



Empathy Mapping and Service Design Prototyping

with Ever Active Schools

Thank You

Ever Active Schools and KidSport would like to thank the Alberta Government, Ministry of Culture and Tourism, Recreation and Physical Activity Division for providing funding for this work.



Prepared by Ever Active Schools.



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Immediate Next Steps

See page 25 for Immediate Action Steps following this Action Lab.

Next Meeting: November 25, Edmonton, AB.

Email Katelynn@everactive.org to RSVP.

Who's Behind the Event

Action Lab Skills Society

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Action Lab Skills Society is one of the largest disability service organizations in Edmonton. A not-for-profit organization, its vision is of a community where all individuals are valued citizens deserving respect, dignity and rights.

A social enterprise of Skills Society, the Action Lab is designed for hosting inspiring events, group collaboration, strategy sessions, and social innovation. The Action Lab experience promotes creative problem solving, offers tools to help tap into collective wisdom, and helps people prototype solutions to challenges they are working on. Revenue from the Action Lab supports the employment of people with disabilities, innovative social change initiatives of Skills Society, and subsidizes community groups' use of the Action Lab.

Ben Weinlick is the founder of **Think Jar Collective**, lead consultant and workshop facilitator. In addition to Ben's consulting work throughout North America, he has led innovative program improvements in Human Services for the past 17 years.

Currently, Ben is the Senior Leader of Research and Social Innovation at SKILLS Society and through that role recently launched the Action Lab: A Space to Think Differently and Make Ideas Happen. His work has been featured in the *Stanford Social Innovation Review* magazine and he has received numerous awards including the 2013 MacEwan University distinguished alumni award and the Avenue Magazine Edmonton Top 40 Under 40 award. Ben writes for the New York based Creativity Post, gives keynotes and workshops around complexity and social innovation labs, and curates content for Think Jar Collective.

contributes to the healthy development of children and youth by fostering social and physical environments that support improving the health and learning outcomes of students in Alberta. Ever Active Schools partnered with KidSport on this project to take a collective impact approach to creating opportunities for all youth. Ever Active Schools is uniquely positioned to be able to engage multiple sectors in this conversation of equity. Ever Active Schools regularly works alongside and builds capacity with schools, community sport, active living and health, therefore it is well positioned to bring these diverse partners together to collectively bring action to the issue of equitable access.

At **KidSport**, we believe no kid should be left on the sidelines and all should be given the opportunity to experience the positive benefits of organized sports. We provide financial support to children in order to remove the financial barriers preventing them from playing organized sport. In 2015 KidSport invested \$2,622,314 into sport in Alberta. With the current demand for financial support, KidSport Alberta will invest approximately \$3.5 million in 2016, and these funds will only help about 11% of the province's vulnerable kids. We have partnered with Ever Active Schools on this project because we know there has to be a better way of getting kids involved in sport and adopting an active living lifestyle. We hope to better understand other opportunities and solutions to give kids access to sport. While kids think they are just playing, we know that they are learning about teamwork, goal-setting, hard work, the importance of practice, and the self confidence that comes from trying your best.

Ever Active Schools is a provincial initiative designed to assist school communities in addressing and creating healthy school communities. Ever Active Schools

Overview

Ever Active Schools and KidSport Alberta brought together a diverse group in the Action Lab - facilitated by Ben Weinlick of Think Jar Collective - to explore how a collective, community-informed approach could make sport more accessible to marginalized populations.

We know that physical activity and sport experiences increase a child's self esteem, academics, confidence, and overall health. However, research demonstrates that a clear income gradient exists for sport and physical activity participation of Canadian children. Canadian children from low-income families are more likely to be physically inactive and engage in sedentary pursuits compared to children from middle- and high-income families.

Together provincial sport and active living organization can take steps to close this participation gap.

On July 19th, 2016, with support from the Recreation and Physical Activity Division of Alberta Culture and Tourism, Ever Active Schools and KidSport brought together diverse voices from provincial sport, active living, and social support organizations to explore needs, aspirations, and motivations of people in community who are left out of sport and recreation.

Throughout the day, the group learned about "service design thinking," as well as a process for co-designing potential service innovations.

Bringing together the day's learning, ideating, and brainstorming, the group created action plans to increase accessibility to physical activity and sport in Alberta, and rallied around a few key ideas to move forward from this collective.

Organizations Present

- Alberta Sport
- University of Alberta
- Sport Medicine Council of Alberta
- Alberta Health Services
- Government of Alberta - the Recreation, Physical Activity Division of Alberta Culture & Tourism
- Edmonton Overlanders Orienteering Club
- InMotion Network
- Edmonton Sport Council
- St. Albert Public Schools
- Alberta Gymnastics Federation
- Wheelchair Sports Alberta
- Alberta Schools' Athletic Association
- Cross Country Alberta
- Alberta Soccer Association
- Heart and Stroke Foundation
- City of Edmonton
- Boys & Girls Clubs of Canada
- Alberta Cheerleading Association
- The Duke of Edinburgh's International Award
- The International Sport for Life Society
- Alberta Diving
- Inner City Recreation Wellness (Boyle St./ Bissell Centre)

Agenda

LAB EXPLORATION AGENDA: JULY 19 EVER ACTIVE SCHOOLS WORKSHOP

How might we make access to physical activity in Alberta more equitable?

Time: 9:30 - 3:30 p.m.

9:30 a.m. - Arrive, hang out, coffee, settle in

9:55 a.m. Welcome to the Action Lab (Ben)

10 a.m. - EAS introduction (Brian and Katelynn)

10:10 a.m. - Form four groups

Part 1 - Introductions in groups - pick a Visual Explorer card that relates to why making physical activity more accessible is important for community

Part 2 - Guided divergent thinking activity

10:30 a.m. - Teams read case studies

10:40 a.m. - Empathy Maps and ZIP analysis

11:50 a.m. - Share back

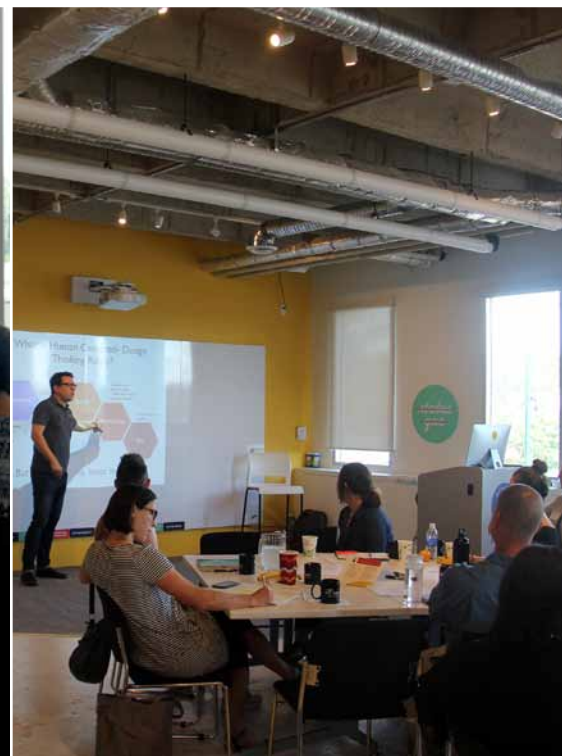
12 p.m. - Lunch

1 p.m. - Ideation (what might meet needs? Seeds, weeds, stones). Guided ideation of what each step in Service Journey Innovation Exploration Imagining and Prototyping possibilities based on motivations, needs and insights from empathy maps and icebergs.

