

INPUT

OIRA

ONTARIO INTRAMURAL RECREATION ASSOCIATION

Vol. 6 No. 1 September 1985

Input Grows From One To Four!

Brian Cressman was the originator of the OIRA newsletter — the first provincial intramural paper and has set a formidable standard of incorporating all levels of education in the paper which the new editors will be following.

This past year OIRA and Brian changed the newsletter's image to the "Input" with the financial support of Fitness Ontario.

Brian has been in the OIRA executive for the past 5 years and has been an OIRA conference organizer more than once.

Brian's intramural background and his excellent speaking qualities have also led to him being in great demand as a speaker across Canada. His program at Waterloo is one that is the epitome of OIRA's goals.

OIRA and CIRA thank Brian for all his time, effort and expertise. We know that Brian plans to maintain his interest in OIRA and to broaden his interests and expertise in the coming years.

We also thank Joan, his wife, for his time away from home — and his three children for their folding and stapling of the 500 newsletters each issue.

The Input will continue with 5 issues per year — the main change will be that four people replace Brian.

Each person is responsible for one page and will require the help of all their specific readers.

Elementary Page

Dave Schlei from Queensmount Sr. Public in Kitchener will be collecting informative and up-to-date news.

Secondary Page

Jennie Hood from Scarlett Heights Secondary School in Etobicoke will be doing the same.

Post Secondary Page

Meg Innes at York University will be drawing information from all universities and colleges.

General Page

Jean Kennedy from Ryerson will be collecting information about conferences, workshops and ideas that all the readers can use, as well as updates from CIRA, OIRA, P.R.F.O., and Fitness Ontario.

All members are asked for their input. Each editor will let you know the topics for the next issue. If you have anything to add — and you do — please send it to them.

**The OIRA '86 Production Company
proudly presents
"Student Leadership and All That Jazz"
on April 27, 28, and 29, 1986,
ON LOCATION at Geneva Park.
Stay tuned for further developments.**

The Expected Months Of Issues Will Be:

1. early September
— Welcome Back
2. mid-November
— Executive Nominations
3. early January
— Executive Elections
4. end of March
— Conference News
5. early June
— Wrap-Up

O.I.R.A. is committed to promote intramurals and provide support assistance to the intramural professionals in Ontario.

Annual Membership: \$20.00

RETURN TO:

RICK TURNBULL
CANADIAN INTRAMURAL
RECREATION ASSOCIATION
333 RIVER ROAD
VANIER CITY, ONTARIO
K1L 8H9

Call For Nominations Of OIRA Executive For 1986-1988

A new executive will be elected by ballot in February. Nominations are from the members. Forms will be available in the next issue — but be early and call 416-979-5000 ext. 6122 for a form!



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

Elementary School Contributing Editor Dave Schlei, Queensmount Senior Public School

LET THE KIDS DO IT

As another school year begins and you are chomping at the bit to get your intramural program off and running on the right foot let me offer a suggestion that may save you untold hours of work as the year progresses. What's that you say? Save me hours of work? How? Easy enough — let the kids do it. Let them set out equipment, take it down, hand out markers or scrimmage vests, arrange a schedule, publicize events, look after your intramural bulletin board, tabulate points or take photos. Let the kids do it? What ever happened to "If you want something done right, do it yourself?" I used to be a firm believer that elementary students would rather play than organize; that they would rather kick, shoot or throw than officiate, publicize or schedule. I wanted the intramural program to be "my" program. However, I discovered there were many, many things that our students could do to help organize the program and make it "their" program. Here are a few of them that could help your program.

Selection of Student Leaders

The most obvious candidates as leaders in the elementary intramural program are the high-profile, highly skilled senior students. These can be grade 8 students in a senior elementary school or grade sixes in a junior school. These students are certainly worthwhile candidates, however, it often pays off to search for the student who hasn't been actively involved as a participant but who has an interest in photography, or who has the neatest notebooks, or enjoys math more than physical education. Many times these will be the organizers who will take special pride in carrying out the day-to-day tasks so important in a well-run intramural program. They can gain feelings of self-worth from providing a service from their own strengths when they

may not be able to contribute because they feel they are not skilled enough physically (whether or not this is the case).

Duties of Intramural Leaders

It is not necessary to establish an in-depth leadership course to train your student leaders after they have been selected or after they have volunteered. Some areas require more guidance and supervision than others, however, much of the training can be done on an on-going basis by showing them how a specific job should be handled by doing it **with** them in September.

Scheduling

Most students are capable of copying a schedule from a scheduling master as can be found in any intramural "how-to" book. All that is required of you is to give your scheduling leader a copy of the schedule you want to use, the number of teams and their names and the days that you will use. He can then plug this into the master schedule.

