

INPUT

CIRA

ONTARIO INTRAMURAL RECREATION ASSOCIATION

Vol. 5 No. 2 April 1985

Time is running out! Will you be ready? During the week of May 25 - June 2, 1985, Canada will be celebrating its third National Physical Activity Week. Fitness Canada is co-ordinating this nation-wide campaign to encourage Canadians to get active and join in the fun.

Two national associations - the Canadian Intramural Recreation Association (CIRA) and Canadian Association for Health, Physical Education and Recreation (CAHPER) are working in a co-operative effort to create an exciting activity program for elementary and secondary school students. This year's CIRA/CAHPER project, "Hop To It!", has students "jumping and hopping" through a wide variety of activities. During this special week students may find themselves doing the "Schottische", trying the Inuit form of skipping and "high jumping" over their school.

CIRA and CAHPER have put together an innovative kit which has been mailed to each school. A bilingual resource booklet has been developed that contains suggested activities based on the jumping theme. These activities may be used or adapted by teachers for intramural programs and special days, or used in physical education classes to teach and practise jumping skills. Also contained in the booklet are sections on adapted games and suggestions for involving the news media. Not only will this booklet facilitate the organization of NPAW 1985, but teachers will also

Hop to it!

find it useful for planning future lessons and programs.

Artwork for an individual participant's certificate and a school certificate appear on the inside covers of the booklet. Teachers may affix the "HOP TO IT!" seal that we will be providing in the kit to the school certificate in recognition of the school's participation.

A full colour poster has also been developed for distribution to all schools. This poster shows happy young people involved in a variety of jumping activities. Four of these posters, with English on one side and French on the other, will be included in each kit.

On Monday, May 27, a special activity is planned which will involve students and teachers in schools across the country. This special event, designed to "Get the Jump On NPAW", is an ideal opportunity to draw the news media to your school. The objective of this event is to have as many students as possible jumping a single long rope at the same time. Some schools may wish to challenge another school on the other side of town or on the other side of the country. Other schools may wish to attempt to break the world record of 102 skippers completing 3 consecu-

tive turns. When attempting a world record, the following guidelines should be noted:

We are likely to publish only those records which improve upon previous records or which are newly significant in having become the subject of widespread and preferably international competitiveness.

Claimants should send independent corroboration in the form of local or national newspaper cuttings, radio or TV coverage reports and signed authentication by independent adult witnesses or representatives of organizations of standing in their community.

(Guinness World Book of Records, 1976)

Our goal for this event is to have as many students and teachers as possible participating in a fun and exciting physical activity. The resource booklet contains suggestions for other activities involving mass participation which may also be used as "kick-off" events for National Physical Activity Week.

We hope that all schools will jump right into National Physical Activity Week and surpass last year's participation records by leaps and bounds! Most of all, we would like to see students and teachers alike HOP TO IT and take part in the celebration of fitness May 25 - June 2, 1985.

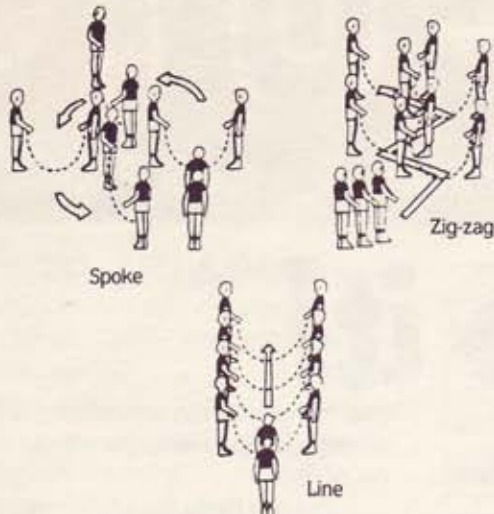


The Ontario Intramural Recreation Association acknowledges the financial support of the Sports and Fitness Branch of the Ministry of Tourism and Recreation.

SECONDARY SCHOOL INTRAMURAL ACTIVITIES

LEAGUES, MEETS, TOURNAMENTS

SKIPPING CONTESTS



LONG AND SHORT:

Stand at the centre of a long rope, facing one of the turners, holding a short rope behind the heels. Jump both ropes together.

EGG BEATER:

Form groups of 5. Two pairs stand at each corner of an imaginary square, holding one end of a rope with the ropes crossing the square diagonally. Start turning the top rope, then turn the other rope in the same direction and at the same time. The jumper runs in to jump both ropes at the same time with a rebound.

BOUNCING WHILE JUMPING:

Form a group of 3 and take turns to run in and jump the rope holding a ball. While you are jumping, bounce the ball as you run in, continue to bounce it while you jump, and then run out.

SHOOTING GOALS:

Run in and jump the rope, then shoot for a basketball goal as you jump the rope.

LINE, SPOKE, ZIG-ZAG:

Use four or six long ropes with turners placed in different floor patterns as shown in the diagram. The ropes can be turned in the same direction or the directions can be mixed. Change rope turners and jumpers frequently.

