

Bulletin

"The Voice of Intramurals in Canada"
«La voix des loisirs intra-muros au Canada»


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Photo: Rick Turnbull - CIRA/CAHPER Joint Meeting/Réunion conjointe de l'ACLI/L'ACSEPL



CIRA  **ACLI**

**CANADIAN INTRAMURAL RECREATION ASSOCIATION
ASSOCIATION CANADIENNE DE LOISIRS INTRAMUROS**

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CIRA NATIONAL OFFICE
1600 James Naismith Dr., Gloucester, Ontario K1B 5N4
Tel: (613) 748-5639 Fax: (613) 748-5737

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Table of Contents

	Page
President's Message	3
Intramural Gym Soccer	4
Inuit Games	5
Program Model	7
Research Proposal	6
Holiday Games	8
Campus Corner	9



Submission of Articles

The CIRA Bulletin is published six times per year between September and June. CIRA is pleased to consider all written submissions from its members. Articles should be three to four pages long, typewritten, double-spaced and sent to the editor at least eight weeks in advance of the Bulletin publication.

 **Moving?** 
Don't Leave Us Behind!

Please send change of address to:



CIRA
1600 James Naismith Drive
Gloucester, Ontario
K1B 5N4

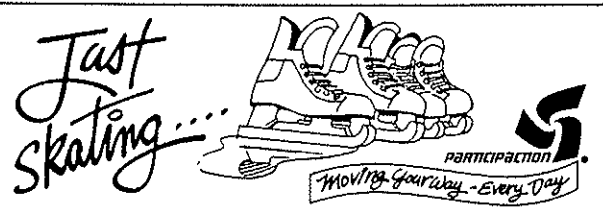
Name: _____

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City: _____ **Province:** _____

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Avec l'appui de
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PRESIDENTS' MESSAGE

CIRA/CAHPER PARTNERSHIP

The CIRA/CAHPER Task Force for restructuring met twice, June 18-20 and September 10-12, to consider Minister Cadieux's request for merger of our two organizations.

Following the first Task Force meeting, we reported to our membership that CAHPER and CIRA would work towards establishing a working relationship based on a collaborative model. This decision was based on a set of principles, the strengths of both associations and alternative models (remain separate, full merge-new name, coalition, or an alliance).

As the two associations worked together during the summer, it became evident that the term "collaboration" had different meanings for different people. When the Task Force met for the second time in September, time was spent attempting to clarify terms so that we could proceed with a clear understanding. Research into the meaning of collaboration led to an interesting article written by Elinor Wilson entitled "Collaboration in Action".

After much discussion and deliberation we agreed on the following definitions:

- Cooperation:** Refers to organizations assisting one another on an ad-hoc basis e.g., Conference '93, sharing the fax machine.
- Coordination:** Ensuring that organizations take into account activities of the other organization e.g., "Moving to Inclusion", publications.
- Collaboration:** Working together on a particular project towards a specific goal e.g. Canadian Active Living Challenge, Fitweek, Education Strategy.

We are currently involved through collaboration, cooperation, and coordination in a number of projects as noted in the examples above.

Paralleling the work of the Task Force, an office systems audit was conducted within the associations. The purpose for the audit was to research and develop recommendations relating to office functions which would help the associations work together in a more economical and efficient manner. The audit was completed in mid-September and the final report was made available at the joint meeting in Ottawa. The Task Force was provided with a draft copy of the report at the September meeting. One of the recommendations for change was similar to the collaborative model; this reinforced the committee's chosen direction.

It was decided that the collaborative model be renamed to the partnership model and that the following recommendations be brought to the respective boards at the September meetings.

