

uOttawa Centre de recherche sur le sport dans la société canadienne
 Research Centre for Sport in Canadian Society

BUILDING MEANINGFUL SPORT-BASED PROGRAMS FOR INDIGENOUS YOUTH

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Building meaningful programs for Indigenous youth:

To help build more meaningful and relevant sport and recreation-based programs for Indigenous youth, through the examination of a series of multidisciplinary analyses and case studies.

Sociocultural perspectives of sport, leisure and physical activity	Psychosocial perspectives, sport psychology and youth development	Sport management
Alexandra Arellano, University of Ottawa Jean Harvey, University of Ottawa	Tanya Forneris, University of Ottawa	Eric MacIntosh, University of Ottawa
Kope, J. (2014) Empowerment and Unlearning: A Departure Towards Inter-Cultural Understanding, MA dissertation, University of Ottawa.	Halsall, T. (forthcoming) Evaluation of a leadership program for First Nations, Métis and Inuit youth, PhD dissertation, University of Ottawa	
Gaudet, C. (forthcoming) Stories of the land: Regenerating milo pimatisiwin, conversations, elders wisdom and youth wellbeing, PhD dissertation, University of Ottawa.		

QUALITATIVE RESEARCH METHODS

- Formal partnerships with Right To Play, Moose Factory, Whitefish River First Nation, Henvey Inlet and Aamjiwnaang communities.
- Qualitative research designs drawing from emerging Indigenous methodologies, values of reciprocity and participation.
- Community-based participatory research.
- Case studies: Promoting Life-skills in Aboriginal Youth (PLAY) program, Project George and Milo Pimatisiwin programs from Moose Factory.
- Researchers participated in approximately 10 different week-long PLAY events with the PLAY team, partners and local mentors from 57 participating communities (2010-2014).
- Participant observation and interviews were conducted for all studies, autoethnography, oral history accounts, archival research were also used in specific studies. Youth-friendly evaluation capacity building workshops and activities, Photovoice exercise that included focus group interviews, stakeholder analysis, utilization and knowledge exchange explorations were also used.

Indigenous Research Advisory Committee

Ethical principles of research with Indigenous peoples

Members:
 Gloria Oshkabewisens-McGregor, Indigenous knowledge holder
 Ernie Sandy, Indigenous knowledge holder
 Allan Downey, Assistant professor, McGill University
 Yuma Hester, PLAY program officer
 Terry Swan, Director of Canadian programs, Save, the Children

- 1. Relational accountability:** All parts of the research process are related, from inspiration to expiration, and the researcher is not just responsible for nurturing and maintaining this relationship but is also accountable to 'all relations'
- 2. Respectful representation:** Supported through every aspect by partners of the research, through humility, generosity, patience and openness to any prevailing ideas and worldviews
- 3. Reciprocal appropriation:** Ongoing and mutually beneficial outcomes for communities, institutions and researchers
- 4. Rights and regulations:** Indigenous communities must own and control data through reporting and publication

Towards meaningful programs

Indigenous resurgence

"Building diverse, nation-culture-based resurgence means significantly reinvesting in our own ways of being: regenerating our political and intellectual traditions; articulating and living our legal systems; language learning; ceremonial and spiritual pursuits; creating and using our artistic and performance-based traditions. All of these require us – as individuals and collectives – to diagnose, interrogate and eviscerate the insidious nature of conquest, empire, and imperial thought in every aspect of our lives. It requires us to reclaim the very best practices of our traditional cultures, knowledge systems and lifeways in the dynamic, fluid, compassionate, respectful context within which they originally generated."
 (Leanne Simpson, 2011, pp. 17-18).

Empowerment

Based on the need for Indigenous peoples to undergo a process of critical self-reflection helping to recognize, identify, and deconstruct the structures of domination, at the same time as celebrating, reviving, and re-grounding the communities in traditional practices and values.
 (Taiiaki Alfred, 2009; Glen Coulthard, 2014).

RESEARCH THEMES	GENERAL RESEARCH OUTCOMES
<ul style="list-style-type: none"> Exploring youth experiences through a definition of empowerment that involves critical thinking of socio-political processes and the centrality of cultural revitalization for indigenous youth The Indigenous sport of Lacrosse re-inscribed within Anishinaabe and Haudenosaunee epistemologies Non-Indigenous practitioners critical self reflections on their practice and experiences working with Indigenous peoples and structural challenges they encounter Grassroot programs and the importance of the connection to the land Indigenous methodologies Program evaluation and management 	<ul style="list-style-type: none"> The centrality of culture, traditions, but also more specifically, restoring the relationship to the land The importance of respecting Indigenous knowledge, values and ways Engage with critical self-reflection processes and resurgence advocacy

<p>Youth experiences and empowerment</p> <p>PLAY program</p>	<p>More specific outcomes</p> <ol style="list-style-type: none"> 1) support strong identity foundations; 2) walk youth through healing journey; 3) more resources needed to address trauma, suicide ideation and mental health issues; 4) encourage a political understanding of historical and colonial structure reproducing inequalities; 5) encourage Indigenous resurgence advocacy.
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<p>Contributions published and in preparation</p> <ul style="list-style-type: none"> • Gaudet, "Rethinking Participatory Research with Indigenous Peoples", <i>Journal of the Native American and Indigenous Studies Association (NAISA)</i>, p.69-88 • MacIntosh, E. Arellano, A. & Forneris, T. "Exploring the Community and External-Agency Partnership in Sport-for-Development Programming" <i>European Sport Management Quarterly</i>. • Kope, J. & A. Arellano, "Experiences of Critical Youth Empowerment in Whitefish River First Nation", <i>Leisure</i>. • Arellano, A & Harvey, J. "Sport for Indigenous Resurgence: Towards a Critical Settler-Colonial Reflection", <i>International Review of Sociology of Sport</i>. • Arellano, A. & Downey, A "Lacrosse as a Medicine Game" • Arellano, A. & Forneris, T. "The PLAY Program Strengths and Challenges: Perceptions of the PLAY." • Kope, A. "Unlearning Through Experience: Understanding My Right To Play". • Halsall, T. & Forneris, T. Evaluation of the Promoting Life-skills in Aboriginal Youth (PLAY) Program: Stories of Positive Youth Development and Community Development. • Halsall, T. & Forneris, T.). Challenges and strategies for success of a Sport for Development program for First Nations, Métis and Inuit youth.
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