

INPUT

OIRA

ONTARIO INTRAMURAL RECREATION ASSOCIATION

Vol. 6 No. 3 January 1986

WHAT NOW?

The Christmas Rush is over and we are enjoying a new year! The pace has picked up again as the students are back and new sports and programs have begun. We are going to oodles of meetings, competitions, etc., etc., etc. Most people would think that we would be busy enough with the present programs! Little do they know that our little unconscious mechanisms in our brains are turning to thoughts of the first robin chirping our sweet song!

So now that you are thinking about Spring — the next question is, where do you begin? I would suggest that you dust off last year's files and pull out the 1985 Spring Handbook. While you are looking through it, chances are you will remember what programs were successful. All you need do in that case is change the dates of those programs. Next, cancel the programs that did not seem to work last year. The next step, for your peace of mind, is to brainstorm with your staff. There is nothing worse than having to come up with innovative ideas when you have no

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:

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CANADIAN INTRAMURAL
RECREATION ASSOCIATION
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VANIER CITY, ONTARIO
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THE GOOD—THE BAD—THE UGLY PROGRAM TIPS

(These tips reflect the experience of one Recreologist.)

THE GOOD

Aerobics — call everything aerobics

Run For Your Life — set an initial goal of 100 miles for one calendar year. Once they have achieved that reward them with a T-shirt and the next goal.

Fit For Life — set up courses 1500m and 5000m in length. Once a month, time participants to see how fast they walk/jog. Each month they should see an improvement.

Swim and Stay Fit — set an initial goal of 100 miles for one year. This is the beginning goal. Once this has been achieved, set tailor-made advanced distance goals for the individual.

Fitness Pass — How many times have people told you that they won't be able.
(See THE GOOD, page 2)

feedback!! After the brainstorming session, write down the new programs. The next step is extremely important. If you do not **BOOK THE FACILITIES**, you will be doing a lot of last minute shuffling. So even though it is time consuming, get it over with! You are almost finished now. Double check all the dates and information about your spring programs and send it off to the printers.

To reiterate, here are the things to do for Spring:

CHECKLIST

1. Dust off files.
2. Look at Spring Handbook.
3. Consider which programs were successful.

4. Change the dates.
5. Cross out the courses that were cancelled.
6. Brainstorm with members of your staff.
7. Add new innovative programs.
8. **BOOK FACILITIES!**
9. Check and double check all of the dates and information.
10. Send it to the printer.
11. You have finished with the Spring and now you can go back and worry about the winter programs and the problems that have been piling up on your desk while you have transcended yourself into springtime!



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

THE GOOD

(Continued from page 1)

to attend Tuesday's class and asked if it was alright if they went to the Wednesday class? Offer a Fitness Pass for a registration fee and they will be able to join any class they choose.

— Cathy Clarke, Glendon College

Fitness Comes To You — Faced with facility problems? Offer this program and your problems will disappear. Advertise the following:

Get your group into fitness. This program is designed to help those groups that can not fit into our scheduled offerings and to help us with our crowded facility problem. Here's how to get started:

1. Get a group of 10 or more people together.
2. Locate a suitable space where a fitness class could be conducted.
3. Select the times you want and then contact us. We will arrange an instructor for you.

— Sally Kemp, University of Waterloo

Student Helpers

Ref-in-Chief: Responsible for supervising and rating all referees in the intramural program.

Head Lifeguard: Responsible for supervising, scheduling and training all lifeguards.

Fitness Coordinator: Responsible for training and supervising all fitness instructors. Also responsible for developing and marketing fitness programs.

Personalized Jogging Record — Make a chart for joggers and include:

- a) stretches before and after running
- b) resting before and after running
- c) distance jogged
- d) duration of jog
- e) heartrate at end of jog
- f) route jogged
- g) weather
- h) comments
- i) summary per week and per month
- j) helpful tips, ie. jog against traffic.

THE BAD

How many times have you offered these courses and had to cancel due to poor registration?

Juggling
Guitar Lessons
Ballroom Dancing
Jogging
Bike Skills and Maintenance

If you have had success with any of these, drop me a line.