2:30 p.m. - Share back

3 p.m. - Now what, so what? Develop potential action plans

3:20 p.m. - Share back and wrap up (what's sticking, what's puzzling, what's promising?)



Introduction to Complexity and Human-centred Design Thinking

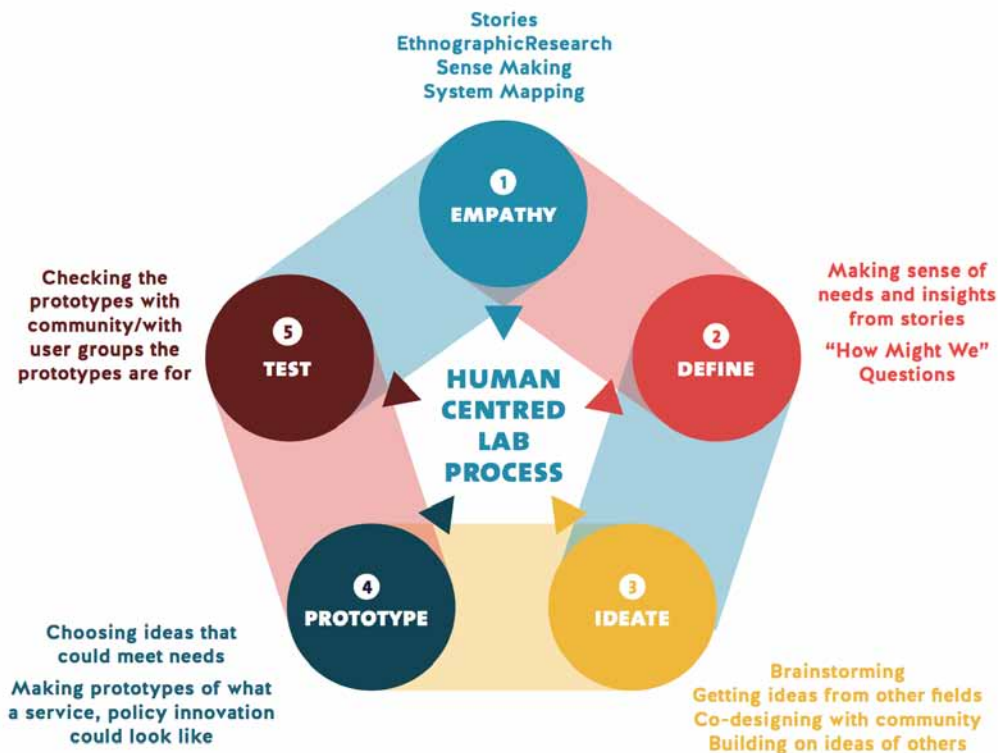
As the day kicked off, Ben provided some examples of service design thinking and how it's used to understand what users (people/customers served) really need and want. He then guided the group through the process for designing service innovations using Empathy.

DESIGN THINKING IS
PEOPLE-CENTERED
AND GUIDED BY
EMPATHY.

BIG QUESTIONS THAT GUIDED BEN'S EXPLORATION

1. How do we problem solve better?
2. How do we get to root causes and design solutions around that?

➤ [Ben's Slides](#)



Visual Explorer

Following introductions and setting the stage for design thinking, we moved into a visual explorer activity. On one side of the Action Lab is a wall filled with cards of different images, referred to as Visual Explorer. The purpose of this activity was to help team participants get to know each other and enable participants to reflect on why sport is helpful to community. The question posed was: **Choose a picture that represents to you why making sport accessible is important for community.**

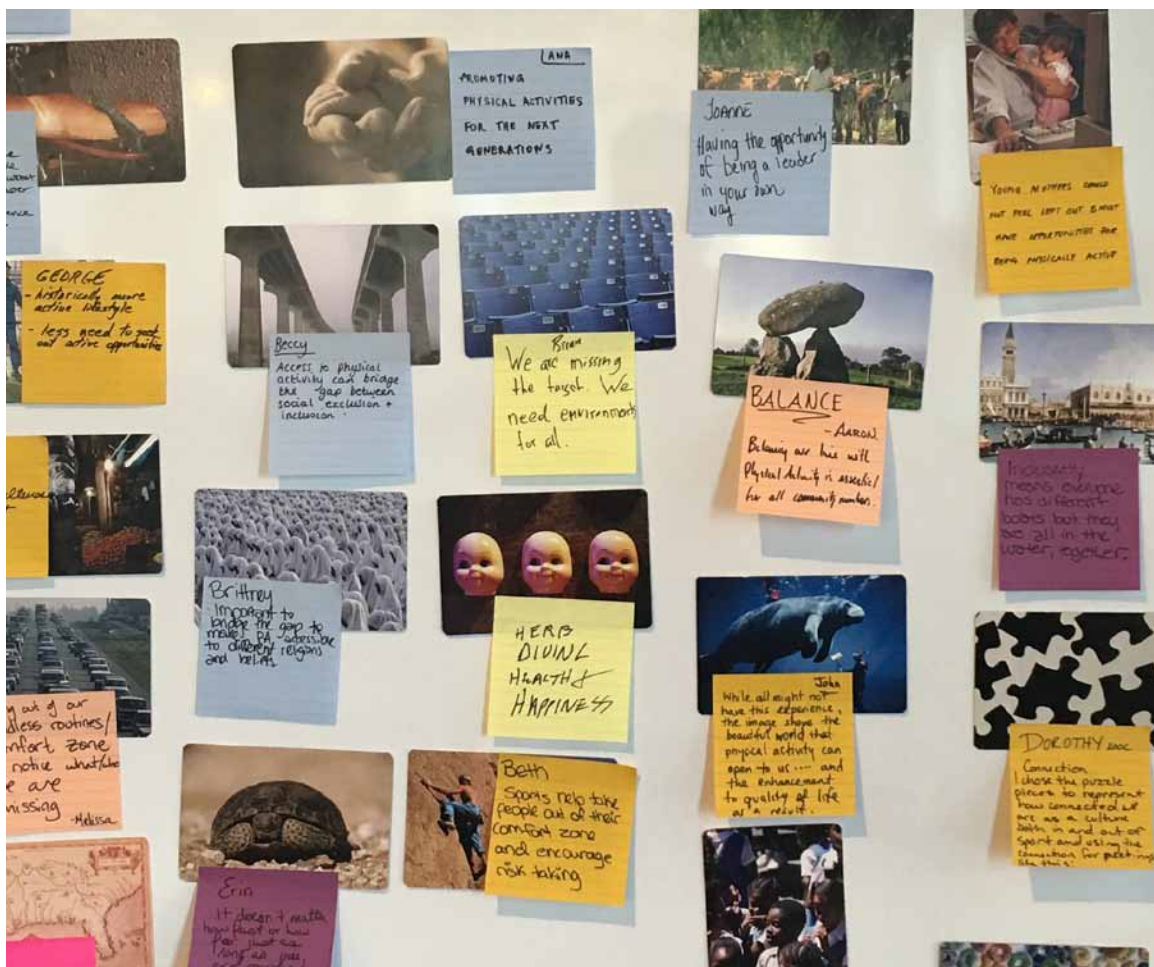
Beth: "Sports help take people out of their comfort zone and encourage risk taking."

Katelynn: "Access to sport is important to create social connections that can last a lifetime."

Beccy: "Access to physical activity can bridge the gap between social exclusion and inclusion."

Vicky: "Physical activity is what makes us human and encourages individual journeys to emerge."

