

# INPUT



ONTARIO INTRAMURAL RECREATION ASSOCIATION

Vol. 9, No. 2, December 1988

## 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.

# DAVE SCHLEI CONSULTANT — WATERLOO BOARD

## STEPS TOWARDS DAILY PHYSICAL EXERCISE: A.C.T. NOW!!!

Jeffrey D. Allen  
East Lambton Secondary School

Recently a number of newspaper articles have stated that our young are becoming "couch potatoes", "physically unfit" and "totally unmotivated to achieve." These observations and studies have come about by researchers studying the public education system and by employers complaining about the poor quality of student which is being sent out into the working world.

These are bold, broad statements which do not necessarily describe a true picture of what is taking place in most schools. Most are looking and finding alternatives for providing daily physical activity, as the semester system has totally undermined the physical and health education programs (this is an issue in itself) to the point where students may only have the opportunity to schedule one class of phys. ed. over their four/-five years of schooling. This is a dilemma physical educators are now

addressing and must fight with conviction.

The scenario at East Lambton Secondary School in Watford, Ontario was one in which the students were missing their daily physical activity and wanted to do something/anything to overcome the stagnant environment that the semester system created.

A solution to the problem was the formation of a strong athletic association. It was determined to provide a strong intramural program, as well as, activity oriented special activity days. The association also recognized the importance of daily physical activities from the standpoint of improving mental alertness while sitting in class and how the activities improved the social atmosphere and the all round school spirit.

During the first year of operation the Athletic Association developed three key components to providing a quality recreation program: **A.C.T.** — **Attitude, Commitment, Time.**

The **Attitude** of everyone (teachers, custodians, secretaries, administration and students) must be a positive one; one which will reach out and welcome everyone, whether they be male, female, athletic, non-athletic or handicapped. They must all be encouraged to participate and have fun.

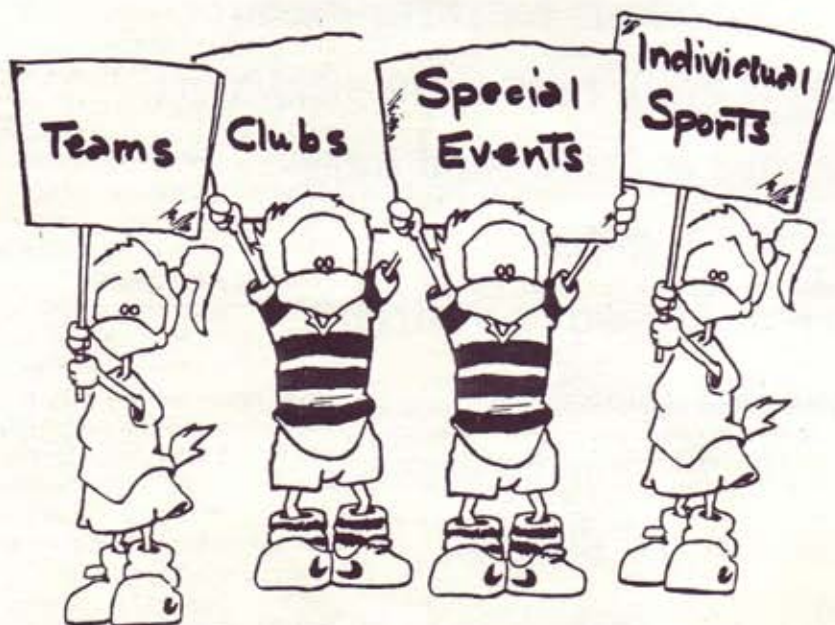
**Commitment** is essential to developing this positive attitude. The members of the association must be prepared to organize, convey, referee, score, time and set up most of the activities. This commitment must not be looked upon as work, but as enjoyment and a means of making school an enjoyable and positive environment.

**Time** is the last critical factor, as the activities and dates must be established before the school year begins. Time must be set aside on a bi-monthly basis, so as to have organizational meetings to discuss up-and-coming events and to evaluate past activities. This time is imperative to maintaining clear and open communication lines between athletic association, reps, teachers and administration.