THE UGLY

How many times have you had to deal with:

Facility mix ups — when you devise your handbook spend time reviewing available facilities. The more time you spend before your programs begin — the less mix ups.

If you have more problems that would fit in this category — let me know!

Forty-Five Ways to Promote Your Program

1. Event Flyers to Home Rooms
2. Assemblies — athletic council members and guest speakers
3. Posters — cafeteria, change-rooms, washrooms
4. Newspaper — Intramural, school, local
5. Blackboards — portable — moved through halls
6. A "logo" for Intramurals
7. A slogan for Intramurals — eg. The Lunch Bunch, Catch the Feeling
8. Bookmarks, pens, binders with logo and/or slogan
9. P.A. Announcements — dramatic/dynamic/musical
10. Calendar
11. "Booster" or "Spirit" Buttons and Pins
12. Student Intramural Handbook
13. Video or Slide Presentation — commentary/music
14. Weekly/Monthly Schedules
15. Hot Shots — pictorial display of students in action
16. Orientation activity — eg. grade 9 homeroom challenge
17. Questionnaires, Surveys, Intramural Application Forms
18. Awards — eg. House Trophy — award points by the 1000's
19. Recognize participation of students — eg. attendance counts for house points
20. Spirit days — special events in early Sept. for each grade level
21. Stickers with logo and/or slogan given to participants at spirit days
22. Buddy System — athletic council member adopts a home room to keep them involved/informed
23. Balloons printed with Intramural message given at Intramural rally in early Sept.
24. Statistics — points, participants, activities

(See PROGRAM, page 3)

Secondary School Contributing Editor Jennie Hood, Scarlett Heights Secondary School

Special Education "Varsity Intramurals"

It was terrific to open my mail and discover a super article for inclusion in the Input. I hope other O.I.R.A. members will "share the wealth". — Jenny.

Are you having difficulty getting special education students involved in your intramural program?

If your answer is yes — Read on!

At West Elgin Secondary School, we have solved the problem to a large extent with our "Varsity Intramurals" program.

In Elgin and Middlesex counties, we have developed an invitational tournament structure for each of the sports of floor hockey, soccer, 2-pitch, volleyball and basketball. Each school hosts a tournament in one of the above sports on a rotational basis. A round robin schedule with a play off structure is held either through the day or on an afternoon-evening format. Trophies are presented in each activity at the "A" and "B" levels so every team has a chance to win a trophy.

Lead up practice time for these tournament days is of a greatest importance; we schedule practice time for these teams into intramural time slots so they can practice and play games against other intramural teams, i.e., Grade 13 team, Intramural Council, etc.

With this format these students feel more confident and enthusiastic about activity and in actual fact are very involved in the intramural program. Our Special Education Department is only too happy to become involved with this program as the students look forward to game days.

Try it! It works!

By: John McIntyre
West Elgin Secondary School
West Lorne, ON.

Program

(Continued from page 2)

25. Suggestion box for Intramural ideas
26. Variety in program — flexible scheduling of different activities within a week —
eg. Mon./Wed. - Floor Hockey
Tue./Thur. - Fitness Club
Fri. - Open Gym Volleyball
27. Short Schedules — can run an activity more than once if it is popular
28. Staff/Student Competitions
29. Intramural T-shirt
30. Grade 9 Survival Kit
— given first day of school by athletic council member assigned to a home room - contains spirit button, schedule, sign-up procedures etc.
31. Intramural Posters
— keep logo constant - change message - identification of logo with Intramural program
32. Intramural bulletin board and display case — change every 8 to 14 days to maintain interest
33. Intramural School "Crier" in halls and cafeteria — dramatic effect
34. Council of conscientious, hard-working reps
35. Effective Organization — scheduling, officials — participants should have fun
36. Intramural team names
eg. Interscholar mascot - cougars
Intramural houses
- cat family - panthers, lynx, wildcats, jaguars
37. Family Nights — special events

for family participation — follow with hot dogs etc.