- CAHPER/CIRA continue to collaborate on the following programs:
 - School Info Link
 - MOGA Madness - Do It Daily... For Life!
 - Canadian Active Living Challenge
 - Education Strategy
- CIRA/CAHPER consider the following projects for future collaboration:
 - Conferences
 - Gender Equity Project
 - Research

- Merchandising
- Shared Database for Membership

- Suggestions towards combined administrative functions:
 - Shared Office Space
 - Combined Storage
 - Combined Computer Systems
 - Publications Clerk for Word Processing
 - Accounting and Booking
 - Reception

CIRA/CAHPER agreed to the partnership model based on the following beliefs:

- Change should come about at an even pace.
- Both organizations represent separate cultures and support working in a partnership.
- All aspects of the partnership should be a win, win, win situation on behalf of CIRA, CAHPER and Fitness Canada.
- Change should come about to improve service, decrease costs, and improve efficiency, not just for the sake of change.

Strengths of Both Organizations:

- Provide a direct link to the educational community.
- Are flexible and able to adapt in the delivery of programs, the development of programs and in the creation of new initiatives.
- Have a network of professionals at the school level and the post secondary level.
- Maintain established delivery networks and a combined delivery network to 15,000 schools and post secondary institutions.
- Develop programs and resources.
- Extend into the local school communities, i.e., QDPE and Student Leadership Development Program.
- Have dedicated and enthusiastic volunteers.
- Strong national offices and highly qualified personnel to support the volunteers.

Subsequent to the Task Force meeting, the recommendations were presented to Fitness Canada for approval. Fitness Canada agreed to support the partnership approach but requested consideration of several provisions before forwarding the position to the Minister for final approval. The CAHPER and CIRA Boards considered the provisions and asked our Fitness Canada Consultant to forward our position to Fitness Canada. We are now awaiting the Minister's response and will be able to report the details upon approval being granted.

The implications for both associations are many and will offer many challenges. We will need to strengthen our communication ties as we work to fulfill the partnership agreement. We look forward to an excellent partnership.

Your reaction and input is welcomed. Please share your thoughts with any member of the Task Force Committee, member of the Board/Executive, or national office staff regarding this situation. ☐

Daniel Cooney

Dan Cooney
President
CAHPER

R. Lynn Dyck

Lynn Dyck
President
CIRA

INTRAMURAL GYM SOCCER

Soccer has become very popular with our students of Albert Street Junior High School. We have four extra curricular teams with approximately 90 students participating in total. The Canadian Indoor Soccer Rules have been modified slightly to accommodate our facility, participants, and our time schedule.

Posters and announcements are developed which describes the activity and where to sign-up. From these sign up sheets teams are selected and schedules finalized. Mondays and Wednesdays are reserved for students in grade seven, while students in grades eight and nine have access to the activity on Tuesdays and Thursdays. All our teams are co-ed.

Teams

- consists of four players and one goalie
- five to six substitutes



Equipment

- indoor soccer ball
- pinnies
- indoor goal nets (we use tape to indicate the goal area at one end of the gym and two floor hockey nets placed together at the stage end of the facility)
- tape for goal crease area

Basic Rules of Play

- regular rules of soccer are used.
- there are no off-sides
- players may not place hands on the walls for support
- ball may travel at any height but may not touch the ceiling or contact the side walls above 3 meters (our gym has a wooden moulding at approximately 2.7 meters, therefore we use it as a guide. If the ball contacts the wall above this line, a free kick for the opposing team is awarded).
- players may not enter opposing goal area to play the ball. Should this happen, a free kick is awarded to the opposing team
- defensive players may not enter their own goal crease area. Should this happen, a penalty shot is awarded
- players may block any free kick but they must stand 2 meters away from the "kicker"

Goaltender

- the goalie may pick up the ball with his/her hands **only** in the goal crease area. An infraction of this rule results in a direct free kick by the opponents
- the goalie may leave goal area but may only play the ball with their feet
- the goalie may goal kick, toss, roll or bounce the ball, then kick (half-volley) the ball in order to clear after a save. The ball may not be kicked directly from hands