Equipment

Here is a job that many elementary students love to do. The responsibilities of the student entail having the needed equipment — balls, nets, hoops, scrimmage vests or whatever, at the appropriate place prior to the start of the activity each day. Your job is simply to give the student the list of equipment he needs to have ready each week. I have found that rotating students on a weekly basis keeps them keen and eases the demands on their time.

Bulletin Board

If you are fortunate enough to have a separate intramural bulletin board or intramural section on your activity bulletin board then you have a job that will appeal to many of your student. As long as there are specific

areas on the board for schedules, photos, upcoming events and the like, it is a fairly simple job to change the information on the board at weekly or bi-monthly intervals. This is a terrific opportunity to get the hesitant student with low self-esteem involved. Your responsibilities consist mainly of supplying him/her with the needed schedules, photos, etc.

Publicity

There are few motivational techniques as successful as photographs. Everyone likes to see their picture displayed for all to see. If you don't have an area near the gym that is used exclusively for intramural photographs then make one. I can guarantee it will become a popular spot. Once you have recruited a photographer, or better still, photographers, just let them loose. Before long, you will be looking for more space to display their handiwork. As long as you provide some guidance as to what types of photos you are after the students will do the rest. If you talk nicely to your principal you may even be able to arrange for some finances.

Officiating

This is the one area where you may have to be very selective about who you use. It is important that your officials know the philosophy of your program and what you are trying to accomplish. Sometimes the score is not as important as the student believe and your officials must be aware of the thrust of your activity program. You may want to break your officials in slowly and have them referee with you for the first week of each schedule. Also, refereeless intramurals work very well with elementary students so you may want to try them as well.

As the CIRA Student Leadership Development Program so aptly
(See THE KIDS, page 3)

Post Secondary Contributing Editor Meg Innes, York University

RECIPE FOR DEVELOPING LEADERS

Preheat program to 24000 students.

Ingredients

- 1 student (still impressionable)
- 1 Recreation Staff member
- 1 office
- 2 chairs
- 1 Program Handbook
- 20 Intramural Leagues
- 15 Instructional Programs
- 12 Sports Clubs

* Lots of Financial Support

* Note: With this necessary ingredient and lots of tender loving care, your program will not rise.

Directions

Take one student and one Recreation Staff member and blend them into a chair in an office. Have the student look at your program handbook and choose a job opportunity with which they will feel comfortable! Establish the "ground rules" which include:

- a) program goals/objectives
- b) student contribution to the goals
- c) how to complete tasks.

Once you have mixed these ingredients together, take the next step

THE KIDS

(Continued from page 2)

states — leadership means having an intentional positive influence on the lives and behaviours of others. This concept of leadership can accommodate a variety of individual styles, from enthusiastic go-getter who organizes events and people to the quiet supporter and facilitator who makes others feel worthwhile. It is possible to use the students to make your job easier. After all, don't children learn responsibility by being given responsibility? If you are willing to risk letting the kids do it the benefits to them, to the program and to you, will be well worth the time you spend now. Good luck!

and begin discussing finances. Fold the topic gently into the conversation and let it rest for one minute.

Pour all of the ingredients into your mold, sprinkle liberally with patience and pop it into your program for one academic year. You will know that the recipe has turned out when the student returns next year for a second helping!

Nutritional value: Contains trace elements of stress reduction for staff member

Total Calories: 24,000 participating students

Yield: one successful program

Work Study Assistance Program

Did you know that the Ministry of Colleges and Universities allocates funds for the **Work/Study Student Assistance Program**? Work/Study is a form of assistance which provides part-time and casual employment opportunities through which students can help meet part of the costs of their education.

Your Role in Submitting a Proposal

There are general guidelines to follow which include:

1. Proposals should put forward substantively new positions;
2. Jobs may be varied in nature, i.e. administrative, research, cataloguing, etc.;
3. All jobs must be available in and around the campus and should be flexible in terms of hours;
4. The employment of a given student is limited to a total of 15 hours a week (students prefer 8-10 hours due to their studies);
5. The standard rate of pay is \$5.00/hour plus .20 vacation pay;
6. The maximum earnings per student, including vacation pay, may not exceed \$1000.00;
7. It is the responsibility of the hiring unit to monitor the students' work and to arrange payment;

8. Matching funding will be considered depending on eligibility. The main criteria for student eligibility are: Canadian citizenship; enrollment in at least 18 credits of course work; the student is determined to have a financial need that has not been adequately met through OSAP.

If this program is in effect at your institution, chances are that numerous proposals will be submitted by various departments. It is conceivable that your proposal will not be accepted but if it is, funds will be offered to cover up to one-half of the wage costs of the position.

