

INPUT

OIRA

ONTARIO INTRAMURAL RECREATION ASSOCIATION

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Winner vs Loser

The Winner - is always part of the answer;

The Loser - is always part of the problem;

The Winner - always has a program;

The Loser - always has an excuse;

The Winner - says "Let me do it for you;"

The Loser - says "That's not my job;"

The Winner - sees an answer for every problem ;

The Loser - sees a problem for every answer ;

The Winner - sees a green near every sand trap ;

The Loser - sees two or three sand traps

near every green ;

The Winner - says "It may be difficult
but it's possible ;"

The Loser - says "It may be possible
but it's too difficult ."

Be a Winner .

Calligraphy by Carol Sybenga



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

PLEASE LET MY KID PLAY IT BADLY!

As a physical educator who daily preaches the gospel according to activity — daily physical activity is a must during the growing years if normal growth is to be maintained ... daily physical activity can have a bearing on functional capacity in the adult ... daily activity can enhance and support learning activities inside the classroom ... I also now find myself as a parent with children in the primary grades of elementary school. I have for a number of years been "an intramural type". That is to say I would rather have large numbers involved in my program than develop a few highly skilled superstars. I realize not all schools operate this way but the thrust of this article is that all elementary schools should.

Bertrand Russell made the following observation in the early stages of this century: "It is much better for a boy to play a game badly himself than to watch others playing it well". Many elementary schools today are responding to the challenge of providing meaningful activity for their students by offering co-curricular programs that resemble the highly intensive, competitive sports predominant in many minor sport organizations. Rather than offer more for few children let's offer something for *all* the children.

We are all aware of the adult dominated world of minor hockey, where rather than playing hockey and learning to enjoy skating and handling a stick, six and seven-year olds are given organized hockey and some are told at this tender age they aren't good enough to play. Quite often those that receive this message are the ones that need the activity the most — the poorly skilled, the overweight, the shy and uncertain. There is a better way. Many of us have already discovered that the joy of effort is also the joy of intramurals.

Don Bailey from the University of Saskatchewan has identified the following concerns of parents and of educators:

"Parents and students are becoming much more vocal about

what has, or more probably about what has not, gone on inside the gymnasium. Questions about too much time and emphasis on too few students, at the expense of too many are being raised more and more often. Mothers wonder about equal opportunities for their daughters. Fathers question the carryover value of some of our most cherished sports. Students no longer see athletes and cheerleaders as the greatest heroes and heroines. Athletes wonder where the fun has gone from sports and many teachers, who have long realized that self-concept is probably the most important determinant of success in school and life, are becoming more concerned with what the ball is doing to Johnnie rather than with what Johnnie is doing to the ball."

As a parent, I hope that my children have the opportunity to enjoy physical activity as a part of their daily school routine. As a physical educator, I demand it of my program. The intramural program is the vehicle that ensures this opportunity. Intramurals *are* for everyone. They compliment rather than compete with interschool sports. They provide for learning in all three educational domains; the cognitive, the affective and the psycho-motor.

Stuart Walker, a U.S. Olympic sailor and journalist makes an interesting point about playing. He states, "The object of the game is to win. The object of playing the game is not winning."

Intramurals are about playing the game. They are about playing for play's sake. They are about enjoying activity in an atmosphere of success because if you are involved you are important. The stigma of defeat and the fear of failure have no place in intramurals because success is the outcome when fun and playing are the goals. I well remember a comment made about a teacher-coach by one of his students. As this coach's team became more and more success-

ful his players started noticing a drastic change in the attitude of their "leader". There were more criticisms and fewer praises, more players sitting and fewer playing and the games and practices became more work than fun. The comment was made, "He got into winning instead of playing — playing was the best part!" When a student is involved in a sound intramural program, playing is definitely the best part.

If the object of intramurals is to give every student the chance to experience the joy of satisfaction that comes from enjoyable effort, then playing is *the* thing. Playing it well or playing it badly but playing.

Once again Don Bailey says it best:

"How fine it would be if all youngsters would experience the joy of effort, the fun of the game, and the camaraderie of other participants without being reminded of their limitations, without the fear of failure hanging over their head ... not to have experienced this is to have missed one of the real joys of life."

