize NWT community recreation programs and services.



## Training & Leadership

- We provide training in the areas of:
  - HIGH FIVE™
  - Elders in Motion
  - Outdoor Leadership
  - Aquatics
  - Healthy Foods & Beverages in rec. facilities
- We host annual training events:
  - Annual Conference and Awards Gala
  - Leadership Retreat
  - Elders in Motion Training Gathering
- Last year we delivered:
  - 17 training events in 22 communities
  - Training and professional development to over 500 people



## Outdoor Leadership

- Summer Canoe Program
  - Support for multi-day youth canoe trips
  - Providing risk management planning and program planning assistance
- Winter Camp Program
  - Support for youth winter camp programs
  - Providing risk management planning and program planning assistance
- Consultation Services:
  - Tlcho Community Services Agency
  - Teen Camp
  - Foster Family Coalition
  - JTI
  - Nature Conservancy/Lutiel K'a



## Aquatics

- Aquatics Recruitment Program:
  - Supporting 35 communities to hire seasonal staff
- Regional Training Centers:
  - Developing professional capacity at four year-round pools in exchange for their support to seasonal pools
  - Providing funding, logistical support and networking
- Aquatics Committee and Water Safety Stakeholders Networks



## Active Living

- Elders in Motion
  - Provides training, equipment and funding for community organizations for elder fitness programs
- Get Active
  - \$750 grants to support community events that focus on physical activity
  - In 2012-13 we supported 83 groups from 32 NWT communities with Get Active grants. Over 6,027 NWT residents participated in 228 events.
- Walk to Tuk Challenge
  - The Walk to Tuk Challenge encourages teams to "walk the distance" of the Mackenzie River during January and February
  - In 2013, the Walk to Tuk Challenge had 1,988 participants on 75 teams from across the north. Collectively, teams logged a total of 190,671km (or 161.75 hours of exercise).
  - On average, every challenge participant accumulated over 200 minutes of exercise a week.



## Communications, Research & Advocacy

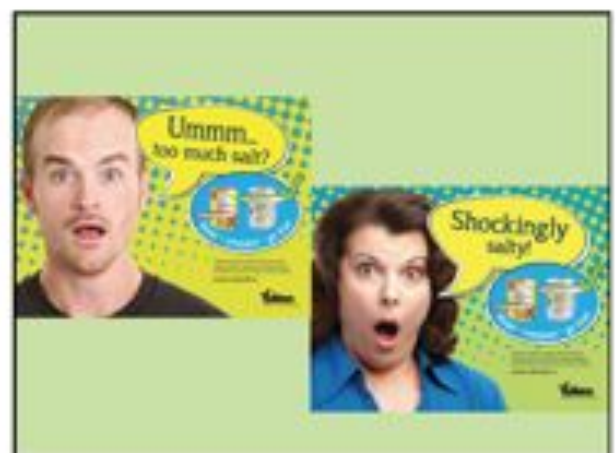
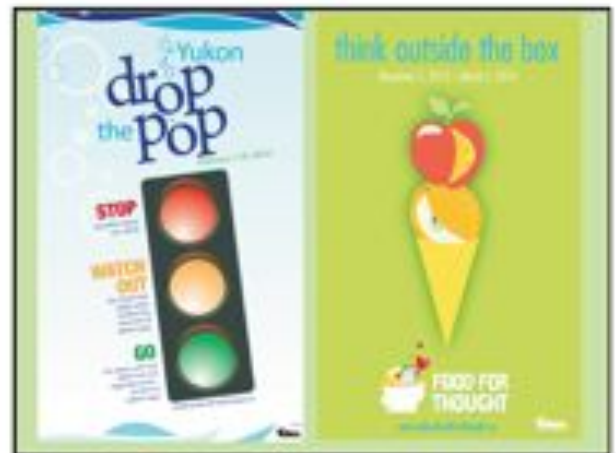
- Research Projects:
  - 2009 Recreation Leaders Training Needs Report
  - 2010 Program Evaluation for Mackenzie River Youth Trip
  - 2011 After-School Environmental Scan
  - 2012 NWT Trails Background Report
- Advocacy Projects for 2013:
  - Review of Public Pool Regulations
  - Review of Recreation and Sport Contributions Policy
  - Support for enhanced After-School programs
  - Development of an NWT Trails Strategy