Penalty Kick

- players line-up outside and behind the kicker
- the ball is placed at the top of the circle of the basketball key area
- the kicker attempts to shoot when the referee blows the whistle
- the goalie may not move until ball is kicked
- if the ball is saved, play continues, if there is a goal, a kick-off at center is performed



Time of Play

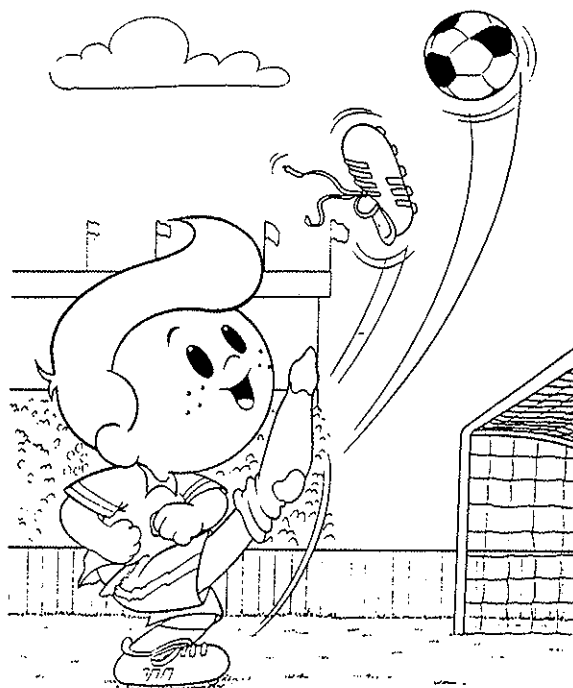
- we play 2 x 20 minutes straight time halves with a five minute break
- this rule can vary depending on the total time you have to play
- substitutions occur approximately every five minutes



Stats

- attendance is recorded each day
- intramural points are awarded to each player who participates
- results are recorded and announced over the P.A. each morning
- the game schedules and standings are posted on the intramural bulletin board in front hallway
- game schedules are located in each home room class

Source: John Hamilton and Garth Wade, Albert Street Junior High, Fredericton, New Brunswick



INUIT GAMES

Originally, Inuit games were played spontaneously and in an unstructured way. Rules were basic and often the games varied from region to region. Winning a game wasn't as important as the sheer fun and enjoyment of playing.

Many of the games described in this manual have been written up in a form applicable to more structured competition. With the advent of Territorial and Arctic wide games, a whole new set of rules, standards, and techniques have been established in order to determine the "winner" and maintain a record keeping system. The reader should keep in mind the spirit of fun and spontaneity in playing the games and need not get tied down to rules. Finding a winner becomes less important than participating and enjoying oneself.

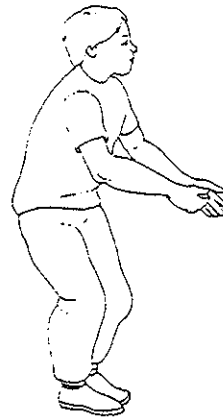
1. One Foot High Kick

Equipment: High kick stand

Stance and Start: Start from a standing position under the target or up to 10 feet from the target.

Movement: Walk or run toward target. Jump from two feet, kick target one foot only (left or right) and land on the same foot that you kicked the target with. Maintain balance by bouncing on the one foot that landed before dropping the other foot to the floor.

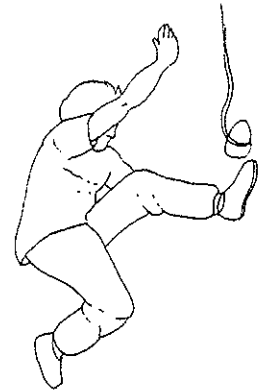
Judging and Scoring: The starting height is established by the competitors and the judge based on the skill levels. Three tries are given each competitor at each height. The target is raised two inches at a time. When it begins to get difficult the competitors may decide to only have the target raised one inch. The target must be clearly hit with one foot. If there is a tie, the number of failed kicks at all attempted heights is counted. The person with the least number of failed kicks wins.



