

INPUT



ONTARIO INTRAMURAL RECREATION ASSOCIATION

Vol. 7, No. 3, February 1987

O.I.R.A. DIRECTOR'S WORKSHOP April 26, 27, 28, 1987



Conference Chairperson Barb Smith reports that there is great activity and excitement, now that her committee of Jim Bialek, Janice Kominek, Chris Bridges, Frank Erle and Barb McCauley have confirmed their key note speakers. Aarne Hannikainen will speak on School and Community Involvement on Sunday evening. Aarne is an intramuralist of "note" from Haileybury School of Mines. On Monday, a duo act is the main event, with two well known and popular speakers — Wayne Somerville from the Waterloo Board and Warren Campbell from the Scarborough Board. Their topic is — "You are only as young as you feel".

Other speakers confirmed at this time are Wayne Bozzer, Mary Katherine Kelly, Sandy Blackshaw, Janice Harper, Brent McFarlane, John McFarlane, Gary Prince, Don McKinnon, Rod Vincent, Don Lidstone, Kevin Smith, Jane Beckwith, Cindy Pallajac, Marg Terrett, Jim Weise, Jean Kennedy, Bob Oldfield, Pat Kitchen, Bob Zeisner, and more to be announced.

Combine these speakers with the casual ambience of Geneva Park, the theme of Murder on the O.I.R.A. Express — during which a mystery bus tour for all participants occurs — and you have a fun filled, action packed, professionally uplifting three days. Be there or be square!



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

Eskimo Games

If you are like most of us, you have a file cabinet that is bursting at the seams with all kinds of important information. Things like your intramural basketball results from 1981, all the intramural sign ups for floor hockey for 1983, the results of the 1980 Winter Carnival. Well, as I tackled the job of sorting this absolutely vital material from other less critical information I came across some winter carnival activities that were uniquely Canadian and that looked like fun as well. These Eskimo games could be incorporated into a Winter Carnival as an activity or two, or you could hold an Eskimo Games Day and use all activities. Thanks to Lance Bard for the information.

Eskimo Tabloid Sports Day

1. The main objective is to handle mass participation, trying to have everyone participate and everyone occupied.
2. Each team begins the event with their corresponding number (e.g. team 1 begins at event 1), at the end of the event each team moves one station clockwise (e.g. team 1 goes to station 2).
3. A time limit of minutes should be established for all events. At the end of this time each team moves to the next event; therefore everyone moves at once (approximately 5 minutes).
4. No scoring system should be used. The reason being that traditionally the Eskimo participated in these games for the inherent quality each possessed. Eskimo people are uncomplicated and practical in their approach to living and therefore many of their games reflect this simplicity. The extreme cold and prolonged darkness encouraged the development of games which could be played in the igloo, where restricted size would limit the number of players — most games involving only two players. Unlike our contest of today little emphasis was placed upon the interaction of the

players. I have personally witnessed Eskimos playing volleyball and basketball in a gymnasium in Baker Lake, N.W.T., just big enough for one volleyball court for the entire evening never paying any attention to the score other than using it like a substitution period. When the game ended those who were tired would leave the court to sit on the sidelines while others replaced them. It never mattered that they played for that side before and now this side. This is not to say that they lacked competitiveness only they were competing against themselves. It is also interesting to note no officials were used such as referees, yet all played according to the rules. We should therefore strive to get away from the winning aspect and put the fun back in its place. This also tends to eliminate the need for scoring officials.

A closing ceremony is not necessary since there are no points therefore no awards are handed out. An opening is in order in that participants should be made aware of the origins behind the games they are going to play. Although most are lost in Eskimo antiquity, others were definitely influenced by the 19th century whalers and of course the harsh cold environment.

Events

1. *Ajaraq (Ear pull)*
The object is to see who can pull the other opponent over the line, using hands and neck to move backward. Opponents are on their hands and knees facing one another over a line. They are joined at the neck with a bicycle tire.
2. *Seal Racing*
Participants are lying down on their stomachs, with weight on their hands. The object is to race on the hands with the body trailing to a finish line.
3. *Catch Game*
The object is to toss caribou knuckles up in the air off the palm of your hand and try to catch as many as possible on the back of the hand.

4. *Caribou Jaw Puzzle*

The object is to fit the teeth back into the jaw bone after they have been removed and mixed up.

5. *Uatamannaa (Blindfold Game)*

The object is for a blindfolded person to try to catch the others, who are allowed to move in a confined space.