## Thank You!



## YG-Health Promotion: Kim Neufeld







## Father/ Child Hunting Trip

This is the first year we tried this. We gave families money for fuel and groceries to take their children hunting with them. It was an incentive to get fathers to spend quality time with and teach their children about harvesting.



## Father / Child Hunting Trip Continue



## Father/ Child Hunting Trip



## Other Harvesting Trips

- ◆ We did a blueberry picking trip, 11 people join us on the trip, 2 of which were bear safety monitors.
- ◆ This trip was on the other side of Dawson on the top of the world highway.



# The End

Musol Cho







## Moosehide Moose



## 2013/2014 Achieving Healthier Lifestyles

- Contract between Lynn Rear and AICBR Yukon
- Evaluate 2011 Raised Garden Boxes Program-What worked in the past, What didn't work, What do you need to make it work next year.
- Identify TH citizens interested in forming a bi-monthly group
- Develop content of group meetings
- Complete by Dec. 16, 2014

## Achieving Healthier Lifestyles Bi-monthly Gatherings Dec-March

- Nutrition classes- *Dietician*
- Diabetes teachings- *Community Health Nurse*
- Walking around the hall
- Fitness program- *Lana Welchman*
- Cooking classes
- Support group for motivation

## Community Organic Greenhouse Tomatoes



## Lana Welchman Certified Fitness Physiologist



## City of Dawson Gym- \$20.00PM



## January- March 2014

- Develop format and content areas for newsletter
- Identify potential contributors to newsletter
- Complete bi-monthly gatherings
- Identify TH and non TH citizens interested in growing starter plants
- Identify how starters will be cared for
- Gather to transplant starters to bigger pots

## Lynn's 2013 Starter Plants



## Lynn's Grandson's Watermelons



## Starter Plants Gone Wild



## April – May 2014

- Plant starter plants end of May first week of June
- Work with those requesting assistance with raised garden beds
- Facilitate information sharing among growers
- Complete evaluation by April 30, 2014

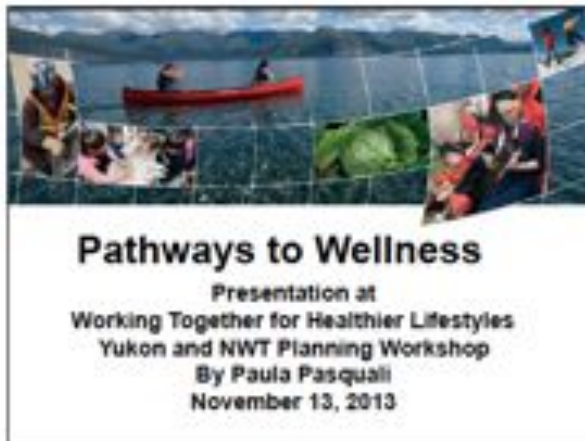
## Home Grown Corn





Chinook Salmon-Moosehide  
Living a healthy lifestyle!





## Positive emotions

*joy, gratitude, peace, interest,  
hope, pride, amusement,  
inspiration, awe, love*



## Positive emotions

*Open hearts and minds*



## Positive emotions

*Our field of vision broadens. We see  
more possibilities and we become  
better versions of ourselves.*



## Positive emotions

*joy, gratitude, peace, interest, hope, pride,  
amusement, inspiration, awe, love*

- Use emotion words
- 3 good things, 2 good things and a wish
- Express gratitude –visit, list, ritualize
- Savour the positive– retell, relive, remember
  - Spend time in nature, meditate

## Key Messages for Promoting Well-Being





## Bringing Youth Towards Equality: Chris Rider



*"Yukon youth unite to strengthen youth voice, take action and bring about positive change for the wellbeing of everyone".*

### Workshops

- Digital Citizenship
- Leadership
- Healthy Relationships
- Ending Bullying
- Digital Citizenship
- Substance Use
- Photography
- Climate Change
- Right to be Heard
- Plus more...