38. Clinics run for middle school students at the high school - eg. volleyball on a Saturday morning - involve interschool team members - lots of logo/literature hand-outs/prizes etc.
39. Co-ed activity nights - eg. team superstars, battle of the sexes
40. "You Oughta Be in Pictures" - spotlight (picture and profile) of extraordinary participant/staff advisor/council member
41. Total school Intramural activity — eg. home room quiz, dance
42. Word of Mouth
43. Intramural Booth in Cafeteria — want activity-based interactive booth — eg. guess no. of marbles in jar, name a new game contest etc., as well as info about program
44. Administration involvement — participation in program - even if just honorary name an event for the Principal who is then on hand to give out awards
45. Open House — highlight a variety of activities which are scheduled for short amount of time - have some activities which encourage spectator involvement.



POT POURRI OF EVENTS/IDEAS

Ever struggled to create meaningful experimental learning opportunities for students to fully achieve the higher levels of Bloom's taxonomy of educational objectives? A well-organized **Student-Led Aerobic Work Out Club** is an avenue for the practical application of knowledge gleaned from physical education and health classes - anatomy, exercise physiology, scientific principles of conditioning, lifestyle concepts, proper mechanics of movement.

Psychological and physiological justification for such a club can be found in two excellent articles:

1. The Effects of Aerobic Cardiovascular Fitness by Valerie V. Watterson (The Physician and Sports Medicine, Vol. 12 No. 10, Oct. 1984)
2. Aerobic Dance for Athletes by Mark Ansbel (Athletic Journal, April 1985)

An outline of the steps to take in forming the club follows:

- a. Obtain a staff adviser who is interested in this activity from a "support" perspective. The person does not have to actively participate but can assist with organization, communication leadership and decision-making development, and venues for participation recognition (eg. Open House or Assembly presentation).
- b. Survey interest and arrange a meeting of potential members. Announcements and posters outlining the benefits of aerobics should help to attract male and female students.
- c. Secure an area where the club can hold their work-outs regularly without interruption. A gym does not have to be used - the auditorium foyer, or a classroom with desks moved to one side works just well!
- d. Purchase small individual exercise mats. Mats that are 2 feet by 4 feet by 1 inch are ideal and relatively inexpensive. Another suggestion is to use a "worn-out" ensolite mats when it can no

longer be used safely for gymnastics - cuts into four individual mats.

- e. Form a work-out council to plan and organize the club, and create routines. These should be knowledgeable phys. ed. students.
- f. Establish a small operating budget for the club so that they can purchase cassette tapes, or records for their routines.
- g. Put together a portfolio of articles on aerobic exercise and dance which the council can use to design effective work-outs.
- h. Arrange for a knowledgeable aerobics instructor to meet with the council and assist the students in their planning.
- i. Review with the Council members the proper sequencing of an effective work-out, questionable exer-

cises to avoid, Karvonen's formula for target heart rate, scientific principles of regularity, specificity, progression and overload, variety of aerobic mediums - routines, jogging, skipping, no-bounce exercises.

- j. For participant interest and motivation and program effectiveness evaluation, organize a voluntary 12 minute run pre-program and post-program test to assess aerobic improvement.
- k. Organize the club to run in six to eight week segments (amount of time needed to experience aerobic program benefits). At the end of this time, have the staff adviser and participants call a meeting to decide the set-up and organization of the Council for next session. A changing Council allows many more students to develop their leadership and creative potential.