6. *Nakatartuq (Stone Marble)*

Place a pebble on a rock, try to strike the pebble by tossing other pebbles at it and knocking it off.

7. *Misijaq (Two Step Jump)*

In two steps see how far you can jump compared to everyone else.

8. *Tunummijuk*

Back to back, object is to push your opponent over using hands and feet.

9. *Ikusimmiq*

Race walking on elbows holding hands over ears. Participants are lying down on their stomachs, dragging feet.

10. *Thong Game*

This is a form of tug-of-war between two people who brace themselves with their feet against their opponent's feet while sitting down. Each person holds a stick that is joined by means of a thong. Anything goes until one person lets go.

11. *Ijuttaut*

A walrus hide whip and a knuckle bone from caribou is used to play this game on the ice. In the gym a knotted rope supplies a whip. A rubber insulated block serves as a ball. The object is to move the vertebrae along the ice by hitting it with the thong to a specific line.

12. *Arsaarartuq*

Participants are standing face to face with their right feet side by side. The object is to dislodge your opponent from his stance using —

- wrist lock and pull
- finger lock and pull
- elbow lock and pull

13. *Seal Hunt*

Two chairs are needed about six feet apart. A 2"x4" is put on top of the chairs and a bucket is hung from the centre of the chairs. The object is to balance oneself using a pole while

(see GAMES, page 3)

Post Secondary Contributing Editor Meg Innes, York University

VOLUNTEERS

The volunteer is a very important and integral part of any intramural or recreation program. Unfortunately, though, the volunteer tends to be misunderstood by the paid professional.

There are *four myths* that program administrators should be aware of when dealing with volunteers.

1. Volunteers are a source of "free help". The truth is that volunteers require supervision, training, supplies and other considerations of paid staff.
2. Volunteers do not need to be trained. It is often assumed that your volunteers will already hold the necessary skills. The lack of training deters the effectiveness of a volunteer and inhibits his/her development as a viable community resource.
3. Volunteer help can be substituted for paid staff. Though volunteers tend to have many skills, they usually do not have the same capabilities as professionally educated staff. Volunteers and paid staff should compliment each other, rather than occupying the same position.
4. Volunteer effort is worth less to the organization than regular paid staff time. Volunteers enrich agencies in ways that cannot be duplicated readily by employed personnel.

Once the administrator is able to grasp the fallacy behind these myths, then the creation of a volunteer program within your school or community organization can begin.

Games

(continued from page 2)

sitting on the pole and keeping one's feet in the bucket. Participant takes 8-10 strokes of the "kayak" pole and then puts it down and picks up spear and tries to hit a styrofoam block that represents a seal.

14. Pangakkartaq

Push up position. Object is to move forward with hands and feet simultaneously in a race.

Motivating Volunteers

The single most important aspect in any volunteer program should be volunteer maintenance or motivation.

How well you are able to motivate the volunteer will determine the effectiveness of your recruitment, the effectiveness in your volunteers in the program, and the length and amount of time the volunteer will give your program.

Therefore, let us look at how to recruit volunteers and then maintain them once you have acquired their services.

Recruitment

Before attempting to even look for volunteers, it is very important that you realize everyone has personal needs and goals to achieve. This is important because you should consider these points and how your program may meet the needs and goals of your potential volunteer.

You should ask yourself the following questions before recruiting volunteers:

- why do we need volunteers?
- what jobs or tasks can a volunteer do in our program?
- why should a person volunteer for our program?

If you can answer these questions in detail, then you are ready to recruit your volunteers. To do this you must know:

1. What jobs are you going to fill and is there a job description for them? If there isn't then write one. It is very important that the volunteers know what is expected of them.
2. What kinds of characteristics are you looking for in your volunteer? This includes age, sex, intelligence, skills and abilities. This will help you in determining where to look for the volunteer.
3. How will you search for the volunteer? Will you use newspaper ads, posters or word of mouth? Obviously, the first 2 are much more costly than the latter.

In order to motivate people to volunteer in your program, you should list those things which peo-

ple will acquire as a volunteer. This may include:

- Work Experience; Training; Responsibility; an opportunity to work with others; receive a t-shirt; use of facilities; or any other benefits.

Volunteer Maintenance

The most difficult task is to maintain the volunteers once you have them. If you have carefully screened your volunteer applicants, you should have a good idea as to what their personal goals and needs are for volunteering.