Unknown: "Promoting physical activities for the next generations."



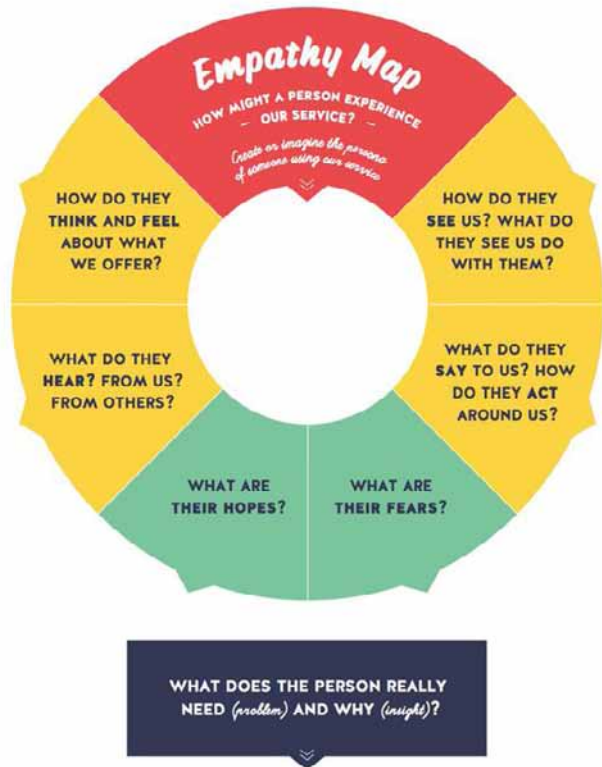
Empathy Mapping

Empathy Mapping is a sense making tool used to try to understand a user/customer experience from their perspective. To do this, Ever Active Schools and KidSport developed four case studies representing four groups. Each of the four imaginary case studies were based on common feedback on the needs, wishes, and tricky-to-navigate barriers that people in community often encounter. The group of 40 split off into four diverse teams from different areas and services. Teams read the case studies, had conversations about what jumped out, and then dove into empathy mapping as a team. It's important to note that Empathy Maps represent shared sense making of the specific team that came together on the particular day, and shared stories, ideas, and created a map to make sense of their learning. The videos of the maps help others understand what was learned through the Empathy Map process.

After the Empathy Maps, teams did a ZIP Analysis where they had a conversation and placed two colored-coded sticky tags where the team saw:

- 2 - Z - Areas to ZOOM in and explore more
- 2 - I - Areas for INNOVATION or interventions in a system
- 2 - P - Potential PROBLEM areas or tricky things to navigate.

👉 [View the case studies](#)



Case Study Personas

TEAM POKÉMON

Case Study #1: The two parents work jobs that makes their schedules unpredictable. The younger child of the two is high needs and requires more attention. The family is active together, enjoying gardening, art, and attending local community events. The boys also participate in their own individual activities, particularly the older child. With both the unsteady income and the required time for the younger high needs child, they often do not have the time or the money to participate in registered programs that are offered.

TEAM DIVERCITY

Case Study #2: The single mother works two jobs, but does not own a car. The result is that she spends a lot of time on public transit between jobs. The five year old daughter loves to dance and has interest in trying gymnastics. Unfortunately, the mother does not have much time to take her daughter to activities or fundraise for the local low-cost gymnastics club between her two jobs.

TEAM JUMPIN' JAKE

Case Study #3: In rural southern Alberta, a 14 year old boy that is passionate about basketball is experiencing challenges when it comes to participating in the sport. If he does not take the bus home because of basketball, he needs a ride home when his parents do not have access to a car or money. He often does not get to play due to not having a ride, and many of his teammates struggle with the same issue. His family can't afford for him to play in the regular basketball season, and he does not feel comfortable playing at the drop-in offered by community centres due to the way he looks and talks.

TEAM PASSIONFRUITS

Case Study #4: In the family of four, the father is a working engineer and the mother is a stay-at-home mom. The family is active together with swimming, playing in the backyard, and crafts. The girls are active in their own activities, participating in soccer, dance, and swimming. However, the dad was recently laid off and the family is experiencing the immediate need to budget differently. Sports and activities may be one of the first expenses to be cut.

TEAM POKÉMON: CASE STUDY 1

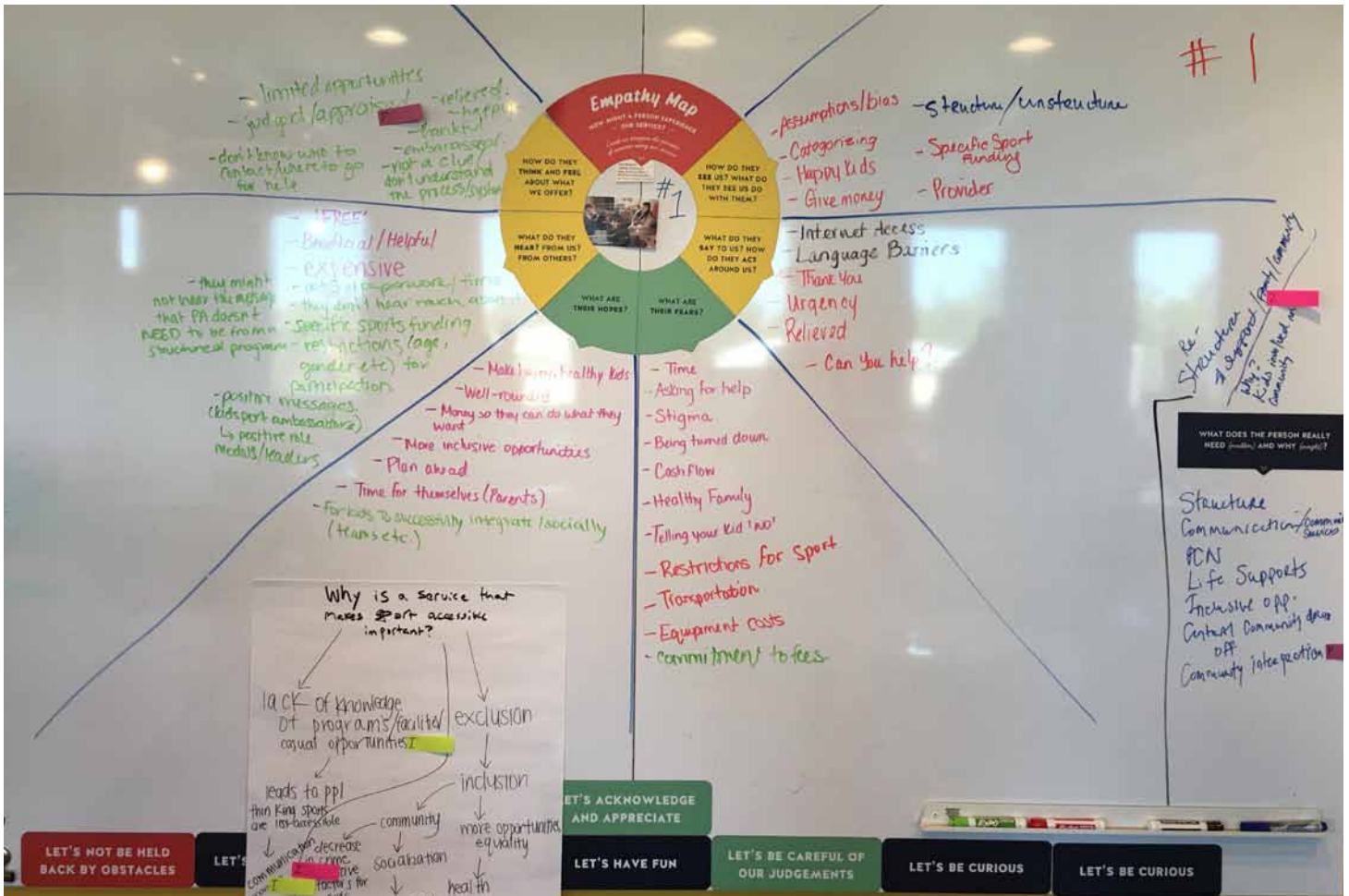


Photo: Case Study 1 Empathy Map

Case Study Overview

We are introduced to a family of four: two parents with two boys. The two parents work seasonal jobs that makes their schedules unpredictable, and the younger boy requires more attention due to special needs. With both the unsteady income and the required time for the younger high needs child, they often do not have the time or the money to participate in registered programs.