Post-Secondary

STUDENT INTRAMURAL CONFERENCE "Students Just Want To Have Fun"

Julie Chapman and
Rick Lascelle

The 15th Annual Post-Secondary Student Intramural Conference was hosted by Queen's University in conjunction with O.I.R.A. (Ontario Intramural and Recreation Association) on Friday, January 11th and Saturday, January 12th, 1985.

The conference was attended by over 180 delegates from across Ontario producing one of the largest turn-outs in its 15 year history.

The event was organized by student representatives from the men's and women's intramural program at Queen's University, under the guidance of the Intramural Supervisors, Dave Wilson and Carol Bulger and the Co-ordinator of Recreation and Intramurals, John McFarlane.

The formal welcome to all delegates from the student co-chairmen, Julie Chapman and Rick Lascelle took place at dinner Friday evening. As well, a formal welcome was given in a short address from Sharon Bradley representing O.I.R.A. The keynote speaker, Jim Bradley, Manager of

Fitness and Technical Section of the Ministry of Tourism and Recreation, made a 40 minute address to the delegates following the dinner entitled "Fun Through Participation." Mr. Bradley captured the spirit of the conference with his witty and interesting demonstration involving volunteers from the student audience. He spoke on many issues faced by those in the intramural field, spanning topics related to funding, recruitment and motivation of volunteers as well as the professional versus amateur sport issue. Mr. Bradley's talk was very entertaining and well received by the students, marking a highlight of the weekend.

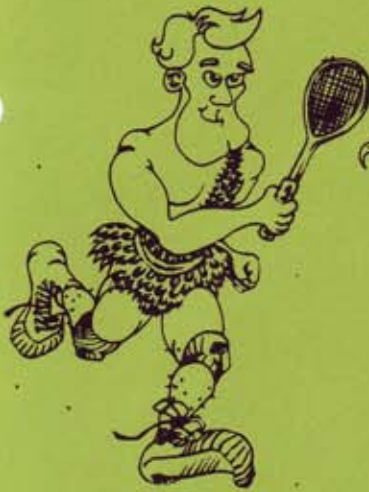
All in all the conference was a great success. The presentations took on many forms from one individual speaking, giving ideas and asking for group discussion, to the use of extensive audio visual aids, panel debates and one very entertaining mascot, the Mohawk College Hawk.

The theme of "Students Just Want To Have Fun" was initiated with the idea

that student involvement in intramurals stems from their need for enjoyment and social interaction in a physical environment for fitness and health. Students do want to have fun and intramurals have a lot to offer for their enjoyment. The students of this conference more than adequately exhibited this type of friendly, enthusiastic and co-operative atmosphere in which a great deal of learning about one another's intramural sports program occurred. Hopefully this enthusiasm will spread back to the independent campuses and students will continue to be provided with the opportunity to have fun.



National
Physical Activity Week
May 25-June 2, 1985



JUNGLE FEVER



O.I.R.A. '85 PRESENTS

TEACHER LEADERSHIP IN AN
UNTAMED WORLD

GENEVA PARK, APRIL 28, 29, AND 30.

MAJOR SESSIONS:
Teacher Leadership
Workshop.
— only 25 places
— \$10 additional cost
for workshop
materials.

MINI SESSIONS:
— quality presentations
for all school levels
as well as novice
and experienced
intramuralists.

KEY NOTE:
PLAY FAIR
A motivational
address to develop
recreational leadership
skills.

SOCIALS:
Jungle games for
all ages.
Special Jungle
Fever Celebrations

WORKSHOP FEE:
O.I.R.A. members \$165
O.I.R.A. non members \$185
fee includes
meals and accommodations

**REGISTRATION
DEADLINE:**
Friday, March 22
late registration
add \$25.00 to fee

JUNGLE FEVER APPLICATION FORM

NAME: _____
ADDRESS: _____

INSTITUTION: _____

LEVEL (CIRCLE) ELEMENTARY SECONDARY POST SECONDARY

SHIRT SIZE (MEN'S) XS S M L XL

CURRENT C.I.R.A./O.I.R.A. MEMBER YES _____ NO _____

MAKE CHEQUE PAYABLE TO: O.I.R.A. WORKSHOP '85

AND SEND TO:
CAROL SYBENGA
ATHLETICS + RECREATION
SHERIDAN COLLEGE
BOX 7500, McLAUGHLIN RD.
BRAMPTON, ONT. L6V 1G6

AMOUNT ENCLOSED

Member _____
Non Member _____
Total _____

JUNGLE FEVER

The annual Intramural Directors' Workshop takes on a jungle theme this year at Geneva Park, April 28-30, 1985. The organizing committee has planned a variety of activities from a "whine vine" to jungle games. A special feature to this year's conference is a teacher leadership workshop. There is an additional \$10.00 fee to cover the cost of the teacher's manual and student workbooks that will be given to each of the delegates that attend this session. It will be particularly valuable to anyone working at the senior elementary or secondary level.

