

# INPUT



ONTARIO INTRAMURAL RECREATION ASSOCIATION

Vol. 7 No. 5, July 1987

## SPECIAL EVENTS

### Pauses That Refresh

By Jennie Hood

Adapted from P.D. Day Presentation  
by Wayne Hulley, Etobicoke Bd. of Ed.

There are activities which usually last for a short period of time. They should be introduced with a good deal of hype and should be promoted as spirit builders. The timing of these events is vital. Plan one for those times of the year when things begin to drag.

#### 1. T-SHIRT DAY

The students design a T-shirt and decorate it using material, paint or marking pens. Themes such as important people or cartoon characters may be used or the students can simply create an original. The staff should be used to judge the contest.

#### 2. HAT DAY

The students design "something" to wear on their heads. Perhaps an hour is set aside for judging in the gym. Easter is a good time for this event.

#### 3. TECHNICOLOUR DAY

Students dress in bright colours. Often a good fall or spring event to match nature's colours.

#### 4. MURAL DAY

On this day each class is given a large sheet of craft paper. Each class designs a mural. The murals are displayed in the hallway and judged.

#### 5. TURN THE TABLES DAY

On this day the students replace the teachers. They plan lessons and do the teaching. Teachers participate as class members. A staff-student game often highlights the day.

#### 6. CAMERA DAY

On this day students are encouraged to bring their cameras and take pictures. The prints are later brought to the school and displayed. This event is best held prior to a parent night. Television and movie making can often be part of the day.

#### 7. BACKWARD DAY

On this day or partial day, the timetable is reversed. The day opens with house-leagues. However, the games are played backward. Relays are often fun. In mathematics, students are given

answers and create problems.

In English, stories are printed backward on duplicated sheets and answers are written backwards. The day ends with O Canada sung backwards. A talented musician is needed to tape the accompaniment. Wearing clothing backwards and even walking backwards around the school is often fun. Part way through the day a movie shown in reverse adds some fun.

#### 8. SUPER STAR DAY

The events of super star day are introduced prior to the event so the students can practice. Events such as the obstacle run, the bicycle race, skateboard slalom, juggling or freestyle roller skating could be used.

#### 9. FESTIVAL DAY

This day is highlighted with the entire school sharing an activity. A new games festival is always popular. A drama day involving activities from puppets to skits

(see SPECIAL, page 5)



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

# Post Secondary Contributing Editor Meg Innes, York University

## Program and Personnel Management

According to the recent study conducted by Paul Marchildon entitled "Management Competencies of Intramural Recreation Directors in Ontario Post-Secondary Institutions", results suggested that University Directors spend more time with Personnel Management than Program Management, while College Directors reported just the opposite.

As both College and University directors deal with both issues, what better way to end this year's issue than by reminding the reader of the fundamental maxims inherent in personnel and program management. Although these may seem to be Motherhood statements, it is important that we never forget the grass-roots!

### BEHAVIOURS OF EFFECTIVE SUPERVISORS

1. Establishes high but attainable expectations for staff in terms of work standards and goals.
2. Places staff members in jobs in which their individual abilities are most likely to be fully utilized.
3. Recognizes the universal need for approval, and helps staff members meet this need by, (a) praising accomplishments, (b) showing consideration, and (c) acknowledging their share in the total enterprise and their contribution in making it a success.
4. Removes obstacles to success by providing technical assistance and emotional support.
5. Clearly defines the responsibilities and accountability of staff members and shows confidence in their ability to carry out these tasks.
6. Encourages staff to participate in policy planning, decision-making and program development, not as a "token" gesture but with serious weight being given to their contributions.
7. Exercises leadership when necessary, asserting rank, making decisions and exerting force to achieve departmental goals.

8. Is an effective link between management and leadership, communicating information helpful to their psychological well-being and morale.
9. Appraises employees on the basis of objective and measurable performance elements, taking into account differences in the qualities of individual workers and different levels of task difficulty.
10. Does not play favourites, but seeks to reward all workers equally and to provide tangible rewards and status symbols, particularly for high-level performance.
11. Is friendly, sympathetic and approachable, yet also maintains a sense of dignity based on the rank he or she has been assigned and the authority vested by the department.