ZIP Analysis

Z - Two areas to zoom into and explore more	I - Two areas for innovation or interventions to improve system	P - Two potential problem areas - Things that are tricky to navigate
<ul style="list-style-type: none"> • Communication: explore organizations that can assist • Creating better structure and support from family, friends, and community 	<ul style="list-style-type: none"> • Lack of knowledge of programs/facilities/casual opportunities through city rec services • Communication: there seems to be a disconnect. Calling places like 211 to discover more information and to point them in the right direction 	<ul style="list-style-type: none"> • Community integration: we as professionals don't have ultimate control over the community itself or the way the individuals interact with the community • Feeling judged or appraised for having to utilize supports, having a child with special needs, etc.

 [Video Share Back](#)

Team Notes

- Communication needs to be both zoomed into and innovated.
- Explore more organizations that can assist them.
- Seems to be a disconnect somewhere with the communication.
- This family really needs some kind of structure in general life since there is no structure with the parents' jobs. Opportunities for the kids to participate in activities would provide some structure.
- Support services needed as well.
- Need for innovation of casual opportunities. Not every activity needs to be structured. Does not always need to require equipment, be costly, or need to be available every week.
- A problem is how are organizations supposed to go into the community and innovate?
- Family could be judged or appraised based on income, how many kids they have, etc.

What Does the Family Really Need?

- Structure
- Communication/community services
- Primary Care Network
- Life supports
- Inclusive opportunities
- Central community drop off
- Community integration
- Restructure of support/family/community > why? Kids involved in community

TEAM DIVERCITY: CASE STUDY 2

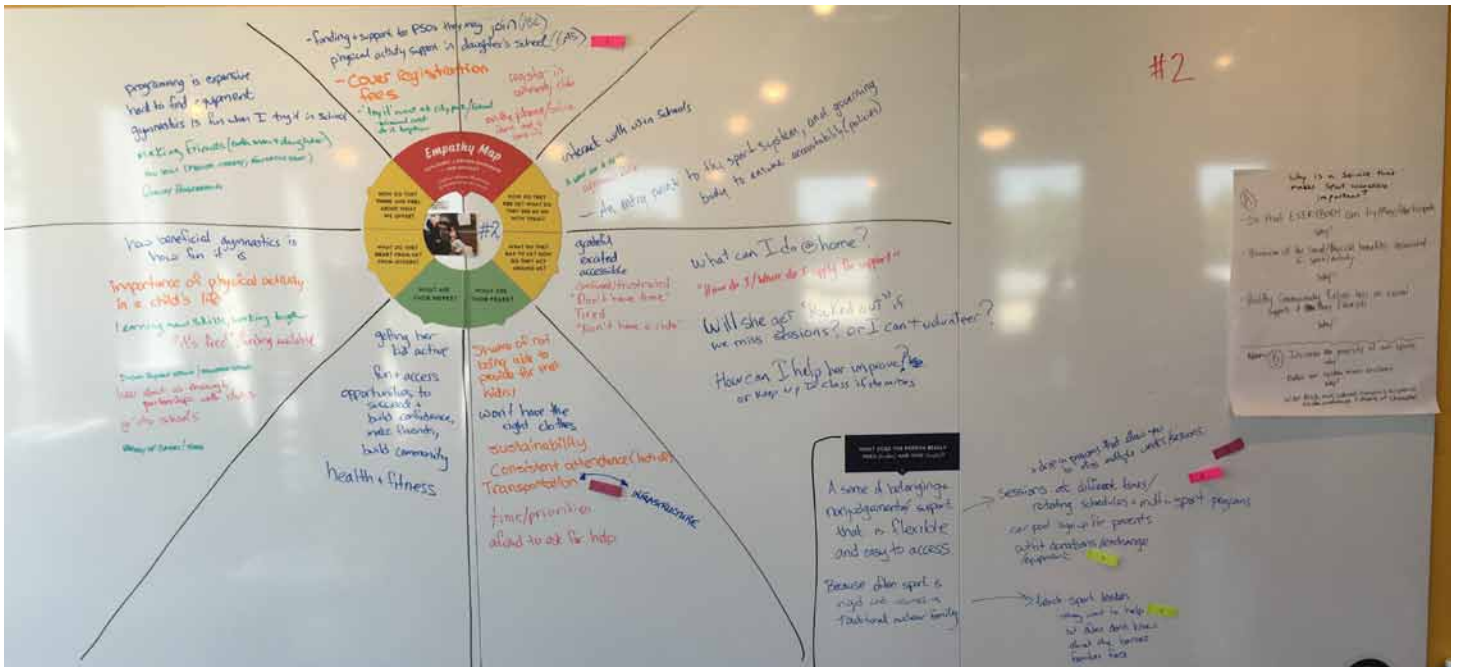


Photo: Case Study 2 Empathy Map

Case Study Overview

Single mother working two jobs but does not own a car, resulting in spending lots of time on public transit. Unfortunately, the mother does not have much time to take her daughter to activities or fundraise for the local low-cost gymnastics club between her two jobs.

ZIP Analysis

Z - Two areas to zoom into and explore more	I - Two areas for innovation or interventions to improve system	P - Two potential problem areas - Things that are tricky to navigate
<ul style="list-style-type: none"> Sessions at different times/rotating schedules & multi-sport programs & programs that allows participants to miss multiple weeks/sessions Funding and support to PSO's they may join (ASC) & physical support in daughter's school (EAS) 	<ul style="list-style-type: none"> Outfit donations/exchange/equipment; car pooling Teach sport leaders > they want to help but often don't know about the barriers families face 	<ul style="list-style-type: none"> Transportation < > Infrastructure Sessions at different times/rotating schedules & multi-sport programs & programs that allows participants to miss multiple weeks/sessions

Team Notes

- Problems are that the mother is not able to get her daughter to the sport(s) and home
- Drop-in sports are an option, but often the organizations do not want to change their structure.
- Innovation for teaching more in-school things for kids that are not able to participate in outside school activities.
- Possible opportunity for innovation of car pooling, something that works for parents who do not have a car.
- Teaching sport leaders since many do not know what the kids and parents are facing.
- Making people aware.
- Inclusion of all families, including people that have lower income or no means of transportation.

What Does the Family Really Need?

- Sense of belonging and non judgemental support that is flexible and easy to access.
 - Sessions at different times; rotating schedules and multi-sport programs; drop-in programs that allow you to miss multiple weeks/sessions.
 - Car pool sign-ups for parents.
 - Outfit/equipment donations/exchanges
- Because often sport is rigid and assumes a traditional nuclear family, teach sport leaders; they want to help but often don't know about the barriers families face.