The committee has been planning this conference for almost one year under the chairmanship of Don Fairweather from Seaway District High School in Iroquois. Don has been responsible for the speakers. Other committee members include Barb Prysuk,



Left to Right:
Carol Sybenga, Don Fairweather, Pat Kitchen, Barb Prysuk, John McIntyre. (Missing is Peter Baxter)

Grand River Collegiate in Kitchener (team activities); Pat Kitchen, University of Western Ontario (sponsors and displays); Carol Sybenga, Sheridan College in Brampton (treasurer and

registration); John McIntyre, West Elgin S.S. in West Lorne (hospitality); and Peter Baxter, University of Toronto (swap time and market-place).

Advanced Intramurals

STRATEGIES AND TACTICS OF FUND RAISING

I. The Planning Period

- A. Choose campaign planning committee
- B. Select campaign chairperson
- C. Review and analyze previous campaigns
- D. Develop the overall plan for the campaign
- E. Prepare a list of prospects, plan division tasks, set division quotas, organize advance gifts division
- F. Plan the general public relations program
- G. Appoint division chairpersons
- H. Identify prospective workers
- I. Release preliminary publicity
- J. Plan orientation meeting for workers

II. The Preparation Period

- A. Form operating committee from chairpersons, division leaders, and other leaders

- B. Schedule and hold meetings frequently to promote and check program
- C. Division leaders select captains
- D. Captains select workers
- E. Check campaign supplies and office requirements
- F. Conduct speaking campaign before clubs and organizations
- G. Obtain gifts
- H. Orientate workers
- I. Launch intensive publicity campaign
Have kick-off luncheon

III. The Solicitation Period

- A. Commence general solicitation on assigned day
- B. Maintain intensity in publicity
- C. Leaders communicate daily with workers
- D. Be aware of weak areas

- E. Hold report meetings
- F. Submit all reports as planned
- G. Stage a "victory" meeting. Express appreciation to all workers and to contributors
- H. Follow-up efforts of appreciation to media

Reproduced from:
Bronzan, Robert, Public Relations, Promotions, and Fund Raising for Athletics and Physical Education Programs. John Wiley & Sons, New York, 1977.

Notice to Membership

Annual General Meeting

Monday, April 29, 1985
Geneva Park Lodge
Geneva Park, Ontario
5:30 - 7:30 p.m.

CREATIVE LEADERSHIP

Jean Kennedy
Ryerson Polytechnical Institute



CAHPER's physical activities programs committee position paper that was approved in Montreal 1982 stated specifically that secondary school physical education should assist students in the following five areas:

1. Developing efficient and effective motor skills and enabling them to apply these skills to a wide variety of physical activities.
2. Developing and maintaining positive self-image, personal behaviour, and interpersonal relationships.
3. Developing a positive attitude towards lifetime participation in physical activity.
4. Developing knowledge and understanding of factors involved in attaining competence in, and appreciation of, physical activity.
5. Developing and maintaining physical fitness.

It is most interesting to note that of the five specific points, three of them are related to developing a student's positive attitude toward the intangibles of self-image, relationships and lifetime skill attitudes.

Many of us have not been able to come to grips with these intangibles. We are caught up in the development of efficient and effective motor skills and fitness testing. We are required to have a mark, but marks and intangibles just don't seem to mesh in the school system.

However in the teaching of the skills and the marking of the efficiency shown by the student, we can perhaps help the students in a more compas-

sionate and caring way to appreciate the skills.

Co-operative games create for the majority of us an alternative to the competitive games. However, the skills of the sport games are still great fun and so are the games — it is the attitude that surrounds these games that creates the problems for a majority of the people.

In learning situations, the pressure to win is not required. Later, once the skill has been acquired, often the desire to pit oneself against another aids in the perfection. Some of us are still having winners and losers in the learning situations with losers paying penalties ranging from fitness exercises to putting away equipment. Neither makes better players!

Uniforms that only suit the better body builds will keep some people out of class — so will the inexpensive white T-shirt that often is required in public schools for the pubescent girl. Nowadays when gym clothes are in, perhaps you should look at your dress code. Everyone knows that clean white shoes are passe and why should everyone dress alike?

Choosing teams always comes as a devastating blow to the last chosen — they certainly won't return unless coerced! Do you vary your teams — not only the make up of the class teams, but do you rotate them within the time slot so they do not play one team forever?

This brings us to the topic of squads in the class situation. Do you need straight line squads or is one large group fine? Do you still put them in

order of fitness level so that squad 4 is the weakest? Do you let the squad leaders check names and not learn them yourself? Do you keep the same squad leaders all year? Perhaps you can discuss this with your class or your peers — it certainly has elicited fairly strong negative feelings from students.

Finally, do you have overt favorites in your class? Probably you are not doing anyone favours. The "favorite" is often teased by the others and could reject your offerings while others are dying for the opportunity to be chosen. One rule I use, is once a student has demonstrated or been chosen specially for an errand, I cannot choose them again until everyone has had a turn. That means I have to keep track, but it also means that each child gets a little bit of sunshine.

Not only that, I found that I was really having to look at each person a little closer and then I started having more favorites. It's nice!

So many of these small things keep a person from participating so really they're not so small. It's a very easy way to start meeting some of those intangible goals that we have set ourselves. Once you've tried it, you'll like it.

INPUT

OIRA ONTARIO INTRAMURAL RECREATION ASSOCIATION