These key components, Attitude, Commitment, Time are the backbone to providing quality daily physical exercise. And it is through the strength of teachers as "guides" and "motivators" that the alternatives to daily physical education classes be directed into a strong, exciting, and fun intramural program. Once the Ministry and Boards' of Education recognize the importance of Quality Daily Physical Education, then may, the Physical Education classes and the Intramural program work hand-in-hand.

As physical educators we must put to rest the observations, studies and statements that our "youth" are becoming "couch potatoes" "physically unfit" and "unmotivated to achieve".

Let's "**A.C.T.**" now and provide "everyone" within the walls of our educational system with the experience of achieving the benefits of daily physical exercise through the wonderful world of intramurals.



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

## Qualities of a Successful Intramural Program

"The Ultimate Scarlett Heights Collegiate Institute Intramural Game Plan"

1. The intramural staff advisers should be:

- a. genuinely interested in working with the students for their best interests
- b. willing to devote his/her time to Intramurals
- c. able to live with "mistakes" and use them as a focus for council member development
- d. knowledgeable with respect to intramural organization
- e. able to "lead from behind" so spotlight/recognition is on the students

\*We now have 5 committed staff advisers — role responsibilities to be amplified — see below.

2. Establish a leadership program — the Athletic Council. In the final analysis, the students must be responsible for:

- a. selecting the activities
- b. organizing the implementation of these activities
- c. providing some incentives (awards)
- d. initiating and maintaining publicity
- e. generating enthusiasm to encourage others to become involved

\*Council members are learning these skills. As W.R. Barber states:

One of the most prevalent myths hindering learning for years is that LEARNING is the result of TEACHING. Murray Smith put it another way. He said that in our highly developed society, there are not many opportunities for children to get the kinds of EXPERIENCES they need if they are to become competent, confident leaders.

This kind of experiential growth can take place by transferring a degree of ownership of the intramural program to the students. The best programs belong to the students.

We are trying to let the students run the program as much as we possibly can — ie. choosing the activity,

making posters, organizing schedules, checking out equipment etc.

Upcoming mini-seminars needed on: organizational skills, publicity and promotion, computer usage; 4 dimensions of a comprehensive intramural program; communicating skills - eg. listening.

3. Clubs should be formed as outgrowths of the intramural program. These are necessary for continued growth and involvement by students who aren't on the athletic council but wish to be involved in a leadership role. A knowledgeable staff adviser is necessary for each club:

- a. referees club
- b. publicity
- c. timekeeper or scorekeeper

\*This idea will be broached at the next council meeting — I will volunteer to be responsible for organizing and training officials — writing responsibilities — as officials will be needed for Basketball.

4. The status of intramurals must be recognized in its equality of importance as compared to interschool activities.

\*We have achieved this through a number of initiatives:

- noon-hour is reserved for intramural activities only — there is no competition with the interschool program for gym space
- intramurals are given equal "billing" at Parents' Nights
- intramurals receive as much publicity via announcements etc. as interschool activities
- house captains are recognized for their leadership
- intramural participants can earn the same medals as interschool players
  - intramural - recognition of outstanding participation throughout the year
  - interschool - awarded to a team member for outstanding contribution to a team
- integration of athletes/non-athletes on each house - equality of

participation - non-elimination due to skill or status as a team member

5. Use all available times for intramural participation

\*The noon-hour is our most successful time slot although for some special events outside the school we schedule afterschool hours (after ensuring non-conflict with interschool activities)

Strategies to improve organizational time and skill should allow us to run more in the noon-hours - at the moment our organization takes a lot of time as the house captains are just learning to work together and plan activities

6. Avoid (if possible) conflicting with other group activities within the school. All students should have equal opportunity to become involved in the use of the facilities.

\*Conflicts have been partially eliminated due to our decision to go to a three day intramural schedule - Monday, Wednesday and Friday.