TEAM JUMPIN' JAKES: CASE STUDY 3

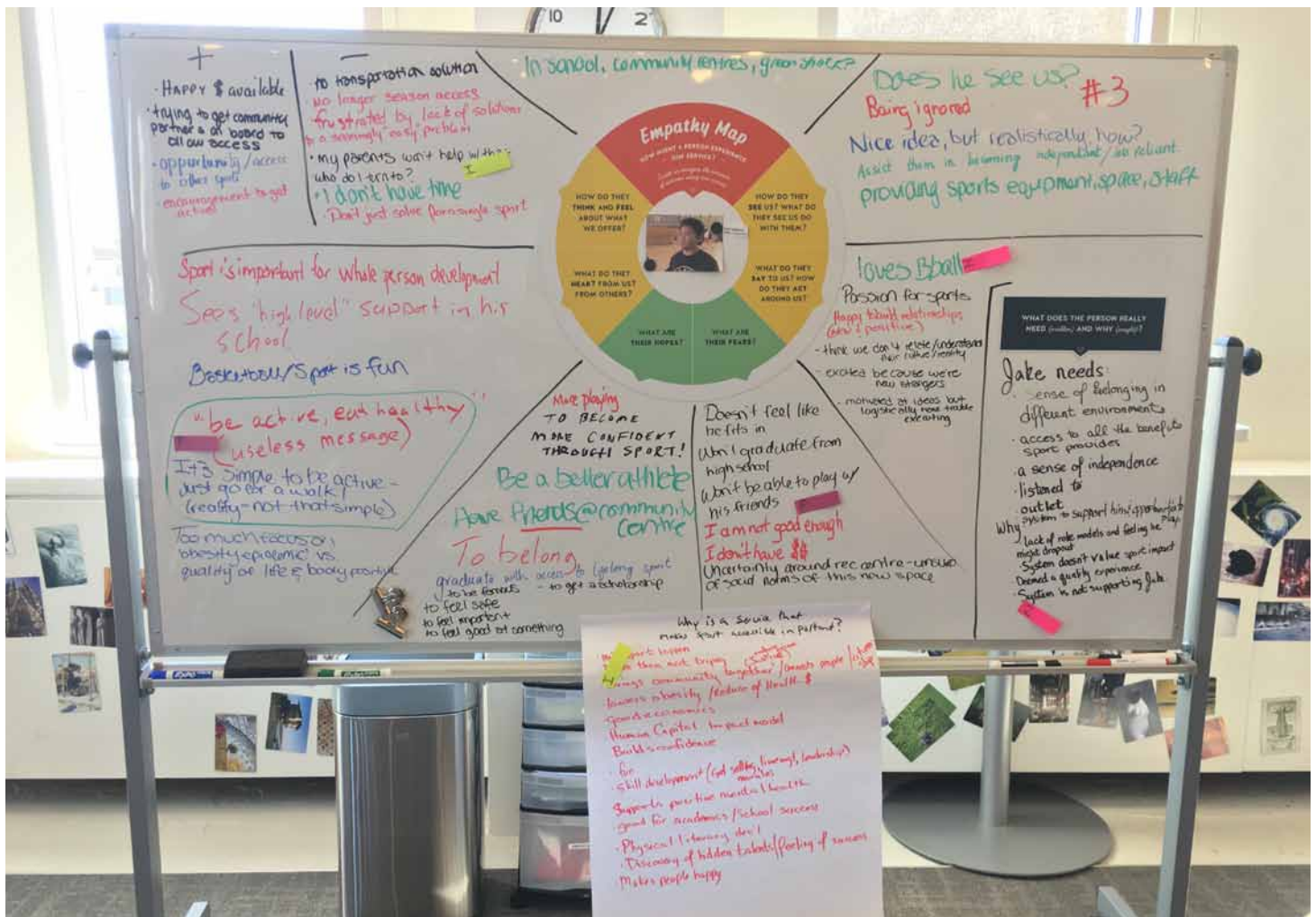


Photo: Case Study 3 Empathy Map

Case Study Overview

A 14 year old boy that is passionate about basketball. He often does not get to play due to not having transportation. His family can't afford for him to play in the regular basketball season, and he does not feel comfortable playing at the drop-in offered by community centres.

ZIP Analysis

Z - Two areas to zoom into and explore more	I - Two areas for innovation or interventions to improve system	P - Two potential problem areas - Things that are tricky to navigate
<ul style="list-style-type: none"> Loves basketball, however the system isn't supporting his needs System is not supporting Jake 	<ul style="list-style-type: none"> Who do I turn to? How do we increase the sense of belonging. Get more community involved. Bring community together (justice, reduces crime)/ connects people/ citizenship 	<ul style="list-style-type: none"> "Be active, live healthy" (useless message) Will not be able to play with his friends

 [Video Share Back](#)

Team Notes

- Problem is that the messages that are put out to the kids are generic and are not suited to many of the kids in need.
- Services are not meeting Jake's needs.
- Need to zoom in on the fact that he loves basketball and that is ultimately what he wants to do.
- He needs realistic solutions to solve his issues.
- Need to innovate how the get the community involved.
- Jake needs the sense of belonging.

What Does Jake Really Need?

- Sense of belonging in different environments
- Access to all the benefits sport provides
- A sense of independence
- To be listened to
- An outlet
- System to support him and opportunity to play
- Why?
 - Lack of role models and feeling he might drop out; system doesn't value sport impact; deemed quality experience; system is not supporting Jake