Please let my kid play it badly, as long as he has the chance to play.

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Post Secondary Contributing Editor Meg Innes, York University

What Business Are We In?

Did you know that you could probably change jobs and begin working in the business sector? Most of you are probably saying "No, I couldn't do that, I don't have the necessary training." We have all been trained in the area of recreation or physical education and not many of us have had the formal business administration background to enable us to step into the business world. But think about what you are doing! Take one minute and look at the job that you do.

In Management there are three basic roles that a manager plays:

1. Coordinating activities of staff, clients or business associates
2. Processing information by gathering and analyzing it and then disseminating to others, and
3. Making key decisions in terms of resource allocation, problem solving and conflict resolution, and developing new products or services.

In the recreation-intramural field we are responsible for many specific areas. These include:

a) *Goals and Policies*

We must provide leadership in formulating the philosophy, goals and policies that govern our operation.

b) *Organizational Development*

We are responsible for developing, reviewing and improving the organization's structure.

c) *Personnel Management*

We are responsible for planning and carrying out the recruitment, hiring, training and supervision of staff members. In addition, we must maximize the productivity of personnel.

d) *Program Planning and Implementation*

We conceptualize, plan, and put into action a varied range of program activities.

e) *Fiscal Management and Marketing Leadership*

We formulate financial priorities and policies, maintain control of all revenues, expenditures and other aspects of fiscal management. We must develop and promote funding sources and we must "market" programs as imaginatively as possible.

With "Marketing" in mind, let us review where we have been and where we are heading.

Then

Sales Concept -Product Oriented	Focus Intramurals	Means Drop Ins Flyers	End Involvement in Activities -numbers through the door
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Now

Marketing Concept -Consumer Oriented	Focus Consumer Needs -excitement with the "me" generation	Means Integrated Marketing	END Involvement through Customer Satisfaction
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f) *Public and Community Relations*

We must enrich our public's understanding of our program. We must also achieve positive relations with community groups.

g) *Liability*

We must ensure that our programs and facilities are safe for our participants.

h) *Evaluation*

We must establish procedures for evaluating all of our operations. Beyond this, we should be conducting need studies, cost-benefit analyses and other research to provide a solid base for planning and decision making.

As you have read the responsibilities, have you agreed with the basic premise that we could indeed be working in the business sector?

We have been inadvertently practicing business principles for years! We have been resourceful in the past by seeking out innovative forms of program support such as, implementing hockey fees and fines for fighting, default or forfeit fees, and membership fees for services; but we need to do more!

Initially, we must all agree and accept the fact that recreation is no longer a soft service but rather a business that depends on productivity and accountability. Once this fact has been accepted, we must become more knowledgeable in practicing sound business strategies. If we do not strive to learn more about marketing techniques, such as forecasting, pricing, advertising, selling and distribution, we will never match our services with our clients needs or their cash flow with our expenses.

If we do not take on a different style of leadership and become "proactive" instead of "reactive" we will no longer have the opportunity of servicing our clients because they will simply join another program.

So after all this, have you discovered what business we are in? We are in the business of recreation and we must continually learn more in order to be effective.

This article is based on:
Kraus, R. and I. Curtis, *Creative Management in Recreation, Parks and Leisure Services*, 1986.

Secondary School Contributing Editor Jennie Hood, Scarlett Heights Secondary School

Marketing the Intramural Program

Three Good Reasons for Marketing

1. The need for independence
 - to generate intramural participants and funds for activities
2. Realities of the market-place
 - the number of physically active students available
 - the number of students with part-time jobs
 - the number of other "co-curricular" activities operating within the school
 - the number of staff interested in supervision
 - the number of students willing to assume leadership roles
 - the amount "prime" time available for the program
3. Service and survival
 - the attractiveness of the intramural program may encourage students to enrol in physical and health education courses
 - the attractiveness of the program attracts "new" participants
 - the success of the program enhances the image of the school

Every school impacts on 4 community groups:

 - a. *the captive community* - students in the school - positive programs can help boost participation as students talk to other students about having fun
 - b. *the school-age community not in the school* - eg. students in other secondary school, feeder schools etc. - positive programs can help boost school enrolment as students talk to outside friends and parents
 - c. *parents of school-age children* - parents talk to other parents about the school
 - d. *adult tax-payers with no children* - more difficult to "reach" but intramural programs can be designed to include them

If the perception of just one of these groups is negative, the school has an "image" problem

Functions of Marketing

In a recent presentation at the O.I.R.A. Regional Adviser's Workshop, Dave Wilkinson of the Sport Marketing Institute suggested that "you have to give to get". That is, you must produce a quality product to receive a benefit.