Ideas for Intramurals from 1985 Conference Members

- Begin a weekly flyer for intramurals: funniest moments, players of the game etc. Dave Gotts from Lambton College.
- Cut down on scheduling changes. Kit Bauldry at University of Toronto prepared a handout called *Hazards of Scheduling Changes* to be handed out to all representatives and captains.
- Mary Lou Scott of St. Ignacius of Loyola decorated 20' x 10' wall in fitness room with cut out sports pictures glued onto wall - great collage!
- Janice Kominek from Chatham YMCA is hosting a student leadership conference with 6 students from each school in area.
- Jenny Hood from Scarlett Heights uses the buddy system to get grade 9 kids involved, linking them with a Senior Intramural participant.
- Pam Lawton, Brnhamthorpe C.I. has an Easter Egg Hunt for classes - teachers hide eggs for Period 1 class - then that class hides eggs for next one etc.
- Nancy McCormick at East Northumberland posts photos of participant of the month and of council. Good time to push for a Polaroid in your budget.
- Sharon Bradley at University of Toronto suggests saving all headlines, catalogue pictures and lettering that looks great in a loose leaf binder for later use on posters.
- Chris Cuthbert-Hunt at Cardinal Newman H.S. persuaded janitors to give up a broom closet - now the Student Intramural Office.
- Terry Paulson at Morningstar Secondary School orders bagged popcorn delivered and sells it daily after school - great fund raiser.
- Sandy Blackshaw at Blenheim High School got permission from a company to use their logo for school - a bobcat. Has put logo every door related to athletics.
- Jean Kennedy from Ryerson suggests painting all Athletic Bulletin boards one colour - or if in a house system, 4 colours.

Elementary School Contributing Editor Dave Schlei, Queensmount Senior Public School

MAKING AN OLD GAME MEET NEW OBJECTIVES

Ball hockey has become a popular recreational activity for both male and female participants. Some of the features of the traditional game, however, tend to limit active participation and enhance the probability of injury unless considerable monies are invested to provide helmets and/or eyeguards. A game called "Rag" Hockey provides an excellent aerobic alternative.

The game is played in a large gymnasium with benches put diagonally across the 4 corners of the gym, game nets, plastic blade hockey sticks and a ball made from stuffing and sewing an old gym sock. There are no court boundaries other than a centre line which divides the gym into offensive and defensive halves.

The primary objective of the game is to move the ball across centre and score in the opponent's net.

Four players per team are on the floor at the start of the game. One player faces off at centre. The remaining three players must be on or behind the centre line. There is no designated goalie and therefore no need for protective equipment. Any player may temporarily go into goal to stop the ball but cannot remain in the net.

The ball is advanced by passing, running and stickhandling. Ball checking only is allowed. Players are penalized (50 sit-ups etc.) for an infraction — eg. checking body or stick, tripping, pushing, dangerous stick. Slapshots are not permitted and are almost impossible given the soft nature of the ball. A ball in the air may be caught and immediately dropped and played with the stick.

A hockey face-off takes place at the beginning of the game. After a goal is scored, the ball belongs to the nearest player of the team that was scored upon who has five seconds to put it into play. (Another version is to

have a face-off after every goal but this slows down the action). A goal cannot be scored from the defensive court.

Substitution occurs during play. A player signals that he/she wants off/on and the players exchange places. A face-off occurs at the nearest location if the ball gets caught in the bleachers, behind the benches, etc.

Halves are ten minutes long with a two minute half-time break. Due to a continuous nature of this game, there is a considerable aerobic training effect. Surprisingly, as players become more adept at moving from defence to offence and back again, goals are fairly scarce.

If the game is used as an Intramural activity, teams of 6 to 8 players provide excellent participation for all team members. If standings are kept,

and ties are not desired, moving players back into their defensive zones (eg. basketball free throw line and having them take shots at the goal alternately is a pressure-packed exciting way to break the tie).

In addition to its psychomotor benefits, Rag Ball promotes learning in the cognitive and affective domains as it becomes necessary to employ strategy and tactics to play the game, and due to its exhausting nature promotes cooperation regarding personnel substitution etc.

Favourite old games can become exciting new games by redesigning the rules to meet your activity objectives, while still maintaining much of the essence of the old game. Rag Ball is a safe, active alternative to traditional ball hockey.

ADVICE FOR TEENS COPING WITH PARENTS

1. Don't be afraid to speak their language. Try to use 'straight'-sounding phrases like, "I'll help you do the dishes", and "Yes."
2. Try to understand their music. Play Glen Miller's "Moonlight Serenade" on the stereo until you are more accustomed to the sound.
3. Be patient with the under-achiever. When you catch your dieting-mom sneaking salted peanuts, don't show your disapproval. Tell her you like a fat mom.
4. Encourage your parents to talk about their problems. Try to keep in mind that things like earning a living, and paying off the mortgage are important.
5. Be tolerant of their appearance. When you dad gets a haircut, don't be personally humiliated. Remember, it's important to him to look like his peers.
6. Remember, it's all right to do something you want to do — even if your parents say it's all right to do it.
7. Most important of all, if they do something you consider wrong, let them know it's their behaviour you dislike, not themselves. Remember, parents need to feel that they are loved!