TEAM PASSIONFRUITS: CASE STUDY 4

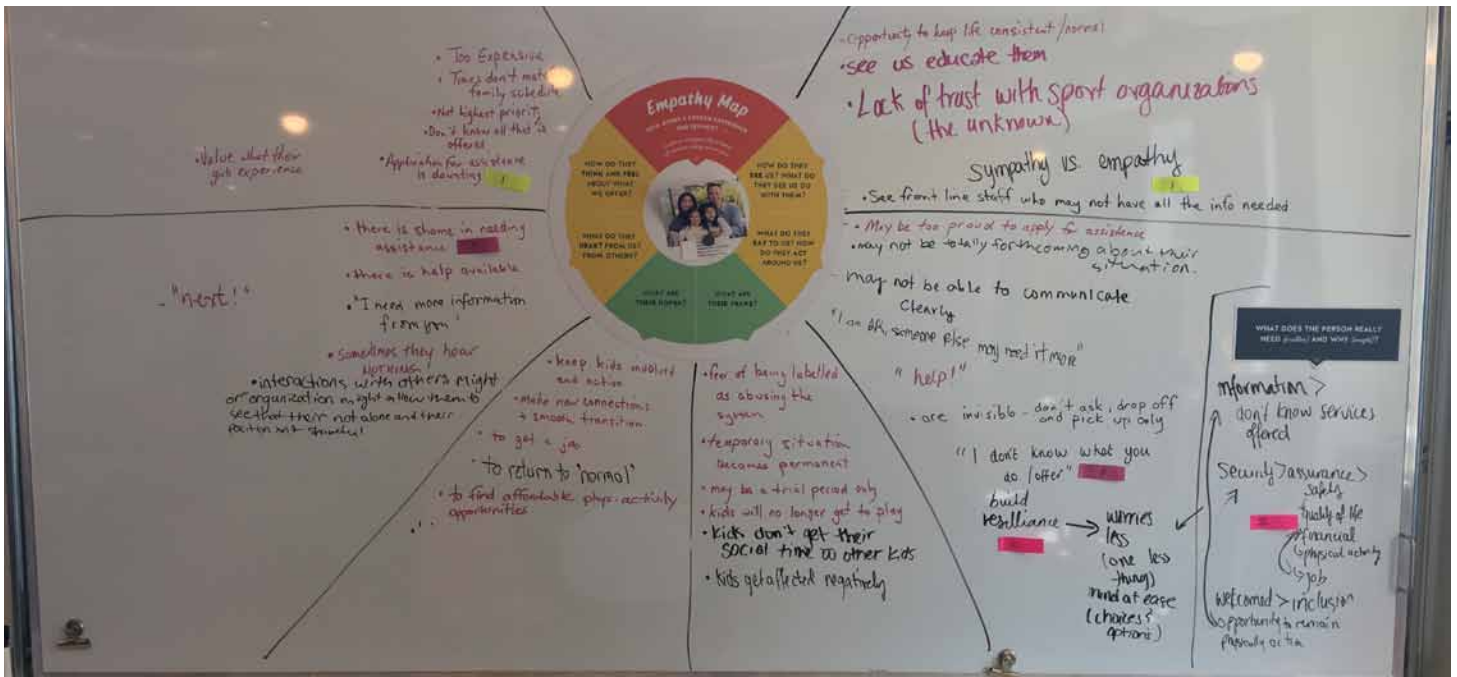


Photo: Case Study 4 Empathy Map

Case Study Overview

The father is a working engineer and the mother is a stay-at-home mom. The girls are active in their own activities. However, the dad was recently laid off and the family is experiencing the immediate need to budget differently with sports and activities being the first expenses to be cut.

ZIP Analysis

Z - Two areas to zoom into and explore more	I - Two areas for innovation or interventions to improve system	P - Two potential problem areas - Things that are tricky to navigate
<ul style="list-style-type: none"> • Build resiliency to allow them to deal with the immediate stress • Security > feel welcome and include by providing opportunity to increase quality of life, obtain financial and job security, and keep up with physical activity 	<ul style="list-style-type: none"> • Education of front line staff who may not have all the information needed • Application for assistance is daunting; creating a simpler process for ease of transition 	<ul style="list-style-type: none"> • There is shame for needing assistance • "I don't know what you do/offer:" just have contact with staff on the ground level who may not know what funding and resources the organizations have to offer

Team Notes

- Immediately need something to build resilience to get by day-to-day financially while still keeping the kids involved in activities.
- This particular family needs security while feeling welcomed and included with other opportunities.
- Focus on making their transition to having less income easier (innovation).
- Educating the front line staff so there is more communication and knowledge being spread.
- Young coaches do not know what is actually offered with funding and programs, so they need to be educate to further the education of people in need.

What Does the Family Really Need?

- Information: doesn't know services offered
- Security leads to assurance leads to safety
- Increased quality of life, which includes financial security, opportunities for physical activity, and job security
- To feel welcomed, leading to inclusion
- Opportunity to remain physically active (which loops back to having the information available)

Seeds, Weeds and Stones

Before prototyping, teams need some more jumping off points for generating ideas. To do this we used a tool Ben adapted from Marc Retig called Seeds, Weeds and Stones.

	Seeds	Weeds	Stones
People & Things			
Org. Process & Structures			
Relationships Values			

Seeds: Ideas or things in a system or situation we want to see more of.

Weeds: Things we want to see less of in a system, service, or situation.

Stones: Barriers to seeds growing.

Seed Themes From All Groups

- Inclusion
- Diversity
- All staff having information about assistance
- Community access
- Spontaneous opportunities and less structure
- Expanding networks and audience

Weed Themes From All Groups

- Poor management and structures
- Humiliation
- Lack of staff diversity (coaches)
- Close-minded people
- Focus on high numbers, money, and high performance
- Competition between organizations

Stone Themes From All Groups

- Transportation
- Lack of education, resources, and information sharing
- Less diverse coaches > due to cost of certification
- Access and space
- Lack of awareness/low appreciation of needs
- Rigid government funding, structure, and values

➤ [Seeds, weeds and stones themes](#)

Service Innovation Prototyping

IMAGINING, IDEATING AND PROTOTYPING POTENTIAL SERVICE INNOVATIONS

Building off the ZIP analysis, and the Seeds, Weeds, and Stones, the four case study teams each divided into two, creating eight teams. The eight teams then began to innovate prototypes, that are potential service innovations. Developing the prototypes does not necessarily mean that they will all be implemented. The exercise was to learn some new processes for developing services around user (people) needs and motivations, and to get a feel for not getting too attached to ideas, but learning to iterate, tweak, and change prototypes when feedback comes back. Remember, the worst thing we can do as designers (problem solvers) is design solutions without checking them with the people who will use them and be impacted.

Following the presentations of the prototypes, the group's voted for most innovative with an "x" and most do-able with a check mark. Images and videos of the eight service innovation prototypes are presented starting on page 21.

Make
your ideas
VISUAL

Name: _____

You might try making an imagined story journey of what your service innovation looks like. Try to not just use key words. Draw. Show the feelings at each stage and what is needed at each stage.

Pre-Service: What are their initial thoughts and feeling?
What is the **person** who will use your new service **thinking and feeling** before they contact you?

Initial Contact
How does the user hear about and get in touch with your new stellar service? **What does stellar first contact look like?**

On the journey
What does the experience look like? Who do they connect with? What does the service look like? What feeling do you want the user to have at each stage? Map the stages

On the journey 2
What does the experience look like? How will your service help people if things don't always go as planned? What troubleshooting will your new service offer?

The Goal!
Fill this out first
What does success look like? What might success feel like? Draw and list the interactions

20

Team 1:

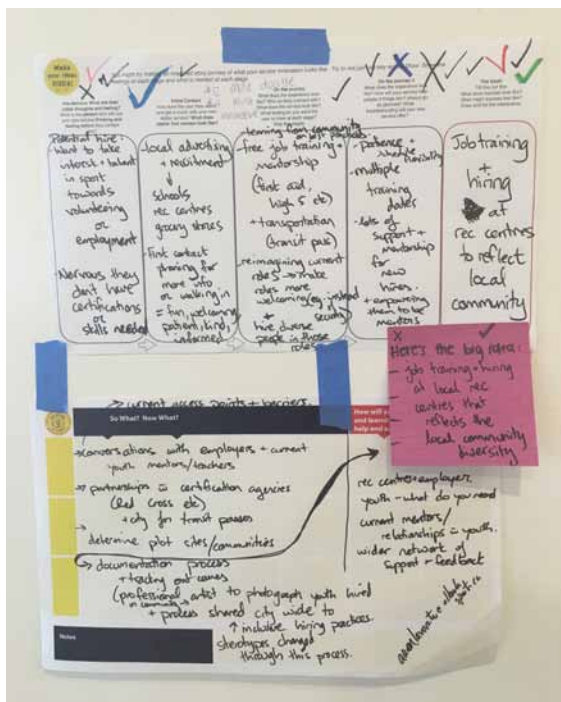
Big Idea: Job training and hiring at local rec centres that reflects the local community diversity.

Who would like to help?

Aaron Lavorato: Aaron.lavorato@albertasport.ca

Brian Torrance: brian@everactive.org

▶ Video



Team 2:

Big Idea: Belonging through sport in school and community. Finding the bridges and resources in communities to facilitate access to sport and physical opportunities. Specialized adaptations i.e. school schedules.