### GUIDELINES FOR RECREATION PROGRAMMING

1. Recreation should serve all elements in the community without discrimination on the basis of age, sex, race, religion, or social or economic class.
2. Recreation should meet significant social needs, should be couched within a framework of democratic social values, and should provide constructive and creative leisure opportunity for all.
3. Recreation should provide a varied range of activities and provide diversity and balance to meet the needs of participants.
4. Recreation programs should involve residents in planning and carrying out activities through advisory councils, needs assessment studies, and volunteer service opportunities.
5. Special groups in the community such as the mentally or physically disabled should be served by the recreation programs that meet their diverse social, emotional, creative, and physical needs for satisfying leisure activity.

6. Programs should be supervised and administered by full-time, qualified professionals whenever possible, although much of the direct, face-to-face leadership may be performed by seasonal, part-time, or volunteer employees.
7. Recreation programs should be meaningfully interpreted to the public at large through effective public relations media and community relations activities.
8. Program activities and events should be systematically evaluated to determine whether they have achieved their objectives and satisfied community wishes.
9. Programs should be supervised and administered by full-time, qualified professionals whenever possible, although much of the direct, face-to-face leadership may be performed by seasonal, part-time, or volunteer employees.
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8. Program activities and events should be systematically evaluated to determine whether they have achieved their objectives and satisfied community wishes.
9. Recreational activities should strive for novelty, excitement, and surprise whenever possible and should involve varied schedules, new locations, and fresh leadership to achieve a needed change of pace.

Kraus, R.G. & Curtis, J.E. Creative Management in Recreation, Parks, and Leisure Services. Times Mirror/Mosby College Publishing, Toronto, 1986.



# Elementary School Contributing Editor Dave Schlei, Queensmount Senior Public School

## INTRAMURALS? ME? But I'm Not a Phys. Ed. Specialist

As a Division 1 teacher, I was content to work away in my classroom with my small charges, confident that my program would meet all of their many needs. I knew some of the Division II kids by name. At the very least, I recognized their faces. Had I watched any of their houseleague games? No. After all, I taught grade one and intramurals are for Division II. Besides, I'm not a phys. ed. specialist. I don't know the first thing about refereeing nor have I ever organized a houseleague program.

Although this was a very narrow and stereotyped reaction, it certainly was an accurate description of my feelings. I reluctantly agreed to attend the National C.I.R.A. (Canadian Intramural and Recreation Association) Conference in Banff during May of 1980. This venture proved to be the beginning of a very exciting, involved, and rewarding aspect of my teaching career.

I found myself in the middle of a flurry of activity. It was 9:00 a.m. and I had to make my first decision as to which of the many sessions I would attend. There were sessions on promoting the program and on organizing houseleagues, clubs, special days, and theme weeks. Fortunately, the decision was made for me Sunday afternoon. We had great fun participating in "cooperative games". I met educators from the United States and from all across Canada. I met phys. ed. specialists, post secondary people, primary school teachers, and elementary classroom teachers. They all had two things in common: enthusiasm and commitment.

Returning to school, armed with a wealth of new ideas, I began to participate in intramural programs. I soon realized that one person could not effectively run a school-wide program without burning out.

One important point I gleaned from the conference was that the intramural program is an umbrella under which experiences from all curriculum areas fall, be it language arts, music, art or phys. ed.

In one case, we introduced clubs to the program. The response was very encouraging. The librarian offered to run a library club, the art club created colorful school banners, choir and recorder club were popular choices for those with musical interests, and several staff members were involved in gymnastics and dance clubs. In fact, because dance clubs were so popular, they ran before school, during noon hour, and after school. The involvement was gratifying.

This past year, I organized a free activity time for grades one and two during recess. After listening to me explain the expectations and procedures, a grade two child asked, "Why are you doing this for us? I don't understand. You teach grade five." I responded, "I really want to get to know you better. I'm excited about working with nice kids like you."

During the course of the session, children began to say "Hi" as we met in the halls. I felt good when I was able to call many of them by name. During the course of the year,

as teachers became more and more involved, children began to break down the stereotypes. They saw the grade one teacher, the music teacher, and the "big kids" teacher as contributing to the benefit of all children in the school.

Although the teachers' help was essential to the success of the program, student aid from all grade levels added a new dimension.

We chose students who had misbehaved or lacked confidence in the regular classroom. These students did not excel in phys. ed. or music or the academic strand. Once given a leadership role, their attitude towards all aspects of school improved. We were delighted with the enthusiasm and sincerity with which they handled their responsibilities. They set up equipment, promoted activities, put up displays, refereed, helped with special days and took the young children back and forth to the gym.