He explained that marketing means getting exposure, participants, spectators, and funds and presented a marketing model:

1. Identify (develop) your products:
 - tournaments
 - leagues
 - open house
 - special events
 - fund-raisers
 - media events - newsletter, local newspaper, television
 - leadership program
 - enthusiastic participants
2. Market those products:
 - identify your needs and goals
 - become recognized as the program that can deliver those products
 - combine various aspects of your program to meet the perceived needs of the 4 school community groups
3. Advertise those products:
 - public relations is your working tool in this case
 - eg. student intramural presentations, newsletters, intramuralist of the week picture and write-up, intramural workshops, staff/student and student/parent events, local newspaper, cable TV coverage, participant recognition awards, etc.
4. Promote the product:
 - promotional ideas to give you visibility
 - eg. use creativity of student intramural council members to devise these strategies
 - attracting "people" to your program
5. Sell the product:
 - receiving the benefits of a successful working strategy. People

and organizations will "buy into" your program helping you realize your goals.

He indicated that a mind flip from program to marketing orientation is needed:

Program Mind
program-centered
participant-centered
programs
program events
hand-outs - eg. student activity fees help fund the program
program sells itself

Marketing Mind
product-centered
"audience", "media" and "future"-centered (the whole community)
products for customers
program as a source of customer satisfaction, revenue generation and exposure
sponsorship/deals by marketing the product - generate own funds from student/community
media as a customer

Questions to ask:

How can you package the activity to attract more participants?
What "support" might be interested?
eg. staff supervisors; administration; student council; parents;
What promotional ideas should be used?
What can be given to make this activity attractive?
eg. polaroid photo of champion or most enthusiastic participant
What media assistance is required and how can you package the event to help them?
eg. newsletter or student newspaper deadlines

Marketing Ideas for Intramurals

From Dave Wilkinson's presentation and an OSSTF presentation on Changing The Image of A School given by Audrey Amo, the following

(see **MARKETING**, page 6)



Jean Kennedy

Jean Kennedy is the Assistant Athletic Director at Ryerson. She was the first President of O.I.R.A. and was the main force behind its becoming an Association and its liaison with Fitness Ontario, and Parks and Recreation Federation of Ontario.

Jean has been Chairperson of both Provincial and National Conferences, has been on the CIRA and O.I.R.A. Executive for 5 years, has spoken nationally and provincially and is at present, Editor of O.I.R.A. Input.

Jean is married to Bill and has 2 children, Erin and Mike. Jean enjoys jogging, tennis and reading.

Kent Smith

Kent Smith is the Head of Physical Education at Laurentian High School in Ottawa.

Kent's idea for intramurals have been copied across Canada and Kent's presentations at our early Conferences set high standards for the rest of us to emulate.

Kent and Marg Terrett run the Annual Student Conference in the Ottawa Valley.

Kent is married to Connie and has two boys Graeme and Aaron.

Honorary Awards

At the Directors Conference in April, the first OIRA awards were presented to eleven people who have been involved with OIRA from its very beginning in the early 1970's.

In this issue the remaining five award winners are highlighted!

Marg Terrett

Marg Terrett is the Head of Physical Education at High School in Ottawa.

Marg was the Conference chairperson for the 10th annual Ontario Directors Workshop and followed that with the first National CIRA Conference.

Marg has run many workshops for teachers and sessions for students in the Ottawa area. She has spoken both provincially and nationally.

Marg has a quick wit, a good sense of humor and an excellent command of the English language. Hobbies include marathon running and bicycling through Europe.