### Events

- Battle of the Bands (w. Frostbite)
- Canada Day Skate Comp
- Future Routes Festival (w. Yukon College)
- BYTE ConneX



### Other Programs



- Leaders in Training (LIT)
- MOVE! Youth Helping Youth End Violence



### Last year...



- Number of Communities we visited: 13
- Number of tours: 25
- Number of youth who participated in Workshops: 414
- Average Satisfaction Rating: 87%
- Most Popular Workshops: Anti-Bullying, Leadership, Healthy Relationships, Safe Partyng

## *Our focus in 2013*

- Community workshops
  - Bullying
  - Leadership
  - Healthy Relationships
  - etc.
- Leaders in Training
- Youth Advocacy
- Youth Events



## *Thank You*

Feel free to contact us for any reason!

Phone: 667-7975

Chris: [ed@yukonyouth.com](mailto:ed@yukonyouth.com)

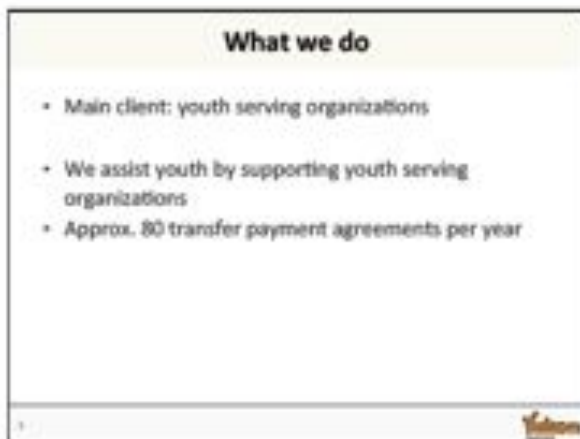
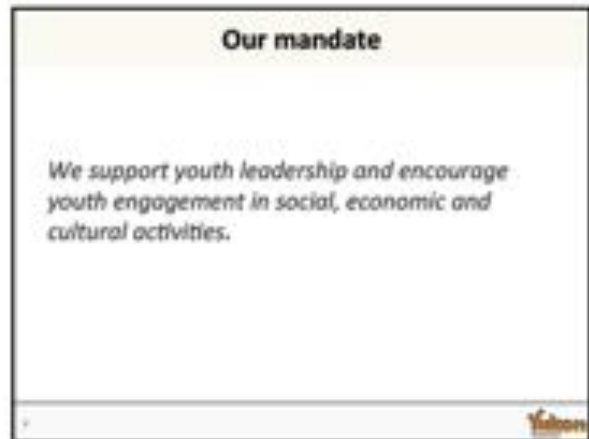
Tanyss: [communitytours@yukonyouth.com](mailto:communitytours@yukonyouth.com)

Web: [www.yukonyouth.com](http://www.yukonyouth.com)

Facebook: [@byteyukon](https://www.facebook.com/byteyukon)

Twitter: [@byteyukon](https://twitter.com/byteyukon)

## YG-Youth Directorate: Gord Kurzynski and Chris Nash







## Outstanding youth awards

- Outstanding Youth Achievement Awards (OYAA) recognize youth who are involved in their communities in constructive and positive ways.
- Four recipients, between the ages of 15 and 20, are selected annually.
  - Each receive \$250, a poster with their photo and bio, and a framed certificate from the Office of the Commissioner.
- OYAA is administered by the Youth Directorate STEP student—administered by youth for youth.