Under this program, Recreation York University was able to hire students in 1984-85 for the positions of Head Lifeguard, Referee-in-Chief and Weight Room Instructor. Needless to say, the students gained valuable experience and as well, some of the pressure was taken away from the Recreation staff.

Most of us are all in the same situation financially and we all accept the fact that "every little bit helps". Here is the opportunity for you to get some help, so if you are not presently in line with this program, speak to your supervisors and find out why.

FABLE ABOUT HOW RECREATION GREW

Once upon a time, there was a Recreation Coordinator. He was happy because he was responsible for developing programs for the students. When he first began, he made arrangements for student to play football, basketball, volleyball and other sundry sports and called it intramurals. These activities made the students happy and therefore the Coordinator was happy.

One day, a group of students approached the Coordinator and said that they would like to participate in fitness and dance classes. Arrangements were made for classes to be held and it became known as the instructional program. Everyone was happy until one day, another group approached the Coordinator and said they wanted to start a club. So, the aspect of the program called Sports Clubs was born.

Everyone seemed joyful for a while until more students told the Coordinator that they wanted some free time in the gym to play pickup basketball and pickup badminton. The Coordinator set time aside in the gym for these students and called this free time Casual Recreation.

Now with Intramurals, Instructional, Sports Clubs and Casual Recreation, the students were very pleased, but the Coordinator felt that he was overworked and he was worried. He became so concerned that he decided to speak to the Chairman. The Chairman was very happy that the students were happy, but he could see that the Coordinator was overworked; so they decided to hire an Assistant to the Coordinator.

Once the Assistant was hired, things ran smoothly for a while until the Coordinator noticed that there were no programs for the other staff on campus or the surrounding community. He told the Assistant Coordinator to develop something and they called it Special Events. The Coordinator and Assistant Coordinator worked very hard during the

academic year and they were very happy when April arrived. They used April to August to get ready for September. Then one day, the Chairman told the Coordinator that Recreation should be offering programs for children during the summer months. Thus, the summer camps began.

During all this time, other things were happening within society. People were becoming more and more concerned with leisure, wellness and fitness, and they asked the Chairman if academic subjects in these areas could be offered. The Chairman spoke to the Coordinator and asked him to develop another program. The Coordinator was very happy at the thought of offering an academic Recreation program, so he set to work researching and writing.

As you can see, the Coordinator and Assistant Coordinator had much work to do and they wanted to make sure that a quality program existed, so they decided to hire students to help coordinate their "hands on" program. They hired a referee-in-chief for the intramural program; a

student fitness coordinator for the instructional program; a camp director for the summer camp; a publicity coordinator for the handbook; a coordinator for special events; and a coordinator for casual recreation.

Now there was the Coordinator, Assistant Coordinator and six student helpers working in the Recreation area. They were a happy bunch and they worked very, very hard. Because of this hard work, more people decided to participate in recreation programs. The programs grew so much that the Chairman and the Coordinator decided to hire another full-time staff member to help. This new staff person was able to supervise the referee-in-chief and the intramural programs; the camp director and the summer camp; and the sports club helper. With three full-time staff and six student helpers, the Coordinator decided that Recreation should be doing even more for its membership. Thus, the Recreation program grew...and grew...and grew...and grew...

* * *

Moral Of This Fable:

Recreation stands still for no one, so be prepared for change and new growth.

PRFO Report

The annual meeting was held at York University in June. OIRA was represented by Jean Kennedy, Meg Innes and Sharon Bradley.

A. Three new committees have been set up by PRFO.

1. A provincial legislative interest group — representative is Sharon Bradley.
2. A committee chaired by Dept. of Recreation and Tourism to increase profile of recreation in Ontario — representative is Heather MacDonald.
3. A committee that will work toward coordinating and promoting all PRFO organizations' workshops. Representative is Carol Sybenga.

Each representative will report to the OIRA executive. If you wish more information or wish to have input please call the specific representative.

B. Over 700 PRFO association members have become certified. Many departments are listing the certificate as a prerequisite — join the many professionals in OIRA who are proud to have a certificate.

Secondary School Contributing Editor Jennie Hood, Scarlett Heights Secondary School

O.S.I.S. AND INTRAMURALS

For those schools where an intramural program is thriving but has not yet been given staff timetable consideration as a teaching period, O.S.I.S. may provide some needed impetus, as the Intramural (and Inter-school) program has received upgraded status to "co-instructional". The prefix "co" means together with or jointly and implies that what was formerly "extra-curricular" is now considered part of the curriculum. If we assume that this term encompasses all learning experiences that are provided for students under the auspices of the physical education department, we may have reached another higher plateau.