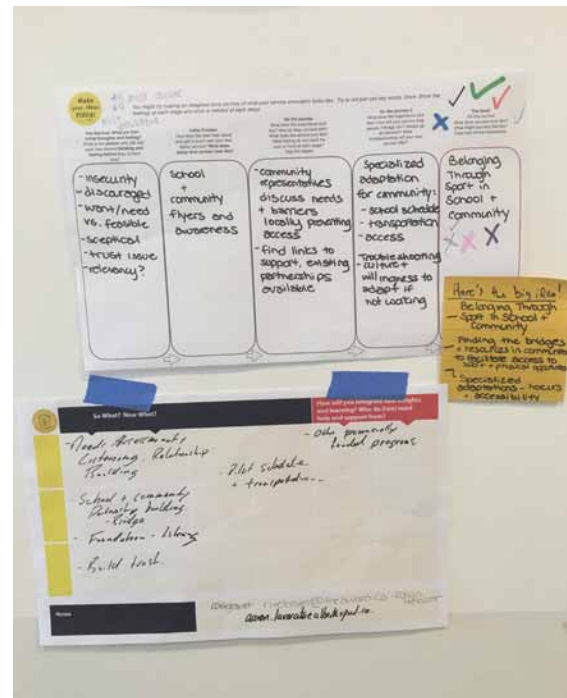
Who would like to help?

Aaron Lavorato: Aaron.lavorato@albertasport.ca

Robyn Webster: rwebster@theaward.ca

Brian Torrance: brian@everactive.org

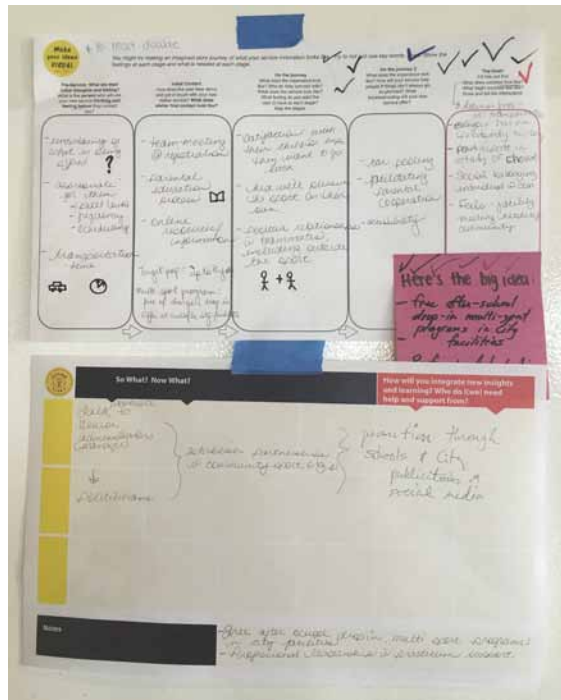
▶ Video



Team 3:

Big Idea: Free after school drop-in multi-sport programs in city facilities.

Video



Team 4:

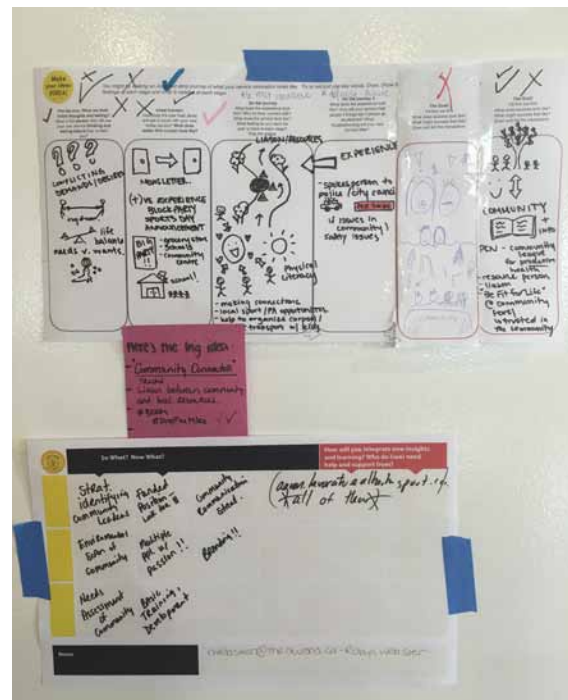
Big Idea: Community connector. Trusted liaison between community and local resources.

Who would like to help?

Robyn Webster: rwebster@theaward.ca

Brian Torrance: brian@everactive.org

Video



Team 5:

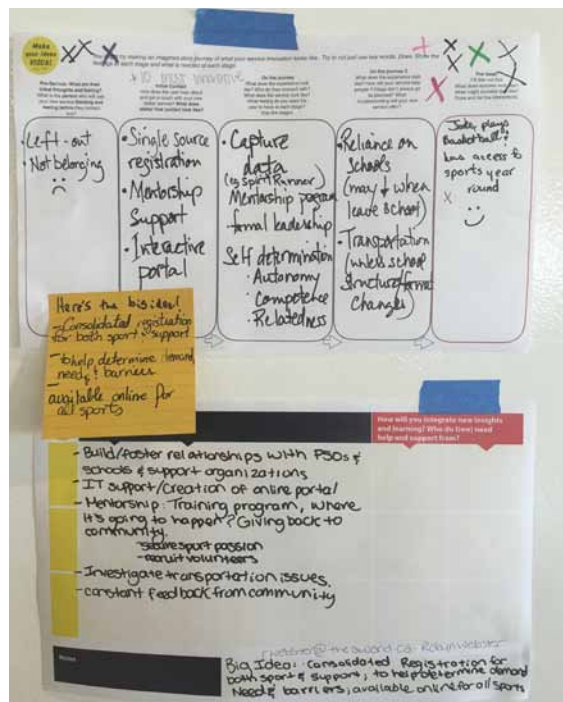
Big Idea: Consolidated registration for both sport and support. To help determine demand, needs, barriers. This tool would be available online for all sports.

Who would like to help?

Robyn Webster: rwebster@theaward.ca

Brian Torrance: brian@everactive.org

▶ [Video](#)



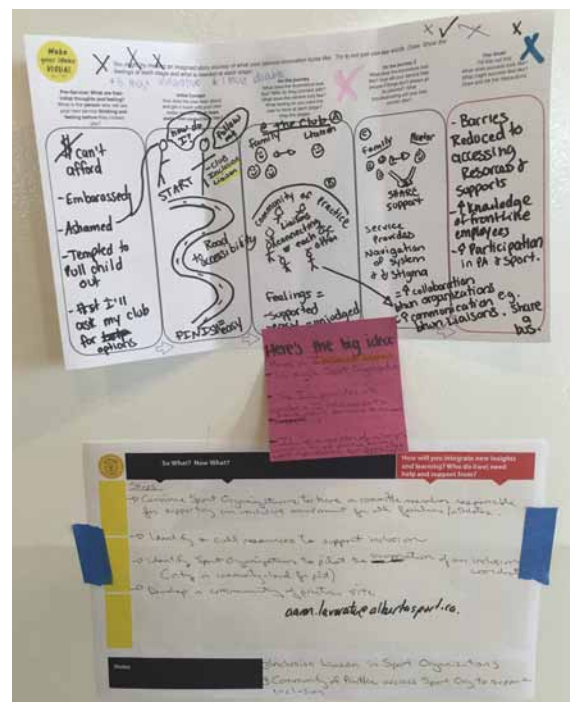
Team 6:

Big Idea: Inclusion Liaison (IL) in each sport organization who provides all members with information to break down barriers to inclusion. IL is a part of a larger Community of Practice, so they learn from each other to support their sport/community.