## Youth Network Group

- Various individuals and organizations involved with youth initiatives
- A great way to make connections and keep current on opportunities to help Yukon's youth
- Bi-monthly meetings held at alternate locations
  - members gain a better understanding of what each host organization offers
- Meeting minutes online: [www.youth.gov.yk.ca/?m0.html](http://www.youth.gov.yk.ca/?m0.html)



## Youth Leadership Training Workshop

- Each summer approximately 30 youth from around Yukon travel to the Whitehorse area
- Workshop topics include teaching:
  - youth how to plan and offer programs;
  - how to work as a team;
  - effective communication skills; and
  - risk management.



## Youth directory



- A website to support Yukon youth and youth service providers
- Some key links include:
  - Day camps
  - Funding sources
  - Programs and services
  - Toolbox



## YG-Sport & Recreation: Marie Cairns

**YUKON GOVERNMENT  
SPORT & RECREATION BRANCH**

Presentation for the  
"Working Together for Healthier Lifestyles"  
Workshop

Marie Cairns  
Community Recreation Consultant  
November 15, 2011

**Our Vision**

Quality sport, recreation and healthy living are essential for a vibrant and healthy Yukon!



**OUR MISSION IS TO:**

Provide a team of professionals committed to the growth of Yukon people and their communities through the promotion and development of sport, recreation and healthy living.

Help people to grow and live healthy and active lives regardless of where they fit on the recreation and sport continuum.

Help communities and organizations develop through the stages of dependence, independence, and interdependence, according to their desire and ability to grow and the pace at which they can grow.




**SPORT**



- 1 • Canadian Sport Policy
- 2 • Provide consultation and capacity building
- 3 • Provide sport funding
- 4 • Support coaching /officials development
- 5 • Facilitate Team Yukon participation in Major Games
- 6 • Support Aboriginal Sport Development
- 7 • Recognize excellence in sport



## COMMUNITY RECREATION

- 1 • Annual Recreation Gathering
- 2 • Provide community recreation funding
- 3 • Support community development by providing capacity building workshops
- 4 • Develop and maintain appropriate community recreation infrastructure



## ACTIVE LIVING

- 1 • Renewed Yukon Active Living Strategy
- 2 • Provide funding for active living initiatives via RTALS
- 3 • Provide capacity building workshops to NGO groups who deliver active living initiatives
- 4 • Implement, monitor and evaluate the Renewed Yukon Active Living Strategy



## SARB'S CONNECTION TO THIS INITIATIVE.....

**GENERAL:**  
Fostering healthier lifestyles for all Yukoners via active living, community recreation and sport.

**SPECIFIC:**  
Recommendations for Action in the Renewed Yukon Active Living Strategy

## RENEWED YUKON ACTIVE LIVING STRATEGY

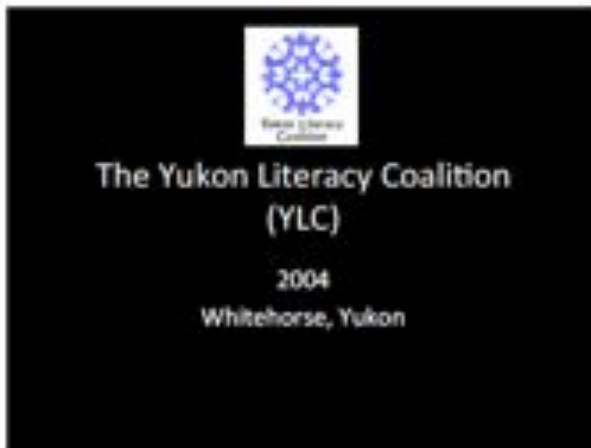
Strategic Directions directly related to this initiative:

- Community Capacity
- Programs and Services

THANK YOU!!!



## Yukon Literacy Coalition: Moira Sauer



### Definition of Literacy (Even/Hongling)

Literacy (as drawn from the Yukon Literacy Strategy 2001)

"Literacy is a person's ability to understand and use information and basic technology in daily activities at home, school, work and in the community in an attempt to reach personal goals and develop individual potential."

### Literacy and Essential Skills (LES)

Through extensive research, the Government of Canada, along with other national and international agencies, has identified and validated nine key Literacy and Essential Skills. These skills are used in nearly every job and throughout daily life in different ways and at varying levels of complexity.