When you can walk into a gym and begin free-time activities because your equipment monitors have arrived on time and set up quickly and carefully, you begin to appreciate the capabilities of children. After all, don't children learn responsibility by being given responsibility?

I had read many articles on multi-aging. Multi-aging provides a variety of experiences through interactions with people of different ages. While I agreed in theory, it wasn't until I had organized a Western Daze theme week that I really appreciated its benefits.

Children participated on multi-aged teams in a number of curriculum-related and novelty activities. During all assemblies, they sat with their teams and participated in sing-a-longs, group dances, and novelty events which included chuckwagon races and water pistol duels. They earned points for sportsmanship, cooperation and participation.

I watched an older child tie a grade one's shoelace. I met a grade five student "piggybacking" a tired grade two child around the field. I spotted an older student putting a comforting arm around a frightened child and bringing out a smile. I heard "good try", "that's alright", and "better luck next time". I noticed another child pin on a nametag — again!

What better way to teach tolerance of individual differences? What better way to expose children to differences in each others' abilities and development? What better feeling than to know that the Division I kids wouldn't be quite so scared of the older students when they met them on the playground?

Since that conference in 1980, I have attended ten workshops and three regional conferences. Last year, I presented a session on Division I Intramurals at the C.I.R.A. regional conference in Banff.

A phys. ed. specialist? No. An expert referee? No. An enthusiastic and committed intramural person? You bet!!

Submitted by Donna Wiebe  
Huntington Hills Elementary School, Calgary, Alberta

# Secondary School Contributing Editor Jennie Hood, Scarlett Heights Secondary School

## GROUP PROCESS

As my involvement with the Athletic Council evolves, I have often found myself in the role of observer. But what should I look for? What is there to see in the group?

This article may provide a useful framework to hone your observational skills and give your analyses purpose and meaning in the context of "educating" the Council.

### 1. Content versus Process

When we observe what the group is talking about, we are focusing on the content. When we try to observe how the group is handling its communication, i.e., who talks how much or who talks to whom, we are focusing on group process. In focusing on group process, we are looking at what the group is doing in the "here and now" — how it is working in the sense of its present procedures and organizations. Process really means to focus on what is going on in the group and trying to understand it in terms of other things that have gone on in the group.

As a staff advisor, this is an important concept to consider especially when trying to facilitate group "growth" through activities such as "initiative games" and other activities. It enhances the "meaningfulness" of the activity if the discussion which follows is kept in the "here and now".

### 2. Communication

It is important to observe the pattern of communication: Who talks? For how long? How often? Whom do people look at when they speak? (single others, the group, no one) Who talks after whom? Who interrupts? What style of communication is used (tone of voice, gestures, assertions, questions)?

The kind of observations we make give us clues to important things, such as who leads, who follows, who influences, where is there dissension, etc. This is the "why" element in the analysis of communication and takes time to experientially develop.

### 3. Decision-making Procedures

Groups make decisions all the time, some of them consciously and in reference to the major tasks at hand, and some of them without much awareness and reference to group procedures or standards of operation. As a group facilitator, it is important to observe how decisions are made in a group in order to assess the appropriateness of the decision to the matter being decided on, and in order to assess whether the consequences of given methods are really what the group members bargained for (devil's advocate role to prevent groupthink).

Past experience with groups has shown me that group decisions are hard to undo. We can only undo the decision if we can reconstruct it and understand how we made it, and test whether this method was appropriate or not. As staff advisor to an Athletic Council, I feel that this is an important function of the role — students have to be helped to see how decisions were made and to evaluate the appropriateness of their decisions.

### 4. Task — Maintenance — Self-oriented Behaviour

Behaviour in the group can be viewed from the point of view of what its purpose (function) appears to be. When a member says something, is he primarily trying to get the group task accomplished (task), or is he trying to improve or patch up some relationships among members (maintenance), or is he primarily meeting some personal need or goal without regard for the group's problems (self-oriented).

As the group grows and member needs become integrated with group goals, there should be less self-oriented behaviour and more task or maintenance behaviour. He states that every group needs both kinds of behaviour to work out an adequate balance of task and maintenance activities, and ensure the "health" of the group.



### 5. Emotional Issues

There are many forces active in groups which disturb work, which represent a kind of emotional undercurrent in the stream of group life. These issues produce a variety of emotional behaviours which interfere with effective group functioning. They must be recognized, their causes understood, and as the group develops, conditions created which permit these emotional energies to be channeled in the direction of group effort.