Who would like to help?

Katelynn Theal: katelynn@everactive.org

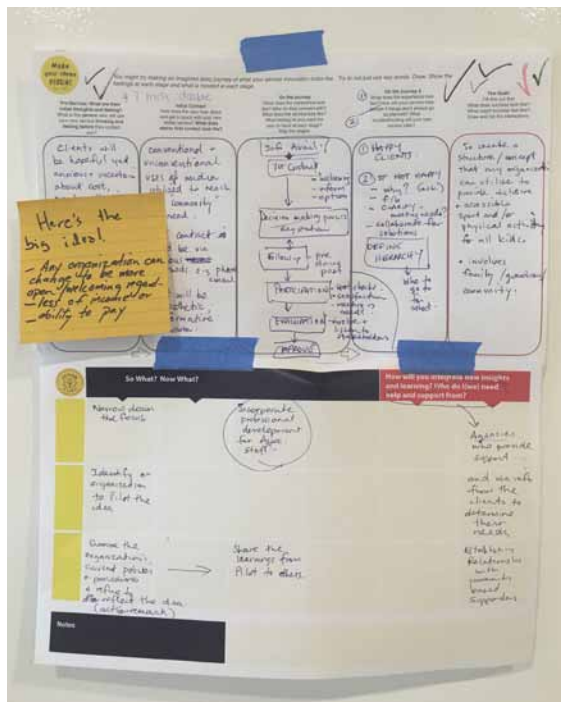
▶ [Video](#)



Team 7:

Big Idea: Any organization can change to be more open/welcoming regardless of income or ability to pay.

Video - [Part 1](#) & [Part 2](#)



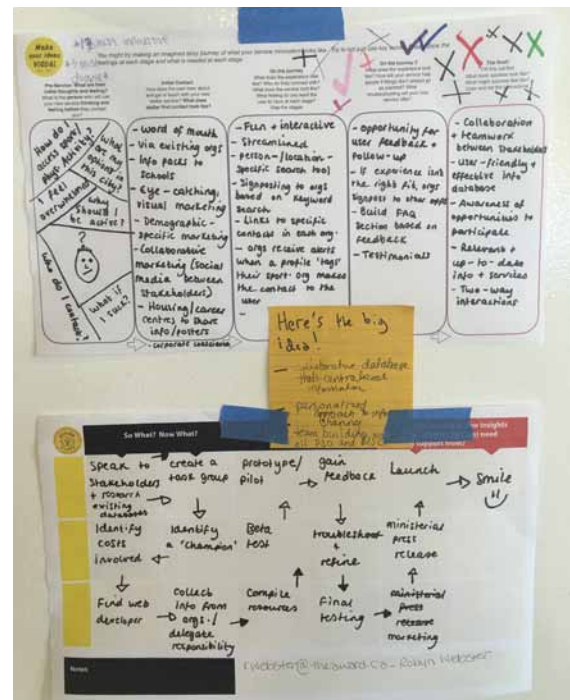
Team 8:

Big Idea: Collaborative database with centralized information. Personalized approach to information sharing.

Who would like to help?

Robyn Webster: rwebster@theaward.ca

Video



So What, Now What?

REFLECTION ON ACTION STEPS

Following the presentations of the prototypes and the voting, participants put their names and email addresses down on the prototypes they felt they would like to help develop further. Those who were interested on the day added their names, and if you would like to add your name to one, let Katelynn know by emailing her at: katelynn@everactive.org.

Closing Reflection

WHAT'S STICKING, PUZZLING & PROMISING?

For the last activity, participants were asked to reflect on their workshop experience. They were asked to consider three questions:

What is sticking with you?

- Collaboration
- Provincial sport organizations > lack of representatives
- Local specific solutions

What do you find puzzling?

- Why aren't these being put in the community?

What do you find promising?

- Awesome people who are ready to go
- Thinking from other's perspectives
- Honesty
- Collaboration
- Seeing prototypes that could work
- Thinking from user experience

DON'T FORGET, SMALL CHANGES CAN GO A LONG WAY
IN OUR DAY-TO-DAY WORK. WORK TO INTEGRATE ALL
WE LEARNED TODAY INTO THE WAY YOU WORK, TEACH,
COMMUNICATE AND PLAN. TOGETHER, WE CAN INCREASE
OPPORTUNITIES FOR ALL PEOPLE TO EXPERIENCE THE
BENEFITS OF SPORT AND PHYSICAL ACTIVITY IN ALBERTA!

Next Steps

EXCITING GRANT ANNOUNCEMENT!

Team #1 presented a prototype detailing free job training, coaching courses, and mentorship programs in community rec centres, which would encourage increased diversity among staff. This in turn would create a more accepting and welcoming environment that represents the community itself more closely, and encourages a more diverse population to utilize the facility.

Ever Active Schools has been successful in achieving funding for the Urban Partnerships Program.

The Urban Partnerships program is one of two available funding streams made possible by the new Urban Aboriginal Strategy through Indigenous and Northern Affairs Canada. Funding for the Urban Partnerships (UP) Program is distributed by the National Association of Friendship Centres and administered by Regional Provincial/Territorial Associations to meet the needs of urban indigenous peoples across the country.

The UP program is intended to fund projects and initiatives that aim to increase participation of urban indigenous people in the economy. The successful project proposed by Ever Active Schools - Miyomahchihowin (In Good Health) - builds on the ideas and brainstorming brought forward by Team #1 during this innovative design lab.

The goal of the project is to provide pathways for Edmonton Aboriginal Youth to access and build personal skills and gain employment or volunteer opportunities in areas of sport, recreation, health and physical fitness. To achieve this, the project will have three focuses:

- Listening and engaging youth in their economic and health aspirations and career paths.
- Building organizational partnerships to build skill development and job creation for Aboriginal youth in sport, recreation, health, and active living.
- Developing skills and creating and job/volunteer opportunities.

To begin some exploration for this project, Ever Active Schools is connecting with new partners

like YOUCAN Youth Services, the Centre for Race and Culture, Boyle Street Community Services, Amiskwaciy Academy, the Inner City Recreation and Wellness Program, the City of Edmonton, Edmonton Public Schools and many others. Part of these initial conversations are around learning what others are doing, discovering new partners, and learning some of the barriers - both from the youth and from the employers and agencies.

As provincial sport and active living organizations, we will be looking to you to support some pathways for training and job creation. Perhaps it might be changes in hiring practices, re-imagining current roles, supporting training, or new in-roads to marginalized communities. We hope to explore solutions like these, connect to existing efforts and more, at two Action Labs - the first is Nov 25, and the second will be early Spring 2017. Many exciting prototypes came out of this day, and while Team #1's now-funded idea is an obvious jumping off point, if any groups would like to explore the other prototypes brought forward, please consider this group as potential partners.

Emails of people interested in pursuing the brainstormed ideas are listed below the idea itself - reach out, continue brainstorming, and take action!

To dive deeper into these conversations and further explore barriers faced both by the youth, and the employers, and to hear some successes and supports from agencies who are already doing similar work, Ever Active Schools is hosting another Innovative design lab on November 25th. So please mark your calendars and let [Katelynn](#) know if you are interested in attending.

Thank You!

Thank you to everyone who brought their wisdom, courage, and insight to this meeting. This is the first step of our journey together!

Sincerely,

Ever Active Schools and KidSport