Sandy Henderson

Sandy is the Athletic Director of Hart House, University of Toronto. He credits Dave Copp for his initial involvement with intramurals at U of T. Sandy was the first secretary and treasurer of OIRA, and was a committee member of the first National Conference. He has attended every OIRA and National Conference thus far. He has spoken both provincially and nationally.

Sandy is married to Pat with two daughters, Emma and Kate. He enjoys most sports and relaxes by sailing, working with wood, beekeeping and making maple syrup.



Rob Stinson

Rob Stinson is the President of the Canadian Intramural Recreation Association. He is also the Campus Recreation Manager at the University of Calgary.

Rob was one of the co-hosts of OIRA's first Intramural Workshop and served on the committee for 5 years ensuring OIRA's growth.

His involvement with Ontario Intramurals helped move Ontario toward its formal organization in 1980.

Rob is married to Diane and has three children. Since two of them are newborn twins - Rob has given up most of his hobbies!!

Regional Advisors' Workshop October 3 & 4, 1986

The Annual Regional Advisors' Workshop was held on Friday and Saturday October 3 & 4 in Toronto. Pat Kitchen, Chairperson of Advisors, who organized the workshop, set a great pace and maintained the enthusiasm that made the meetings a great learning experience. The event "kicked-off" with a barbeque at Jean Kennedy's on Friday evening. On Saturday, the 20 delegates met at the University of Toronto for a full day of sessions. Discussions centred around the advisor's role, O.I.R.A. resources; and recruitment and retention of members. One highlight was a presentation by Dave Wilkinson from the Sport Marketing Institute. He provided some "food for

thought" on the promotion and marketing of O.I.R.A. and our own intramural/recreation programs.

Two main objectives of the Regional Advisors for 1986-87 are to increase membership in O.I.R.A. and to network with active O.I.R.A. members. They aim to achieve these by setting up communication networks in each region, by offering regional workshops and by developing O.I.R.A. regional committees.

Members are encouraged to link up with the advisor in their regions (see O.I.R.A. Input Issue Volume 6 Number 5 for the list of regional advisors for 1986-87).

Marketing the Intramural Program

(continued from page 4)

should be useful for marketing the secondary school intramural program:

- a. Need an intramural council - workers, participants, leaders, spirit builders
 - creative and artistic students
- b. Need a publicity committee -
 - announcements, posters, presentations, newsletter and school newspaper, articles, Intramuralist of the week write-up, etc.
 - philosophy - take program to the media

(In order to "get" these students, you must give them "recognition" - profile in school newspaper, newsletter or on Intramural bulletin board, "leader" sweatshirts, positive remarks about them and their work to other teachers, parents and students, send to conferences, take them to grade 8 feeder school presentations to talk to potential in-coming students, thank them publicly for their work)

- c. Need funds - approach student council and organize fund-raisers
 - eg. to "get" money from Student Council offer to provide student assistance at dances for the door, hall patrol etc., help with "spirit" button sales, hot dog/pop sales at games, provide student leadership for council organized special events

eg. fund-raisers - to "get" money from students, give them something in return - rose with message to be delivered for \$1.00 on February 14, 50-50 draw, carnival day prize for 25¢ event participation

(Can give to the community by organizing a fund-raiser, with media coverage and donating proceeds to a local charity)

- d. Need school spirit and pride - give programs/service to build spirit

eg. organize a smoking area clean-up and have visible no-smoking areas

eg. locker decoration day - can use themes like Hallowe'en; home room door decoration day

eg. locker clean-out award - recognize the class which did the

best clean-out and "waste" removal

eg. evacuation drills - twice a term whole school evacuate to field or gym for 15 minutes of physical activity led by intramural student leaders

eg. pledge run for charity donation

eg. Christmas Basket Drive - students in homerooms decorate and fill a basket - prize - a bag of red, green and white jelly beans and recognition over the P.A.

eg. House league system - "bragging" rights in school service, intramurals, athletics, music, theatre and art, and academics (in a semestered school - collect points and award at the end of Semester 1. Start all over again Semester 2)

eg. pancake breakfasts - staff/student breakfasts (eg. administration and heads of department served by council members and vice versa

eg. student leadership recognition luncheon

eg. spirit nights - activities, entertainment, refreshments (open to families of students)

- can use "couponing" on invitation - redeemable coupon - hand in and receive a pen with Intramural logo

- e. Need special events

- help promote interest and attract "spectators" who may become "participants"

eg. jello dive, pumpkin race, family participation in Jump Rope for heart, casino night, grade 8 orientation day - take part in science experiments,

storytelling/acting/intramural activities, etc.