You must supply the proper training, including a Job Description. This will define what they are to do, when to do it and how to do it. Without both, a volunteer will become unsure of their importance in the program. This will affect their commitment and satisfaction level. If they know what to do and how to do it, you will have an effective and happy volunteer.

Any promises of benefits, such as t-shirts, caps, etc., should be fulfilled. A failure to do so will cause your program to lose credibility with volunteers. Do not promise what you cannot provide.

Most important of all though, is the role of supervision in motivating volunteers. Like paid staff, volunteers should be supervised and evaluated on a periodic basis. The use of "Positive Reinforcement" is the most important method of motivating volunteers. Phrases such as "your doing a great job" or "I like the way you handled that situation" will encourage the volunteer and create a sense of achievement within them. This kind of reinforcement may also manifest itself in actions such as a "pat on the back" or buying the volunteer a coffee or taking them to lunch.

Sometimes the behaviour exerted by a volunteer may not be that which is desired. Here the Program Supervisor should provide "Constructive Criticism" rather than being simply critical. Say things like "what do you think of doing this rather than that?"

(see VOLUNTEERS, page 4)

Secondary School Contributing Editor Jennie Hood, Scarlett Heights Secondary School

A "Link" Activity

A unique way to bring your school teams and athletics council members together is to involve them in planning, organizing and running sports clinics (eg. volleyball, basketball, soccer) for the neighbouring middle schools. The invitation, welcome, refreshments, "improvement" awards, and schedule are the responsibility of the council members. Team members teach sport skills, organize gym/field set-up and supervise a mini-tournament finale.

It affords an excellent opportunity to promote your program and the school to middle school students and coaches, and serves as a valuable link between interschool and intramurals.

Scooter Relays

Teams: 4

Time required: 30 minutes

Equipment:

4 scooters (or 8 scooters)

4 pilons

4 canvas softball bases

4 skipping ropes

Instructions:

For safety and comfort, place the softball bases on the top of the scooters for events that require kneeling or lying on the scooter.

Relays

(in single file formation with a starting line)

- a. student sits on the scooter and propels himself backwards down the gym around the pilon and back to the starting line using feet only
- b. student sits on the scooter and propels himself forwards down the gym to the pilon, leaves the pilon and runs back to tag the next person. This person runs down, gets on the scooter and propels himself back to the starting line
- c. student starts standing with one foot on the scooter and one foot on the floor. He propels himself down the gym around the pilon and back to the starting line by pushing off with the floor foot
- d. student lies on front on scooter and propels himself with his arms and hands down the gym, around the pilon and back to the starting line

*this activity can be varied by creating a slalom course using more pilons

e. student lies on back and propels himself head first down the gym around the pilon and back to the starting line using his feet

f. student lies on front on scooter and propels himself backwards down the gym around the pilon and back to the starting line

In twos

- g. one student sits on the scooter facing the pilon. His partner pushes him from behind down the gym to the pilon. They change places and return to the starting line
- h. one student sits on the scooter facing the pilon. His partner stands in front also facing the pilon. Both join hands and the standing partner pulls the seated partner to the pilon. They change places and return to the starting line.
*this activity can be varied by creating a "sleigh" using a skipping rope to pull. The seated partner hangs onto the ends while the standing partner pulls
- i. one student puts his hands or forearms on the scooter. His partner supports his feet and wheelbarrows him down to the pilon where they change places and return to the starting line.

With two scooters per team

- j. both partners sit on a scooter and propel each other back to back to the pilon where they reverse direction and return to the starting line
- k. both partners sit on scooter facing each other and link scooter

together by linking legs. They push down the floor to the pilon and back using hands only

- l. both partners sit on a scooter and using a skipping rope held by both pull themselves down to the pilon and back

Using a propeller (e.g. pilon or field hockey stick)

- m. student kneels on the scooter and uses a propeller to push and pull himself down the gym around the pilon and back to the starting line.

VOLUNTEERS

(continued from page 3)

or "I'm not sure if that will work but maybe if you try this." Don't say things like "well you really screwed up, haven't you?" or "your acting stupid." If you value the volunteer and you say the latter, you will not have them for long. Constructive criticism makes suggestions to improve the improper behaviour but doesn't criticize the person. This way the volunteer will realize that you are trying to help them.