4 emotional issues can be identified:

- the problem of identity
- the problem of goals and needs
- the problem of power and influence
- the problem of intimacy

Four kinds of behaviours are produced in response to these problems:

- dependency-counterdependency
- fighting and controlling
- withdrawing
- pairing up

All these behaviours, if left unrecognized and undealt with, have the potential to destroy group effectiveness.

(see GROUP, page 5)

# FABLE ABOUT HOW RECREATION GREW CONTINUED FROM 1985

## MEG INNES - YORK UNIVERSITY

As you might remember from two years ago, O.I.R.A. Input published a Fable About How Recreation Grew. It began with one happy Coordinator and one lonely program and grew to include three happy staff and many, many programs (eg. Intramurals, Special Events, Casual Recreation, Clubs, and Academic courses for students).

Since then, much more growth has occurred in the friendly happy home of the Recreation Department — so let's pick up from where we left off two years ago.

In 1985, the Recreation Coordinator had three happy staff and six happy student helpers. They were in heaven because they were able to program day and night — night and day to their hearts content. They had to do all of this programming in order to meet the needs of their diverse clientele that had grown in great numbers over the years. They were all very happy because they loved to make schedules and create programs because in order to do this, they had to have a "hands on approach"!

Then one day, the mood in the department changed. The sky clouded over and became black, the thunder rumbled in the heavens and the lightning struck with no warning! One of the staff members was kidnapped and forced to write reports and to prepare documents! What a loss for the people that liked that staff member. It really was too bad because that staff member used to really be happy when working with the public. (It may sound sad but this fable really does have a happy ending).

It was a good thing that this staff person was kidnapped because it was time to GROW!!!! It was time to prepare and file reports because votes had to win in the political arena. Yes — believe it or not, politics had somehow snuck into the field of Recreation was once upon a time based on the K.I.S.S. Principle (Keep It Simple Stupid).

Around the same time, another evil lurking animal was approaching the naive and innocent members of the Recreation department. This ani-

mal was the scariest of all because it had to do with the ever elusive dollar sign. YES — the MEAN OLD BUDGET had reared its ugly head and walked into their home as if it was a welcome guest!!!! Imagine the nerve of that despicable character!!!

With politics and budgets hanging around the office all the time, it was very difficult for the Recreation department to grow. The staff were very frustrated, so they decided to pack up all of their belongings and set out to learn more about "how to LOBBY" and "how to systematically gather, report, record and monitor all data related to fiscal operations".

They began their travels one sunny day and as they were crossing one of the rivers leading to "learning land", they came upon a wise old man who taught them how to win votes and influence politicians. The staff were unencumbered with this knowledge and they decided that learning new things could be quite enjoyable, so

### GROUP (continued from page 4)

It is obvious that these are not the only things that can be observed in a group. What is important to observe in a group will vary with what the group is doing, the needs of the observer and his/her purposes, and many other factors.

However, this article should provide some basis for improving observational skills which should in turn

"The credit belongs to the people who are actually in the arena, who's face is marred by dust and sweat and blood; who strive valiantly; who err and come short again and again, who know the great enthusiasms, the great devotions, and spend themselves in a worthy cause; who at the best, know the triumph of high achievement; and who, at the worst, if they fail, at least fail while daring greatly, so that their place shall never be with those cold and timid souls who know neither victory nor defeat."

Theodore Roosevelt

they continued on their adventure. They were in the midst of discussing the rudimentary fundamentals of politics when all of a sudden they were accosted by the B.T. (Budget terrestrial!!!!).

The B.T. spent many months drilling figures into the heads of the staff until they could stand it no longer. Then, one day, they were pretending to prepare an intricate budget for B.T. and while the monster was preoccupied with analysing data, the staff members escaped and ran as fast as they could back to the safety of the Recreation department.

Once they had returned, the Coordinator immediately saw that the staff were adept at writing reports in order to win votes. They could prepare a detailed budget at the drop of a hat. They could supervise the students that were programming for the clientele and they could basically consider themselves to be GOOD Administrators.

You see the difference between this fable and the one presented in 1985 is based on not the growth of the Recreation program but rather the growth of the Recreation staff.

The moral of this fable was in 1985 and still is: Recreation stands still for no one, so be prepared for change and new growth.

help us understand groups and increase our effectiveness with and within them.