\* Taken from Human Resources and Skills Development Canada\*



### Literacy and Essential Skills (LES)

- are needed for work, learning and life;
- are the foundation for learning all other skills;
- help people evolve with their jobs and adapt to workplace change.

## The 9 LES

1. READING
2. WRITING
3. NUMERACY
4. DOCUMENT USE
5. WORKING WITH OTHERS
6. COMPUTER USE
7. THINKING
8. ORAL COMMUNICATION
9. CONTINUOUS LEARNING

## The Yukon Literacy Coalition (YLC) Is Committed to:

- increasing awareness of the 9 LES for adult workers in the Yukon
- being a centre of excellence for LES research and practice in the Yukon
- working with its Territorial partners to be an LES leader in the North



## YLC BOARD LOCATIONS



## YLC Board of Directors

Our Board of directors represent all the regions throughout the Yukon Territory, as well as:

- Education
- Business
- First Nations
- French Association
- Rural

## Our Goal!!

The YLC wants to raise the level of Literacy and Essential Skills (LES) in the North!

## Our 5 Strategic Pillars

1. workplace
2. adult learner support
3. practitioner support
4. family and community
5. aboriginal



## A few of our Projects

Seniors  
Project



Literacy at the Hospital

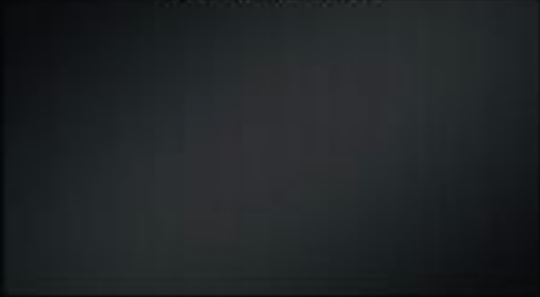


Book Bike





Book Bike Arrival



Literacy Wall Tent



Tent Raising!



Muskrat Camp



Fun at Kwanlin Dun



Ta'an Fish Camp



Community Dinner



Pioneer Hotel





A partial view of the FLC



Storytime!



Couch Time!



Halloween Time!



Other partners running programs in the FLC!

- L'AFY
- Yukon Learn
- LDAY
- Canada Games Centre
- Connect Parents
- Families and Children's Services Youth Group



...our summer space!



Our other summer space!



DOLLY PARTON!!!!



Dolly Parton Imagination Library

FREE books for every Yukon child!

- One free book/month mailed to your home.
- From infancy to 5 years of age.
- Total of 60 free books.
- Every child in the Yukon is eligible.
- Dolly Saturday fun once a month at the FLC.
- Incredible partnership with Rendezvous Rotary.





Come Visit Us!  
[www.yukonliteracy.ca](http://www.yukonliteracy.ca)



## Evaluation: Arctic Institute of Community-Based Research: Katelyn Friendship



### What is Evaluation?

- Paints a picture
- Provides an in-depth understanding of a project and its overall impact
- We want to know:
  - what worked well
  - what didn't
  - what could be changed to improve

### Why is it important?

- To show successes of the project/program
- To identify challenges
- To identify or suggest ways to improve the project/program
- To inform future initiatives/programming

### Evaluation Concerns

- Expense -taking resources away from program implementation
- Time
- Expertise

### What is P.E.R.T?

- Project Evaluation and Reporting Tool (PERT)
- Framework for all PHAC Innovation Strategy projects to follow
- Data collection tool to get a better sense of how things are going with the project, what happened, key activities, collaborations and partnerships that developed or are developing
- To monitor and document the effectiveness of the program and to assess impact on the health of Canadians and their communities

### What does P.E.R.T cover?

- Monitoring
- Financial and Human Resources
- Partnerships & Collaborations
- Involvement with Community
- Education and Outreach
- Training
- Media Coverage
- Action on Policy
- Project Results
- Project Changes
- Evaluation and Sustainability
- PHAC Project Support

## Partner P.E.R.T Forms



- Feedback on the program in "real time"
- Please turn to your binders...