Post Secondary Contributing Editor Meg Innes, York University

PUBLICITY & PROMOTION How to Sell Your Programs

Catherine Clarke — Glendon College

The most organized and best run intramural program can not be successful unless people know about it.

Good publicity will draw people to your intramurals; sound programming and good public relations will keep people coming back time and time again.

Remember that a satisfied participant is your best form of publicity.

WRITTEN PUBLICITY

- a) Bulletin or Display Boards — establish areas where people can look to find information about intramurals.
 - make sure bulletin boards are:
 - (i) located in a high traffic area (good visibility)
 - (ii) attractively displayed and clearly marked
 - (iii) maintained and updated regularly
 - (iv) contain all the important information on programs — past, current & upcoming.
 - have 1 or 2 students responsible for the display boards. Utilize the artistic students, the "cartoonists" in the school. Make sure materials (bristol board, paper, felt pens, etc.) are stored in one place that is accessible to the students responsible for displays.
 - establish a permanent stock of display posters that can be used from year to year.
 - 1) large and colourful
 - 2) laminated if possible
 - 3) store safely for future use.
 - Fitness Canada, Ministry of Tourism, Participation, all have excellent materials.

— using your yearly activity schedule, make up master sheets "Today's Game", "This Week's Events", "This Month's Activities".

Participation Action Trac, "where the action is" are also good.

Fill in the specific information for each activity as they come up.

- design an intramural logo and use it on all posters, publications, etc. — involve the art students — have a logo contest.
- b) School Newspaper — establish a sports section in your school newspaper; find a budding journalist to write a regular weekly column.
- c) Intramural Newsletter (handbills) — if there is no newspaper or your cannot get space, publish your own newsletter (ditto, gestetner).
 - make sure copies are available in high traffic areas. (peg board & handy hooks).
- d) Handbook — outline the year's program and give it out during orientation.

PHOTOGRAPHS —

stills, home movies, videos, slide shows. Photographs are great. The saying "a picture is worth a thousand words" is very true. Photographs can be used to generate interest; as awards, as an excellent record of the year's events. Involve the school camera club.

- (i) make a display of the winning teams

- (ii) "Participant of the week", chosen at random
- (iii) "Participant or Team of the Month", you determine a selection criteria
- (iv) use last year's photos of an event to promote this year's program
- (v) give pictures away (Polaroids).

— use glass enclosed notice boards for photographs and fancy posters to avoid vandalism and theft.

- b) Slide Presentations — are very effective, not too costly and can be updated easily.
 - (i) use slide show during orientation — promote all the great activities to get involved in during the school year
 - (ii) use slide at your year end banquet or awards presentation as a summary of the year's events.
- c) Videos — convenient for class viewing, cable television showing and large group promotion. If your local TV station does on the spot coverage of school activities, get them to come and cover a big event — will create lots of enthusiasm. Promote the fact that the event is being covered by TV (in Toronto, City Pulse News, Rogers Cable).

DEMONSTRATIONS & VERBAL PUBLICITY

Demonstrations — are an excellent way of creating interest — where — cafeteria; Assembly Hall.

- b) Assemblies — keep them short, entertaining and informative. Make sure that they are well planned. This is an excellent opportunity to make a positive impression on the school as a whole.

(See PUBLICITY, page 7)

HOW TO MAKE USE OF AN INTRAMURAL FAILURE

Ever had an intramural disaster? Because students are afraid of failure, the ensuing Intramural Council Meeting is often spent trying to affix individual blame or deny responsibility. Tempers flare and feelings are hurt.

However, it is possible to teach students to view failure as an opportunity to learn and a constructive experience.