### SPECIAL (continued from page 1)

to television drama, to mime. An art festival could involve soap carving, picture making, paper folding, 3-dimensional art, scrap sculpture or mobiles.

#### 10. LUCKY DAY

This day is filled with lucky events. Chairs in the cafeteria can be marked. Students can guess the lucky number between one and one thousand with the closest guess winning. Secret weights can be matched by students. Birthdates, number of individuals in the family and even a bingo over the P.A. system can be used.

#### 11. HIRE AN ARTIST

Art work above done for \$12.00 a drawing. OIRA will be using Kevin's art work in the coming year. Copies may be made. For more information call Jean Kennedy at 979-5000 ext. 6122.

# HONOURARY AWARDS

OIRA has many special people in its midst and the honour award has been given for the first time to those people who have been involved with OIRA from its very beginning in the early 1970's.

At the Directors Conference in 1986 11 people were honoured. The 11 recipients were:

DOUG AMEY PETER HOPKINS  
 WARREN CAMPBELL JEAN KENNEDY  
 DAVE COPP KENT SMITH  
 BRIAN CRESSMAN ROB STINSON  
 SANDY HENDERSON MARG TERRETT  
 RICK TURNBULL

At the Director's Conference in April 1987, four more special were honoured. Meg Innes, York University, Fred Wannamaker, Sheridan College were presented with Honourary Certificates. Jim Scheidel, Coyle and Greer Awards, and Art Salmon, Fitness Section, Ministry of Tourism and Recreation were awarded the Honour Certificate.



**ART SALMON** ▲

Art Salmon is the Manager of the Fitness Section in the Special Fitness Branch of the Ontario Ministry of Tourism and Recreation.

When OIRA first became an Association in 1982, the Ministry through Art showed its support with financial grants. As Art has moved up through the system, he has maintained his interest in and support for OIRA.

Art is married to Veronica and has two children, Erica and Andrew.

Watch the open skies for Art — he has his pilot's license and enjoys flying as well as cheering on the Blues Jays this summer.



**JIM SCHEIDEL** ▲

Jim is the President of Coyle and Greer Awards, Canada Inc. and is the first person to be presented with OIRA's Honor Award. He has been a strong, loyal and vocal supporter of both CIRA and OIRA for the past ten years.

Coyle and Greer have donated, co-operated with and helped OIRA with their promotional needs — from the OIRA enamel pins and plaques to our newest certificate award system for professionals. Coyle and Greer also provides an outstanding and uncomplicated award system for all levels of educational activities.

Jim is married to Brenda and has two teenagers — Cameron and Cara. He has probably given up all other hobbies to stay up nights with their newest daughter Elise!



◀ **MEG INNES**

York's Assistant Recreation Coordinator EXTRAORDINAIRE! You name it in OIRA and Meg's done it, heard about it, seen it, tried it or written about it!

Meg was the co-author of OIRA's constitution and by laws, Vice-President of OIRA - 1982-1984, Chairperson of the 1982 Director's Conference. She is presently a Contributing Editor on OIRA Input, the Annual Secondary School Conference Chairperson and is held in high regard not only by her fellow professionals, but also by her students.

Most OIRA members think that when not putting York on the map, Meg's main hobby is getting the best sun tan in Ontario.

**FRED WANNAMAKER**

Fred is the Athletic Director at Sheridan College. Fred's involvement in OIRA officially began in 1979 as part of the CIRA national conference committee and following that he became OIRA's first treasurer.

He is also the only treasurer to send us a post card from Brazil saying "Thanks for electing me treasurer!" Fred brought expertise, knowledge and a great sense of humour to OIRA for the five years he was on the executive.

Fred is married to Nancy and has become a homeowner in Orangeville and we know that this is taking up a lot of his time because he didn't know how a lawnmower worked before he moved! ▼



# You Know You Need A Workout When . . .

You walk past a cemetery and two guys with shovels come running after you.

You are at the zoo and kids start feeding you peanuts.

You go to a horse show and win.

You go swimming and get hit by a harpoon.

You get stuck between the "Golden Arches."

Your photographer needs a wide-angle lens.

Your office chair has developed stretch marks.

You go to a weight reduction program and the instructor immediately orders a new Mercedes.

You get winded playing "Pac-Man".

You go sky-diving and the parachute doesn't slow you down.

Your idea of aerobics is heavy breathing.

The chair gets up when you do.

Your insurance agent offers you a group rate.