## Questions?



Kathryn Friendship

Research Officer

[kathryn@uoregon.edu](mailto:kathryn@uoregon.edu)

Phone: (867) 456-3000 or (867) 668-3300

Fax: (867) 668-3543



## Evaluation: Dr. Suzanne Jackson

### Working Together for Healthier Lifestyles EVALUATION

Suzanne F. Jackson, Ph.D.  
Belle Lane School of Public Health  
University of Toronto  
M3M - November 14, 2013

### Participatory Evaluation

- Everyone is part of the process
- Together we need to decide what we collect and how
- Evaluation needs to help you and the overall project
- Set up Evaluation Advisory Committee?



### Types of Evaluation in This Project



### Types of Evaluation in This Project

1. Information so we can improve what we are doing (formative and process evaluation)
2. Information we have to report to PHAC every year (PERT)
3. Information we want to know about how well we are doing every year (process & impact)
4. Information about our whole project at the end of 4 years (summative evaluation)

### 1. Information so we can improve

- Tells us how the program was started and developed over time
- Helps to make our programs fit with stakeholder and community needs
- Identifies how/why key decisions were made
- Tells us if participants are satisfied and what we need to fix or improve
- Ongoing - we ask people constantly about how we are doing

### 3. Information about how well we are doing

- (A) Tied to our strategies and activities
  - How many people are we reaching/engaging? (e.g. how many youth have been trained to be leaders)
  - Do they like what we are doing?
- (B) Tied to the results we want to see
  - What changes have we made to people's knowledge about healthy eating and active living?
- (C) Given as feedback often and (B) needs special data collection instruments, maybe once a year

## 4. Information About the Whole Project - What is our overall impact?

- Assess whether we met our objectives or achieved our desired changes
  - How well do we meet the criteria for having a collective impact?
  - What is different about the communities who have participated in our project in 2018 and 2017 versus those that have not participated?
  - What changes have we made in healthy eating behaviour and physical activity behaviour in the participating communities?
- What practices/programs do we recommend for northern communities?



## Assessing Impact



- Need comparison of some kind
  - Before and after
  - Compare people who received the intervention with people who didn't
- Need to think about this from the start
- Need ways to collect information and analyze it
- Need a theory or logic model of how things are supposed to work

## Indicators - Two Types

- A) Process Indicators - How well did we do our project?
  - usually tied to our activities
- B) Results Indicators - Did we get the results we wanted?
  - usually tied to changing knowledge and behaviour



## Process Indicators/How well did we do our project/program?

- Number and type of people participating
- Number of new youth leaders trained
- Number and type of new partnerships created
- Services provided: number of classes, workshops, events, newsletters, etc.
- Participant satisfaction



## Results Indicators - Did we get the results we wanted?

- Short-Term Results Indicators:
  - changes in awareness
  - changes in knowledge and attitudes
- Long-Term Results Indicators:
  - changes in skills and capacities
  - changes in health-related behaviour
  - changes in policies or practices
  - changes in supportive environments
  - changes in access, inclusion, equity



## Success Indicators



- Questions for your small groups:
  - What would signal to you that your work is successful?
  - How will you know you are making a difference?
- Steps:
  - A) Brainstorm ideas
  - B) Sort them into process and results indicators
  - C) Identify what you want to know at the end or in 3 yrs