7. Equality of participation:

- a. all houses should be equally divided so there is a fair representation of skill, grade and gender
- b. all students interested in participating in an intramural activity should be placed on a house team. Each team should have enough people to ensure a good representation at each game.
- c. although good representation is a necessity, too many participants is also a problem. Players should never leave feeling they have not had adequate playing time. Two extra playing spaces per team is usually ideal playing conditions.

\*We are very successful with part a. as attempts are made each Sept. to balance the houses

\*We are working on b. and c. as we have often had too many people on a team in the past, but have also had situations where our sign-ups suggested making more than 1 house team and then have had many defaults.

(See QUALITIES, page 4)

## Qualities of a Successful Intramural Program

(Continued from page 3)

Our new sign-up procedure - sign-up in person - should help alleviate no-shows as it puts the onus for participation on the house members.

\*We are using "ceilings" per activity this year - eg. 11 players for softball.

8 per team (2 teams per house) for basketball so that house members who want to play sign up early (scheduling can then be speeded up). Also gives out the message that intramurals are important and it is a privilege to play. This stops the "drop in when you want" attitude which is the nightmare of all intramural organizers.

\*Even without special status for girls we have more girls on each house and significantly more were involved in playing softball than ever before.

8. Publicity is the key to involvement. Before and after each event, there must be much publicity of the nature of the event, where and when to sign up, game dates, etc. Publicity should be done in the form of a classroom to classroom campaign with follow-up through P.A. announcements, etc.

In actuality, the success or failure of the program in its initial stages lies at this time in the ability to effectively publicize.

\*At present, this is our achilles heel. We need to implement strategies to more effectively publicize our activities:

- take request to Principal to allow house captains to put a PLEASE ANNOUNCE bulletin in each home room teachers box at the start of activity sign-ups - staff support is essential for program growth
- strategies with house captains to design effective posters and write "catchy" announcements - content - what? when? where? how?

9. The philosophy and goals should be clearly outlined.

\*We are in an evolutionary phase with respect to this but one key concept has been developed:

The intramural program serves to enhance and facilitate the educational goals of our school by:

- encouraging positive attitudes toward involvement and participation

- creating school spirit and enthusiasm
- bringing students, teachers and administrators closer together
- teaching leadership skills
- encouraging sportsmanship and social skill development

We stand for fair play and equal participation opportunities. We believe in the importance of developing student leaders. We feel that the best intramural programs belong to the students.

10. Each house should have 1 staff adviser as a sponsor/mentor/supporter whose duties are clearly defined.

\*We are not here yet - but it appears that this is the direction that we should be headed given the expertise and experience of all the staff advisers.

We tried this several years ago but the duties of the staff advisers weren't defined and thus the process broke down.

Each house might then be able to plan and organize an activity in less time and with greater responsibility.

Meetings would be "chaired" by the House whose activity is ongoing or upcoming. Areas where we now have difficulty - listening and decision-making would be reduced in the context of 3 people (2 house captains and a staff adviser) planning.

Meetings would involve communication skill development and peer interaction.

I will initiate discussion with the staff supervisors to explore the idea: 4 staff advisers would be needed

for the houses and 1 to work with support groups (eg. referees etc.)  
- this would foster equal involvement/input from all staff advisers  
- my goal for this school year

11. A carefully planned awards system

\*We currently have a house trophy for the house which accumulates the most points during the school year

\*We award small plaques of appreciation to house captains

\*We honour excellent intramural participation with medallions

All of the above take place at our equal billing Awards Assembly for recognition of all students involved in any activity during the year

\*What we need to work on is a way to recognize activity champions and participation/sportsmanship on an ongoing basis. This could be the work of a special club formed to assist the work of the Council

12. Variety:

- activities
  - team sports
  - dual sports
  - individual sports
  - special events
    - competitive
    - non-competitive
  - clubs
  - self-directed activities

\*Our program offers lots of variety in terms of sports and special events. We are now headed toward the creation of clubs and with the creation of a student-run aerobics program will start to address the area of self-directed activities (several fitness ideas can be developed and open gym days offered for pick-up basketball etc.)