The major goal of an Intramural Council should be **to learn** to organize and run recreation activities. The emphasis is on learning, not suc-

ceeding. Members should expect to make mistakes. Misjudgements are a part of life - curiosity about why/how the mistake was made is important.

The role of the Intramural staff adviser is to help students think about how to do things differently. What did the Council learn from the failure? How will the Council use this information for the next activity? To lessen psychological threat, it is also important that the staff adviser share the failure - it becomes Council "owned" and therefore everyone's attention is on positive analysis. How can we give information and be supportive? Can we devise strategies to make failure a positive experience? It is essential that the staff adviser give kids a second chance because the greatest resource we have lies within them!

- interest (show slides at 1st staff meeting);
- strong staff support will foster administrative support;
- good relations with non-instructional staff like janitor, school secretary are important for your program to run smoothly;
- thank them for their help — recognition.

- 3) Administration — support is vital for success of the program — i.e. budget, teacher and student release time, facility requests, time tables;
 - keep administration informed — plans, needs, send them copies of your promotional materials; communicate regularly.
 - invite administrators to get involved in the program;
 - thank them for their help — recognition.

PUBLICITY

(Continued from page 6)

- c) General Announcements — make sure they are:
 - a) regular
 - b) well written and presented
 - c) short and to the point. BE BRIEF!
 - d) classroom teachers must assist in ensuring announcements are heard.

when: home room, during phys. ed. classes

OTHER METHODS OF PUBLICITY

- a) Banquet
 - present awards, introduce all prior winners (for teams introduce only one rep).
 - don't make Fall winners wait until June to get their prizes. Delayed gratification is not effective. Don't forget to reward the organizers and officials at banquet.
 - recognition is a powerful motivator; people love to read about themselves, hear their name announced, see their photograph displayed.

- b) All Star Games — play games in front of entire school with accompanying frills, eg. score board, timekeeper, etc.

- (i) I.M. champions vs. student All Stars
- (ii) I.M. champions vs. teachers
- (iii) I.M. champions vs. last year's champions of same grade (include grads).

PUBLIC RELATIONS — ON GOING PROMOTION & PUBLICITY

Your intramural program can be enhanced by good public relations with student participants, staff, parents and the outside community.

- 1) Participants — provide them with a positive, fun experience.
 - encourage student input into programs — rule modifications, officiating, scheduling, promoting, equipment managing, evaluating programs.
 - Recognition

Remember — a happy satisfied participant is your best promoter.

- 2) Staff — teachers, support staff, instructors;
 - try to involve more staff — it will generate more student

- 4) Parents — inform them of what is going on by sending home I.M. Newsletter.

- invite them to attend special events;
- give an intramural presentation during Parent-Teacher nights;
- involve them as time keepers, officials, participants — recognition.

- 5) Community
 - gain exposure through local newspapers, radio, TV;
 - get involved in community fund raising events;
 - exhibit in local parades;
 - use community resources to directly benefit your program and in turn, support community organizations and activities;
 - recognition.



PARTICIPACTION

CIRA'S BEST IN THE GOLD'N WEST

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For further information

Mrs. Lynn Dyck - C.I.R.A. VIII
515 MacLeod Trail S.E.
Calgary, Alberta
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294-8200

Leadership Made Easier

1985 - The International Year of Youth has provided the setting for CIRA's new Student Leadership Development Program.

CIRA, Fitness Canada and Scotia Bank have worked together to produce two books that will help you, the teacher, help youth leaders develop their leadership potential.

In May 1985, five of your CIRA members were flown to Regina to become Master Trainers and to return to Ontario to produce work shops for you to become associated with the two books. Master Trainers are: Pat Kitchen, Marg Terrett, Heather MacDonald, Paul Prevost and Jean Ken-

nedy. We are also fortunate to have one of the authors, Sharon Bradley in Ontario too.

Heather MacDonald will chair a three-person committee, consisting of herself, John Metcalf at the Ministry and an OPHEA representative. This group will be promoters (arrangers) of the student leadership package.



OIRA '86

April 27, 28, 29 1986

Geneva Park, Orillia

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