Start
ΔΛ⁺ ΔΛ⁺ ΔΛ⁺



Landing
ΔΛ⁺ ΔΛ⁺ ΔΛ⁺



Action
ΔΛ⁺ ΔΛ⁺ ΔΛ⁺



2. Alaskan High Kick

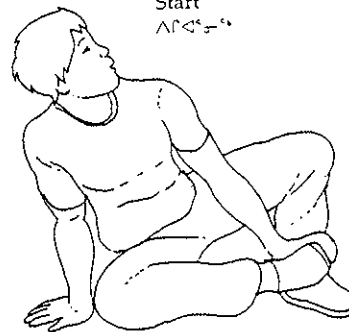
Equipment: High kick stand

Stance and Start: Sit on the floor with one hand placed on the floor behind the rump. Grab the opposite foot with free hand. This opposite foot is the non-kicking foot.

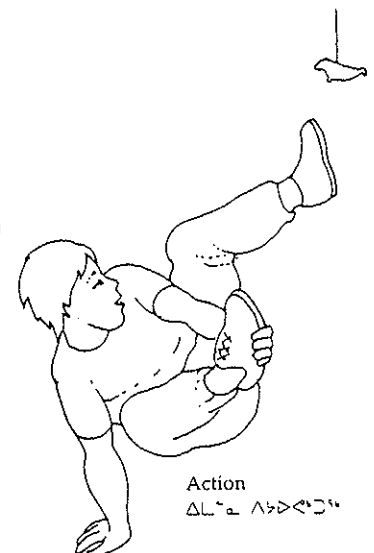
Movement: Lift the body off the floor and kick the target with the free foot. The kicking foot must return to the floor before the rump does.

Judging and Scoring: Three tries for each height. Target is raised two inches at a time and one inch when it gets higher. □

Source: *Inuit Games*, Keewatin Inuit Association, Department of Education North West Territories 1989.



Start
ΔΛ⁺ ΔΛ⁺ ΔΛ⁺



Action
ΔΛ⁺ ΔΛ⁺ ΔΛ⁺

PROGRAM MODEL

IF YOU WANT SELF-MOTIVATED LEARNING AND HEALTHY INDIVIDUAL GROWTH AND DEVELOPMENT FOR YOUNGSTERS - IT'S GOTTA BE FUN

Dave Gawley has always been a strong advocator of intramurals. In 1985, Dave presented "I Found IT! - Motivating the Herd", at CIRA's National Conference. During this presentation Dave discussed how an intramural program should be promoted.

Dave believes a program must provide activities which lead to the attainment of the following objectives:

1. To supply enjoyable and fun experiences
2. To promote school unity and school spirit
3. To develop specific human needs
4. To develop skills in lifetime activities
5. To provide opportunities for students, teachers and community to participate together
6. To provide for individual differences
7. To promote sportsmanship and participation
8. To promote team co-operation in attaining goals
9. To provide an alternative to highly organized community activities
10. To provide activities that all age groups can participate in
11. To develop an positive self-image through successful participation in individual and group activities

The Program must:

- Get attention
- Arouse interest
- Create desire to participate
- Advocate action



I Factors to Consider

1. Identity:
 - every school should have a school logo and nick-name
 - all intramural teams should have a name
2. Publicity:
 - a. Bulletin Boards
 - display board for events, teams and scores, fitness tips, sayings, upcoming events, photographs etc.
 - b. Parent Night
 - a special fun night where parents participate in fun-oriented activities at the school
 - c. School Newspaper and Newsletters
 - the school newspaper is an excellent way of communicating with parents and community
 - newsletters gives brief but informative information on events



II Motivation and Promotion

To keep students enthusiastic and interested several key motivators can be used:

1. Participation Certificates
2. Awards
3. Special Guests
4. Riddle of the week
5. Student Intercom Announcements
6. Student Council
7. Calendar of Monthly Events
10. School Notebooks and pencils
11. School T-shirts
12. School Assemblies



III Staff Participation

There are three kinds of people:

1. Those who make things happen!
2. Those who watch things happen!
3. Those who wonder what happened!



IV "Fundays" and Special Event Days

"Fundays" should be held once a month during the school year. Coordinators/Student Council Members can have many responsibilities in setting-up "fundays". The "fundays" can take a whole day or a half-day to compete.