You're on top of the Empire State Building and planes start to attack you.

Your designer jeans are by Orson Welles.

You stand in front of a Micro-Wave oven and yell "HURRY".

You're lying on the beach and two guys from Green Peace try to throw you back in.

## CIRA NATIONAL INTRAMURAL CONFERENCE

### CONFERENCE NATIONALE DE L'ASSOCIATION CANADIENNE DE LOISIRS INTRAMUROS

9th Annual Conference  
9e Congrès annuel

October 15-18, 1987  
Les 15-18 octobre, 1987

Vancouver,  
British Columbia



### OUT OF THIS WORLD UN UNIVERS SANS LIMITES

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## FITNESS ADMINISTRATORS' DEVELOPMENT CONFERENCE



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## POST SECONDARY STUDENT'S INTRAMURAL CONFERENCE

JAN. 15 & 16 '88

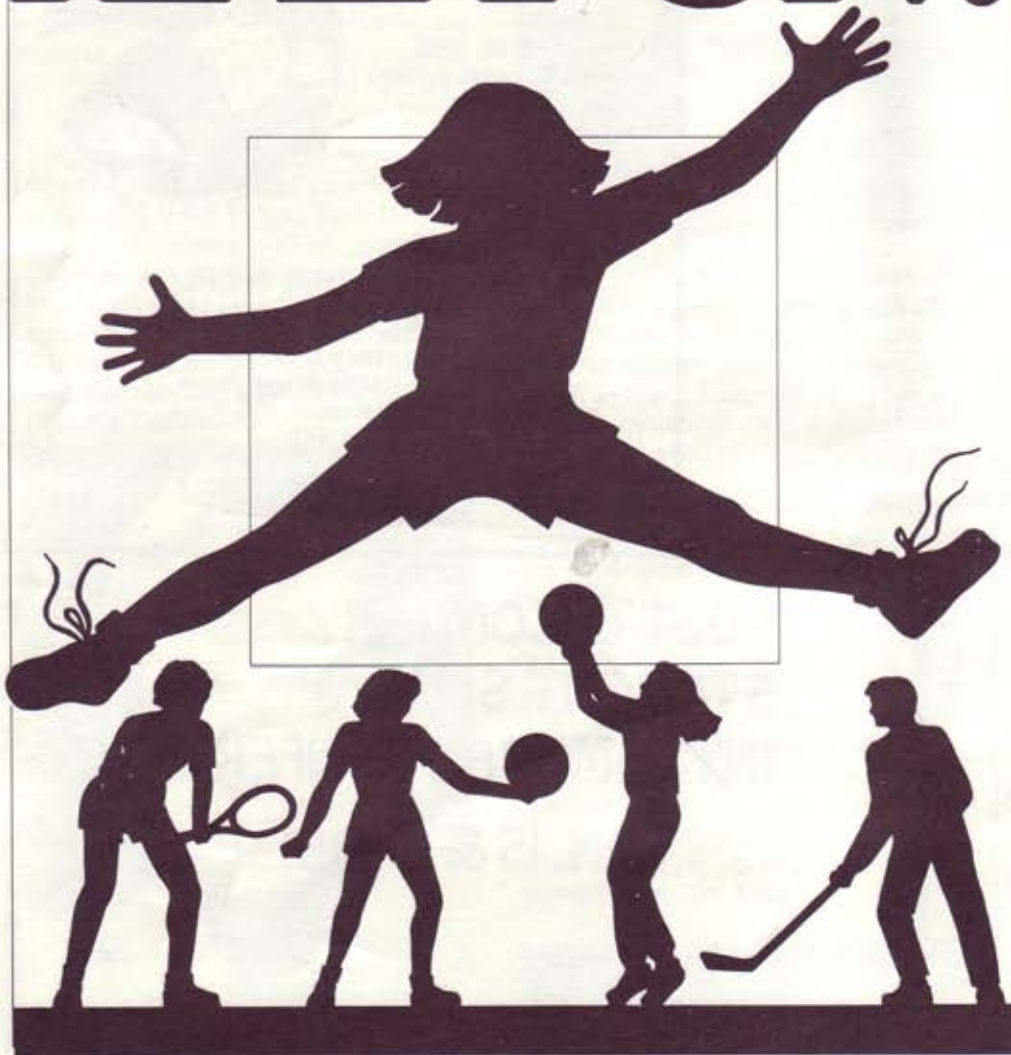


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OIRA



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