# Post Secondary Contributing Editor Meg Innes, York University

## How to Survive a Student Intramural Conference

Having just completed yet another High School Conference, it occurred to me that other institutions are missing a golden opportunity by not offering an event such as this.

When considering the theme of INPUT is "Back to Basics", it also struck me that perhaps an article about running a conference would be appropriate at this time. I therefore searched through N.I.R.S.A. Journals, C.I.R.A. Bulletins, and O.I.R.A. and C.I.R.A. Conference Proceedings in order to obtain additional information for this article. While searching, an article jumped out at me that listed everything one would need to consider. It was written and presented by Sue Walker and Skip Moyst at the 1st C.I.R.A. Conference in 1979, and believe me, nothing has changed much since then.

Despite the tremendous amount of work that is necessary to organize an intramural conference, in the long run it is still the host school that is the ultimate winner. Leadership development, a renewed pride in your own intramural programme, new ideas and new contacts are all by-products of hosting an intramural conference.

### Planning Suggestions for an Intramural Conference

1. **Formulation of Concepts** - approximately four months before conference decided on:
  - a) type of conference - structured or instructured
  - b) length of conference - one day or billeting
  - c) how large - board wide, area wide, province wide
  - d) begin to develop a theme
2. **Set a date**
  - a) can you get the facilities? (check through board and get lease in writing as well as name of contact person at board)
  - b) check athletic calendar for conflicting events



### 3. Student Conference Leaders

- a) select two reliable and willing chairpersons
- b) make sure that they are academically sound because of the tremendous commitment in time
- c) make sure the two are compatible

### 4. Format

- a) type of sessions - presentations, panel, activity sessions, discussions, free form
- b) finalize decisions on length of conference and length of individual session

### 5. Meals and Refreshments - what? when? how much?

- \*home economics teacher can often be of great assistance  
cost of food can be alleviated by:
- a) students bring in food
  - b) wholesale outlets for discounts
  - c) MacDonalds and soft drink companies for freebies

### 6. Size of Conference

- a) who do you mail invitation to - the mailing list for Canterbury's intramural conference was Geneva Park mailing list, plus our board and two adjacent boards

- b) what is your conference capacity i.e. how many per school, how many total delegates (in our school no limit was placed on out of town delegates because of difficulty in travel arrangements)

### 7. Opening Ceremonies

Format:

- a) do you want a keynote speaker(s)
- b) who introduces the conference
- c) time allocated for special announcements and programme changes

### 8. Role of Staff Participants in Conference

- segregated from students
- integrated with students programme
- some activities together, some separate

### 9. Care Staff Involvement

- a) union cost
- b) weekend hours (Free)
- c) Carestaff Pupil Ratio
- d) list of areas and rooms to be opened

### 10. Library

- a) get support from your librarian
- (See CONFERENCE, page 6)

# CONFERENCE

(Continued from page 5)

- b) displays
- c) booklists
- 11. **AV Department**
  - a) availability of equipment such as overhead projectors, movie projectors, record players, etc.
  - b) duplicating equipment
- 12. **Commercial Department**
  - a) typing handouts
  - b) programs
  - c) name tags
- 13. **Equipment manager** (student or teacher)
  - a) responsible for getting, controlling, and putting away all equipment
  - b) responsible for borrowing and returning any specialized equipment
  - c) responsible for tracking down (phoning other schools) any unique equipment
- 14. **Manager for Prizes and Handouts**
  - a) pick someone with enough brass to shame a door knob
  - b) responsible for canvassing and tallying all freebies
  - c) in charge of presentation of all gifts
- 15. **First Aid Responsibility**
  - a) have a well-stocked first aid kit available
  - b) make sure that emergency numbers are handy, i.e. police, hospital, fire.
- 16. **Finance Manager**
  - a) accept all payments from delegates both in mail and at opening of conference
  - b) keep track of bills
  - c) look for outside funds to help the intramural budget
  - d) make sure that a separate bank account is set up for the conference
  - e) one source of funds is OIRA
- 17. **Construction of invitational letter**
  - a) get someone outside of Intramurals to read it. Is anything vague?
  - b) must contain - cut-off date, place, date, contact person or persons, request for billeting, cost per

## Season's Greetings



*Wishing you a Happy Holiday Season*

*Meilleurs souhaits pour le temps des fêtes*

person, selection of seminars, need for transportation, ie. train station to school, arrival time (approximately) number of students, staff, place for name, address and phone number of a contact person in case returned form is wrong.