Possible "fundays" can be:

1. Tabloid Sports Day
2. Special Olympic Day
3. World Games Day
4. Eskimo Games Day
5. Special Records Day
6. Hoser Day
7. Hat Day
8. Valentine's Day
9. St. Patrick's Day
10. Easter Day



V Evaluation and Checklist

- checklists should be made to maintain a high standard of organization
- evaluation provides feedback for improvement or suggestions for improvement
- student evaluation (how you feel)



Continue on page 7 ...

PROGRAM MODEL (CONT'D)

... Continued from page 6

IV Conclusion



"I feel that intramurals are an essential component of the education system.

Intramurals can resolve tensions, release energy, stimulate thought, promote group relations, challenge individuals, produce positive self image and develop recognition for physical fitness.

The winners are the teachers that are involved, the students are the winners for participating and the community is a winner for the positive growth experiences that develop from such programs." □

Source: Dave Gawley, Presentation of the 1985 CIRA National Conference in Saskatchewan.

CALL FOR RESEARCH PROPOSAL 1994-1995

Canadian Fitness and Lifestyle Research Institute

WHAT

The Canadian Fitness and Lifestyle Research Institute invites applications to support research concerning physical activity, fitness, lifestyle and health, and the use of this knowledge in the development of programs and services. Research on high performance sport is excluded.

HOW

Additional application forms and guidelines are available, upon request from the Institute, university research administration offices, and national organizations that are strongly associated with physical activity, fitness, lifestyle and health.

WHEN

Completed applications must be received by December 1, 1993. Following a peer review process, decisions will be announced in June, 1994.

WHO CAN APPLY

Any qualified researcher or group of researchers within Canada can apply.

For further information, please contact:
Canadian Fitness and Lifestyle Research Institute
313-1600 James Naismith Drive
Gloucester, Ontario
K1B 5N4

Tel. (613) 748-4791 Fax: (613) 748-5792



FALL & WINTER SAFETY TIPS

- Use appropriate protective gear for each individual sport. • Wear eye protection for squash, racquetball and handball.
- Wear a helmet for competitive skiing - skiing is a contact sport.
- Don't hit from behind in hockey.
- Use your head. Don't drink alcohol while engaging in sport or recreational activities. Think First.
- Use your head when you toboggan, snowmobile or ski.
- Teach young children how to enjoy all sports safely.
- Before you skate, toboggan or ski, check the surrounding area to ensure there are no hidden dangers.

Source: Think First a newsletter of Think First Canada: Fall 1993



HOLIDAY GAMES

HANUKKAH DREIDEL GAME

Quick Description
A quiet, small-group game

Appropriate Grades
K-6

Activity Goals

To learn the story of Hanukkah and how to play the dreidel game.

Space Required

Gymnasium, classroom, or outside area.

Equipment and Preparation

Collect 1 empty 2-litre soda bottle for every five students in your class. Make a set of game cards for each group of four students. You can make the game cards out of index cards. Each set of four cards should include the following:

- Nun (N) - The player gets nothing
- Gimel (G) - The player takes all
- Heh (H) - The player takes half
- Shin (Sh) - The player puts one in

You will also need ten or more small game pieces for each student, such as beans, pennies, or pea gravel.