With the increased recognition of the worth of the Intramural program in a Ministry document, perhaps it is time that we stopped trying to justify these programs and instead promote them as teaching periods. O.S.I.S. may become an ally in a time of declining enrollment and related physical education department shrinkage!



NOON-HOUR CIRCUIT FITNESS PROGRAM

Adapted from an article by Wayne L. Westcott, Johper.

The main ingredients for a successful noon-hour fitness program are brevity, variety, individuality and sociability. In other words, what is needed is a program that is relatively short in duration to each person's level of conditioning and facilitates interaction among the participants. In addition, it should be challenging, produce the desired fitness benefits and recharge the participants for the remainder of the day. The twenty-five minute circuit training program is designed to accomplish this.

It begins with five minutes of light locomotor activity and stretching

and concludes with five minutes of jogging. The remaining 15 minutes are divided equally among six activity stations.

Stations A, C and E involve activity for the leg muscles, and stations B, D and F provide exercises for the upper body and abdominals. In this manner, the cardiovascular system receives a continuous training stimulus while specific muscle groups are alternately worked and rested. The circuit exercises, time allotments and target muscle groups are listed below:

(See FITNESS, page 6)

Fitness Program — 2 noon-hours per week for 6-8 weeks.

Station	Time Allotment	Exercise	Time Subdivision	Muscle Group
A	2 min. 15 sec.	Cycle		Quadriceps/ hamstrings
B	2 min. 15 sec.	Bench Press	45 sec.	Chest, triceps Abdominals
		Sit-up	45 sec.	
		Dumbbell Curl	45 sec.	
C	2 min. 15 sec.	Rope Jump		Quadriceps/ hamstrings
D	2 min. 15 sec.	Dumbbell Press	45 sec.	Shoulder, triceps Abdominals
		Curl downs	45 sec.	
		Bench Dip	45 sec.	
E	2 min. 15 sec.	Step ups	45 sec.	Quadriceps/ hamstrings
		Lateral Jump- football dummy	45 sec.	
		Straddle Bench Jump	45 sec.	
F	2 min. 15 sec.	Bench Push-up	45 sec.	Chest, triceps
		Knee-ups	45 sec.	
		Upright rowing	45 sec.	

Intramural Resolutions for the new School Year from CIRA Bulletin Vol. 10 No. 1

1. Run an intramural program that includes activities from all four dimensions:
 - leagues, tournaments and meets
 - self directed activities
 - clubs
 - special daysThese activities will be suited to the needs and interests of **all students**.
2. Provide an intramural program that enhances the development of physical skills, physical fitness, social skills and leadership skills.
3. Have as many children as possible involved in our school's regular intramural activities throughout the entire school year.

FITNESS

(Continued from page 5)

A participant spends two minutes 15 seconds at each circuit station, with stations B, D, E, and F sub-divided into three separate 45-second exercises. Tape recorded instructions insure smooth transitions between exercises and between stations. Ample time is provided to move from

station to station, to adjust the tension on the cycling machines and to select the appropriate weight load for the strength exercises. The participants determine their own work level and training pace in accordance with their target exercise heart rates, which are checked during every class.

The program utilizes three bicycles, benches and several sets of

dumbbells thereby enabling 18 people to train simultaneously (three at each of six stations). There is potential for a great deal of cooperation and camaraderie among the participants as the small groups move through the circuit together.

Because the directions are given via tape recordings, the supervisor is free to move from station to station to give individual and group encouragement and to share relevant information on physical fitness. Illustrated station signs and upbeat background music further enhance the training environment.

If exercise cycles are not available, or if there is a need to expand the participant number potential of the program, this station can be substituted with other quadriceps/hamstrings exercises - eg. stride jumps, hopping, half-squats etc.

The availability of facilities and equipment determines the number of participants.

"It's unwise to pay too much, but it's unwise to pay too little. When you pay too much you lose a little money, that is all. When you pay too little, you sometimes lose everything, because the thing you bought was incapable of doing the thing you bought it to do. The common law of business balance prohibits paying a little and getting a lot—it can't be done. If you deal with the lowest bidder, it's well to add something for the risk you run. And if you do that, you will have enough to pay for something better."

JOHN RUSKIN

NEXT ISSUE: - SUCCESSFUL PROGRAM IDEAS
- WEEK LONG EVENTS
Dave Schlei

NEXT ISSUE: - ORGANIZATION AND TEACHER INVOLVEMENT
Jennie Hood

NEXT ISSUE: - WINTER GAMES
- SPECIAL EVENTS
- PLAN FOR JANUARY
Meg Innes

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Edited by Jean Kennedy - Ryerson Polytechnical Institute, 350 Victoria St., Toronto, M5B 2K3