- f. Need 4 community groups involvement - major event

eg. Flea Market and Fair - run on Saturday

- marketing students - drop notices in the community - check effectiveness by random calls

- offer Churches the opportunity to hold bake sales

- flea market tables are free to any member of the community

- offer local service organization opportunity to sell hot dogs/drinks or have Intramural Council or Student Council involved in the selling

- Intramural council organize games - eg. relays

- charge for the dunking tank - get local "personalities" to volunteer for dunking

- entertainment - dance/theatre/band - perform every 1/2 hour

- door prizes - everyone who comes is given a ticket and has an opportunity to win something - eg. school pen/balloon

- g. Need an Information Brochure - a letter size piece of paper folded in three with all the pertinent information about your program printed on it can add to your "community visibility.

eg. give credit to writers and typists on the brochure

- use at open house, feeder school visitations, mall promotions for education week, grade 9 assembly

Imagination, perseverance, hard work and commitment to producing a complete package is the way to success in marketing Intramurals.

Mind Over Mouth

PREVENTIVE tactics - or things you should never say once without thinking twice:

- "It's no trouble at all."
- "We have plenty of room."
- "Call me any time."
- "Is there anything I can do?"
- "My husband is a doctor/lawyer/accountant."
- "I'll try anything once."
- "Of course, bring the kids."
- "Why don't you stay for dinner?"
- "If worst comes to worst, you can use mine."
- "Don't worry - there's more where that came from."
- "Over my dead body, you will!"

- Hester Mundis, Powermom (Congdon & Weed)

YOUTH LEADERSHIP PROGRAM IS THE FIRST OF ITS KIND

The Vision

Students will successfully plan, organize, and operate their own intramural programs with minimal direction from teacher sponsors.

The Goals

- to help students learn to plan, organize and operate their own intramural programs with increasing autonomy and pride;
- to develop the skills of the Intramural Council as a leadership team;
- to promote positive attitudes toward student leadership, cooperation, and participation for all in school intramural activities;
- to provide resources for students and teachers to use in planning and implementing successful intramural programs.

The Rationale

When students take leadership responsibilities and the ownership of their own intramural programs, overall participation increases and program quality improves.

The Concept

Leadership may be defined in many different ways. Some experts view it as a set of innate characteristics ("the born leader"), while others see it as a combination of management and communication skills which can be learned through training.

In this program, leadership means having an **intentional positive influence** on the lives and behaviour of others. This concept of leadership can accommodate a variety of individual styles, from the enthusiastic go-getter who organizes events and people to the quiet supporter and facilitator who makes others feel worthwhile. In our view, leadership can be a combination of both personal characteristics and learned skills.

Furthermore, our definition of leadership can be applied to individuals, or to groups of people working together. The concept of **cooperative leadership** is fundamental to the Student Leadership Development Program.

The Framework

The flexible format of this program allows teachers to select and sequence leadership development activities to suit their individual students and school organization.

The Materials

The materials in this program, designed for immediate and practical use by teachers and students, are self-explanatory and easy to follow. They are appropriate for at least three levels of activity: large-group leadership workshops and Council meetings, small-group task workshops and Committee meetings, and individual work on leadership skills or intramural tasks.

The **Teacher Guide** and the **Student Workbook** provide two sets of materials to be used.

Workshops

While the materials are designed to stand alone, participating in a Student Leadership Development Workshop will provide you with the opportunity to ask questions and to share ideas with others involved in the program.

Qualified Master Trainers in Ontario will conduct Workshops — there is someone in your area. To book a trainer call

Heather MacDonald
1-416-265-4000

To order by direct mail write:

Irène Gibeault
Project Coordinator — Student Leadership
The Canadian Intramural Recreation Association
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