**APPENDIX K: Participant Contact List**

<b>Name</b>	<b>Organization</b>	<b>Contact</b>
Adrienne Marsh	Recreation & Parks Association of the Yukon (Active Living Coordinator)	<a href="mailto:active@klondiker.com">active@klondiker.com</a>
Anne Morgan	Recreation & Parks Association of the Yukon (Executive Director)	<a href="mailto:rpayadmin@rpay.org">rpayadmin@rpay.org</a>
Ashley Van Bibber	Selkirk First Nation	<a href="mailto:vanbibbera@selkirkfn.com">vanbibbera@selkirkfn.com</a>
Caroline Sparks	Recreation & Parks Association of the Yukon/Consultant	<a href="mailto:csparks@northwestel.net">csparks@northwestel.net</a>
Chris Nash	YG-Youth Directorate	<a href="mailto:Chris.nash@gov.yk.ca">Chris.nash@gov.yk.ca</a>
Chris Rider	Bringing Youth Towards Equality	<a href="mailto:ed@yukonyouth.com">ed@yukonyouth.com</a>
Elsie De Roose	GNWT-Health and Social Services	<a href="mailto:Elsie_DeRoose@gov.nt.ca">Elsie_DeRoose@gov.nt.ca</a>
Geoff Ray	Northwest Territories Recreation & Parks Association	<a href="mailto:gray@nwtrpa.org">gray@nwtrpa.org</a>
Gord Kurzynski	YG-Youth Directorate	<a href="mailto:Gord.kurzynski@gov.yk.ca">Gord.kurzynski@gov.yk.ca</a>
Helen Balanoff	NWT Literacy Council	<a href="mailto:Helen@nwtliteracy.ca">Helen@nwtliteracy.ca</a>
Jade McGinty	AICBR Board; Teslin Tlingit Council	<a href="mailto:Jade.McGinty@ttc-teslin.com">Jade.McGinty@ttc-teslin.com</a>
Jan Downing	Recreation & Parks Association of the Yukon (Winter Active for Life Coordinator)	<a href="mailto:Jandowning1@gmail.com">Jandowning1@gmail.com</a>
Jeanne Lassen	Sport Yukon	<a href="mailto:jlassen@sportyukon.com">jlassen@sportyukon.com</a>
Jennifer Daniels	Canadian Prenatal Nutrition Program	<a href="mailto:foodworks@northwestel.net">foodworks@northwestel.net</a>
Jenyfer Neumann	Recreation & Parks Association of the Yukon (Active Living for School-Aged Children and Youth Coordinator)	<a href="mailto:schools@rpay.org">schools@rpay.org</a>
Jody Butler Walker	Arctic Institute of	<a href="mailto:jody@aicbr.ca">jody@aicbr.ca</a>



	Community-Based Research	
Katelyn Friendship	Arctic Institute of Community-Based Research	<a href="mailto:katelyn@aicbr.ca">katelyn@aicbr.ca</a>
Kim Neufeld	YG-Health Promotion	<a href="mailto:Kim.neufeld@gov.yk.ca">Kim.neufeld@gov.yk.ca</a>
Lynn Rear	Tr'ondëk Hwëch'in	<a href="mailto:lynnrear@gmail.com">lynnrear@gmail.com</a>
Marie Cairns	YG-Sport & Recreation Branch	<a href="mailto:Marie.cairns@gov.yk.ca">Marie.cairns@gov.yk.ca</a>
Marilyn Van Bibber	AICBR/Selkirk First Nation	<a href="mailto:mvanbibber@shaw.ca">mvanbibber@shaw.ca</a>
Moira Sauer	Yukon Literacy Coalition	<a href="mailto:Communications.literacy@northwestel.net">Communications.literacy@northwestel.net</a>
Nina Wilson	GNWT-Health & Social Services	<a href="mailto:Nina_wilson@gov.nt.ca">Nina_wilson@gov.nt.ca</a>
Norma Kassi	Arctic Institute of Community-Based Research	<a href="mailto:norma@aicbr.ca">norma@aicbr.ca</a>
Paula Pasquali	YG-Wellness	<a href="mailto:Paula.pasquali@gov.yk.ca">Paula.pasquali@gov.yk.ca</a>
Ron Pearson	AICBR Board	<a href="mailto:rpearson@northwestel.net">rpearson@northwestel.net</a>
Suzanne Jackson	Dalla Lana School of Public Health, University of Toronto	<a href="mailto:suzanne.jackson@utoronto.ca">suzanne.jackson@utoronto.ca</a>