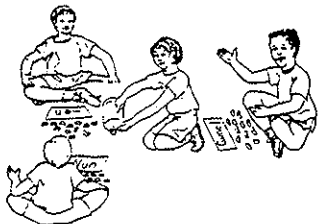
Activity Procedure

Before the students play the game, discuss Hanukkah with them. Your school library probably has a book about Hanukkah. An old custom connected with Hanukkah is a game called the Dreidel. A dreidel is a four-sided top. A hebrew letter is engraved on each of the four sides. The letters are Nun (N), Gimel (G), Heh (H), and Shin (Sh). These letters stand for the Hebrew words "nes godol hayah sham", which means a great miracle took place there. They also stand for the Yiddish-German words nem (take), gib (give), halb (half) and shTel tzu (add).

Divide the class into groups of five. Distribute any extra students among the groups. Students should sit on the floor when they play the game. Each group makes a circle of students with one student in the center. Give each of the students in the circle one of the game cards to place on the floor in front of them. Give the students in the center a 2-liter soda bottle. The student in the center is the spinner. Given each student ten pieces.

The game is played as follows:

Each player puts one game piece in the center. Then the center student spins the bottle. When it stops, the student it is pointing to reads the game card and the student in the center follows



those directions. He or she will either take none of the game pieces in the center, take all the pieces in the center, take half the pieces, or put one game piece in. This procedure is repeated with a different student as the spinner. The previous spinner exchanges places with the new spinner. The student with the most game pieces when the time is up is the winner.

Safety Considerations

Tell students not to throw the game pieces or the bottles.

Adaptation Suggestions

If you would like to add some movement to the game, the spinner can exercise before spinning the bottle.

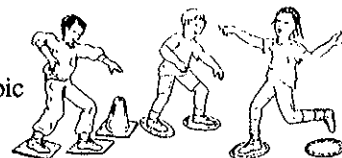
Teaching Hints

Please teach your students about Hanukkah and the dreidel so they can understand and respect the Jewish tradition. Ask the students if any of them are familiar with the story of Hanukkah or the Dreidel game. If they are, have them tell the story or explain the game.

This is a good game to play as a cool-down during the holidays.

BLIZZARD

Quick Description
A manipulation, creative, rhythmic activity or aerobic dance.



Appropriate Grades

K-6

Activity Goals

To perform the manipulative skills correctly with plastic sheets to the beat of the music, and to create a dance using the skills.

Space Required

Gymnasium

Key Skills

Various locomotor and nonlocomotor skills

Equipment and Preparation

You will need a piece of white material for each student. Cut-open white plastic trash bags work great. Choose some "blizzard" music. The "tornado" from the Wiz is a favorite. Classical music is also a good choice. You will also need a record or cassette player.

Activity Procedure

Have students perform the following activities with the plastic sheets, first without and then with music:



Continue on page 9 ...

HOLIDAY GAMES (CONT'D)

... Continued from page 8

- Hold one corner of the plastic sheet in each hand above the head and walk, run, gallop, skip, leap, jump, hop, and slide.
- Hold the sheet in one hand and walk, run, gallop, skip, leap, jump, hop and slide, students should practice with both their right and left hands.
- Hold one corner of the sheet in each hand and wave it up and down; have students try to do this slowly and quickly.
- Hold the sheet in one hand and wave it up and down; have students try to do this slowly and quickly - they should also practice with both their right and left hands.
- Make designs in space using both hands to hold the sheet, then the right hand only, then the left hand only; make the designs in front of the body, over the head, and out to the sides, - have students try to make shapes, numbers, and letters.
- Swing, shake, and twist the sheet.
- Throw the sheet up into the air either crumpled up like a ball or opened up, and perform different movements before the sheet comes down, such as clapping, turning around,



jumping, hopping, sitting down, and lying down; after practicing these movements to the music, play the music again and let the students create their own "blizzard" dances.

Safety Considerations

Tell the students not to put the plastic sheet over their faces, in their mouths, or around their necks. Stress that students watch out for each other to avoid collisions.