With both "Positive Reinforcement" and "Constructive Criticism", the key is to apply them as soon as possible when the behaviour is observed or relayed to the Program Supervisor. The effect is that its more important. Time delayed will decrease the value of the reinforcement or make the behaviour that much more difficult to change if incorrect. You may be surprised as to the positive effect a simple "good job" will have on your volunteers.

The use of both of these forms of feedback will pay off in establishing a good reputation among those who volunteer, encouraging them to stay with the program for longer periods and motivating new people to become involved.

Volunteers can be an effective element in any intramural or recreation program. But this is only possible when you work with them, provide them with the skills they need and encourage them to do the job.

Maximizing Student Leadership Potential

By JENNIE HOOD

As Intramural directors we are in a position to recognize leadership potential in students and to foster involvement and growth through workshops and "hands-on" experiences. The majority of students thrive in this milieu and develop life skills in the area of leadership. They become competent organizers, good communicators, self-responsible and self-confident. They become the mainstay of an Intramural program and contribute enormously to the spirit and life of a school.

However, there are always students who do not perform up to expectation. We have all encountered students who are usually late or sometimes absent from Council meetings, who do not follow through on tasks, who develop communication difficulties with other council members, who forget that leadership generally involves "shared" responsibility, who exhibit poor sportsmanship in activities — the list is endless! One method of dealing with this is to change our perception and "give-up" on the student. A more positive educational approach is behaviour change activities which can help bridge the gap between potential and reality.

The steps presented below were gleaned from various works in the area of behaviour modification. The use of behaviour modification in the area of student leadership raises a valid ethical question. Does anyone have the right to control behaviour, even if the end result is positive? The answer to this question can be "yes" if the controller and the controlled are the same person. In other words, self-control is not only ethical, it is desirable. Self-control is a key ingredient in this behaviour change activity. In consultation with the Intramural director, the council member implements each step himself...

Step One: Choose and Define a Behaviour

Instructions to Students — Now that you know about our concern, you should be able to identify some of your behaviours which may need changing. They may be behaviours which need to be added; or they may need to be stopped. Choose one behaviour you want to change. Define the behaviour clearly so you will recognize it when it occurs. Describe the behaviour as you see it.

Step Two: Observe Yourself Doing the Behaviour

Instructions to Students — For one week, keep a daily record of the behaviour. Include such items as: where and when the behaviour occurs, where and when it doesn't occur at all and your feelings before and after it occurs.

(This step is known as self-monitoring and it has been shown to decrease undesirable behaviour as the student becomes more self-aware).

Step Three: Plan for Change

Instructions to Students — Now that you have a better idea of when, where, and why the behaviour is occurring, develop a plan to change. Include in your plan how you will reward yourself for success, how you will "punish yourself for failure, how other people can help you change, and any other information you feel is pertinent.

This is the most difficult step for students to accomplish. The Intramural director will need to help the student develop an appropriate plan. He/she should be familiar with the
(see MAXIMIZING, page 6)



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Maximizing

(continued from page 5)

five principles of reinforcement:

- 1) reinforce only the target behaviour
- 2) reinforce the behaviour immediately after it occurs
- 3) during the initial stages of the plan, reinforce the behaviour each time it occurs
- 4) after the behaviour is established, reinforce it intermittently
- 5) social reinforcement such as praise must be accompanied by a tangible reinforcement such as recognition as "Intramuralist of the Week" or being given a responsible task

In time the behaviour should continue with social reinforcement only and eventually through self-satisfaction.

Students need help in identifying what are positive reinforcers to them.

The Intramural director should also point out that punishment, although occasionally useful, is the least effective intervention.

Both social and tangible reinforcers can be given by other Council members close to the student.

Step Four: Observe the Plan in Action

Instructions to Student — Put the plan into practice for one week. Keep a daily record of the behaviour and the use of the plan. Include in your record how many times the behaviour occurred, how you used reinforcement, or other people/techniques to control the behaviour.