- 18. **Wrap Up Sessions**
  - a) Special awards
  - b) Special thanks
  - c) evaluation

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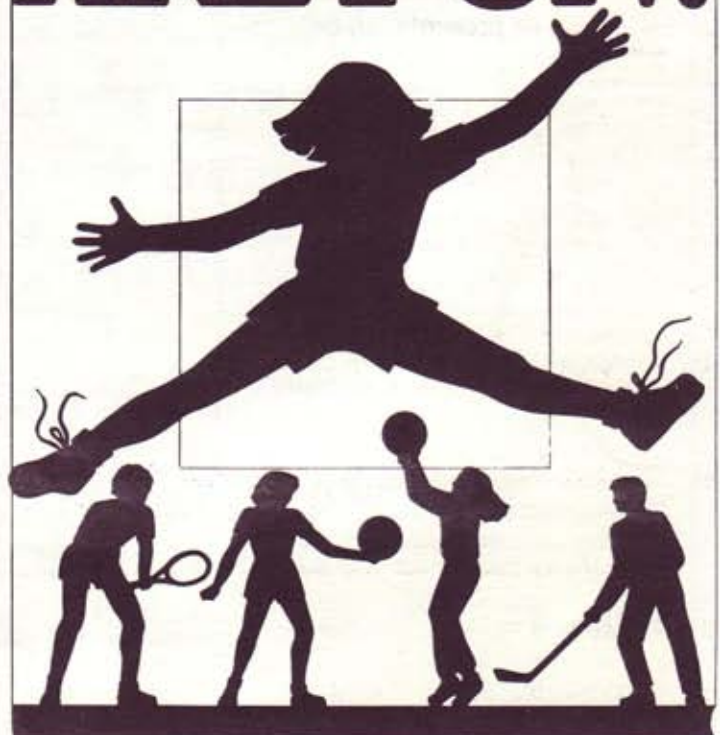
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The Ontario Intramural Recreation Association  
Presents  
The 21st Annual Intramural Director's Workshop

# WESTERN DAZE

\*\*APRIL 23, 24, 25, 1989\*\*  
Geneva Park, Orillia Ontario

Conference Fees:

O.I.R.A. Members	\$95.00	<input type="checkbox"/>
Non-members (includes membership)	\$120.00	<input type="checkbox"/>
Accommodation & Meals (Double)	\$130.00	<input type="checkbox"/>
Accommodation & Meals (Single)	\$145.00	<input type="checkbox"/>
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Mail cheques and applications to: Joan Healy, c/o Centennial College,  
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For further information call: B.(416) 694-3241, ext. 3357 or R.(416)  
767-5898



Sports and Fitness  
Ontario

No Special Requests or Changes Accepted After April 14, 1989.

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



# ONTARIO

CANADIAN INTRAMURAL RECREATIONAL ASSOCIATION

## Nomination Form

Name of the Person being nominated: \_\_\_\_\_

For the position of: \_\_\_\_\_

Signatures of three members (in addition to the nominee) who support the nomination.

Signatures

Print Name

- |    |       |       |
|----|-------|-------|
| 1. | _____ | _____ |
| 2. | _____ | _____ |
| 3. | _____ | _____ |

### Qualifications of the Nominated Member

(please include information regarding address and telephone number)

Signature of Approval from Nominated Member \_\_\_\_\_

Signature of Nominee \_\_\_\_\_

Please include photo. Return form to Nomination Chairperson:

Michelle Harkness  
Box 2034  
Hamilton, Ontario  
L8N 3T2