Adaptation Suggestions

Older children may not be as willing to do creative dance as younger ones. Instead, you can make a aerobic dance routine out of this activity.

Teaching Hints

When the children are creating their own dances, watch for children who run very fast no matter the speed of the music and for children who like to chase others. If they continue to do these things, have them sit out for a while and watch the children that are following the directions correctly. □

Source: Barbara Wnek *Holiday Games and Activities* available through the CIRA National Office.



CAMPUS CORNER

T.G.I.F. Thank Goodness Intramurals on Friday

Why not host a tournament on a Friday afternoon! This opportunity to participate does not get in the way of the weekend or school work and can be a great energy booster after a long week.



Ice Hockey for Everyone

Can't fit everyone into the ice hockey leagues? Offer early morning and noon hour shinny hockey. Skates, helmet, and stick is all the equipment necessary to participate. The activity is great for a recreational or novice player. Divide the days of the week into co-ed, men's, and women's shinny.

Promotions Throughout Campus

Expand your intramural programs to the student residence. League schedules, tournaments, and upcoming events can be

posted in the common area of students living on campus. Intramural information boards around campus can be a great marketing tool.

Home Away From Home

Get away from the sterile, desk, and chalkboard classroom. Bring plants, posters, an old fridge, a used microwave, etc... into the office to help create a feeling of warmth and friendliness. Staff and participants will be more likely to drop by, sit and relax in the office if it is a comfortable place.

Manager to Participant

Encourage league coordinators, officials, and other staff members to be participants in the intramural program. (The view is considerably different as a participant than that of a staff member. This allows participants to offer suggestions and the staff members to see what needs to be improved and why people participate). □

Source: Paul Smith, University of Victoria, British Columbia.



PROVINCIAL/TERRITORIAL AND NATIONAL CONFERENCES

Date (1993/1994)	Topic	Contact	Location
November 26-27 1993	Sudbury Intramural Workshop	CIRA-Ontario (905) 575-2075	Sudbury, Ontario
December 8, 1993	Ontario University Director's Workshop	Karen McAllister (905) 688-5550	Brock University St. Catherines, Ontario
April 8-10 1994	CIRA-Ontario 25 th Annual Conference	Sharon Scime (905) 575-2075	Geneva Park, Orillia, Ontario
February 4-6, 1994	CIRA-Ontario Post-Sec. Students Conference "Innovation in Recreation - Games without Frontiers"	Jennifer Mollohan Steve Dalal (519) 661-3077	University of Western, London, Ontario
May 11-15, 1994	CIRA XVI National Conference SPEA-CIRA Active Living '94 "Moving Together"	Paul Rogal (306) 966-6518	Saskatoon, Saskatchewan

Active Living '94 "Moving Together"

CIRA and SPEA have joined forces to host CIRA's XVI National Conference to be held May 11-15, 1994.

CIRA Members are invited to submit proposals for presentations at the CIRA/SPEA '94. The Theme of the Conference is Active Living '94 "Moving Together".

Proposals should fit into one of the following categories:

- Lecture format
- Workshop format (group participation)
- Discussions
- Practical/demonstration
- Other (with explanation)



The proposal should include information with regard to the following:

- Target group (including optimal size of group)
- Outline of objectives and content
- Length of time required
- Facilities and equipment required
- Brief biographical sketch of presenter(s)

Each proposal will be judged on its own merit, and those which most closely support the theme of the conference will be given preference. Presenters are expected to cover their own expenses to the conference in Saskatchewan and are expected to be registered delegates.

Deadline for the submissions of proposals is November 30, 1994.

Proposals should be sent to:

Paul Rogal
Campus Recreation
College of Physical Education University of Saskatchewan
Saskatoon, Saskatchewan
S7N 0W0

Tel: (306) 966-6518 Fax: (306) 966-6502



Seasons Greetings