Step Five: Evaluate and Continue

Instructions to Student — Compare your weekly record from step two with the one you kept in step four. Based on this comparison, answer the following questions:

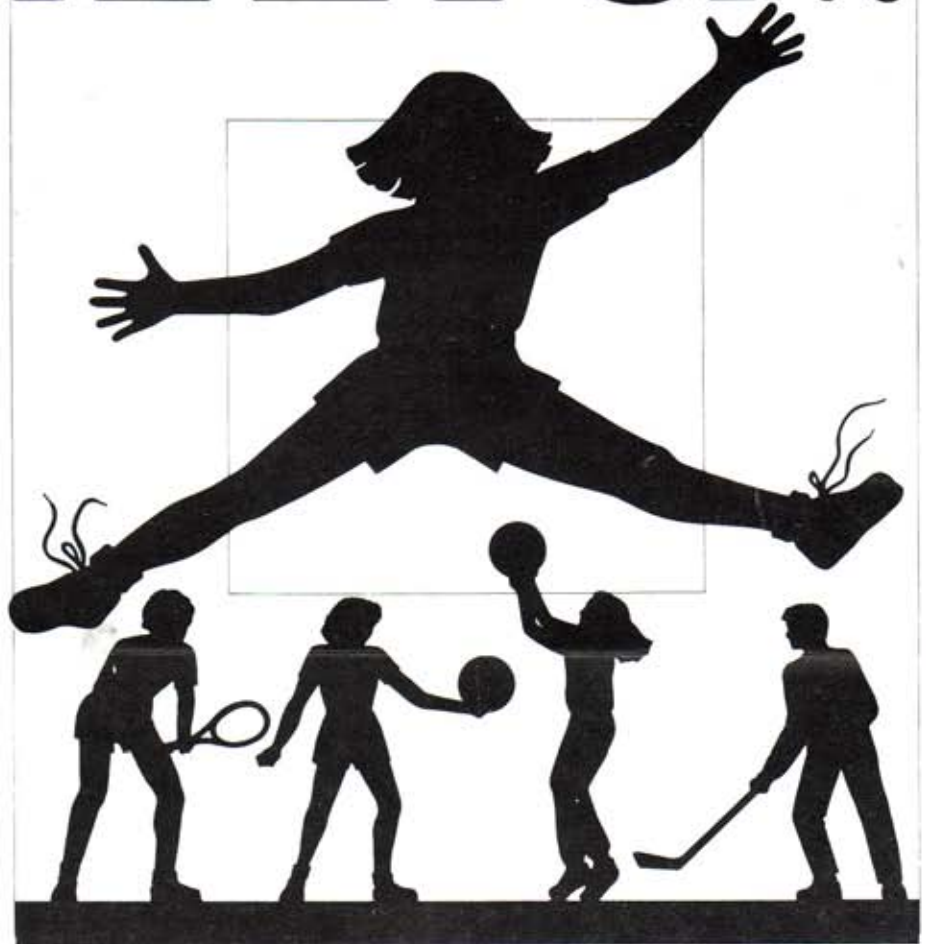
- Did my behaviour improve, and if not, why?
- Did the reinforcers, techniques etc. work and if not, why?

Based on your evaluation, make any necessary changes in the plan and continue.

(The Intramural director might want to set a time limit on the activity and call for a final evaluation).

By definition, leadership development should include behaviour change. Behaviour change activities, coupled with experiential learning opportunities, can assist students in maximizing their potential.

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Adapted from article — "A Suggested Behaviour Change Activity for School Health Education" by Tim F. Dopp (Health Education - Aug/Sept. 1986).

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3. the number of weeks or days in the schedule.
4. the team names.

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 - b. points
 - c. number of wins
 - d. percentage differential
5. Messages — can be put into each schedule at the top and bottom.



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7. Finally, there is an edit section where you can fix any errors that you might have made.

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If I had my life to live over again, I'd try to make more mistakes next time. I would relax. I would limber up. I would be sillier than I have been this trip. I know of very few things I would take seriously. I would take more trips. I would climb more mountains, swim more rivers, and watch more sunsets. I would do more walking and looking. I would eat more ice cream and less beans. I would have more actual troubles and fewer imaginary ones. You see, I am one of those people who live prophylactically and sensibly and sanely hour after hour, day after day. Oh, I've had my moments and if I had it to do over again, I'd have more of them. In fact I'd try to have nothing else. Just moments, one after another, instead of living so many years ahead each day. I have been one of those people who never go anywhere without a thermometer, a hot water bottle, a gargle, a raincoat, aspirin, and a parachute. If I had it to do over again, I would go places, do things and travel lighter than I have.

If I had my life to live over, I would start barefooted earlier in the spring and stay that way later in the fall. I would play hooky more. I wouldn't make such good grades except by accident. I would ride on more merry-go-rounds. I'd pick more daisies.

BROTHER JEREMIAH

MURDER ON THE OIRA EXPRESS

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