

SCHOOL-WIDE WELLNESS

Guidelines to Safe and Healthy Physical Activity

- Warm-up before engaging in moderate and vigorous physical activity
- Cool-down following moderate and vigorous activity
- Avoid dangerous environmental conditions
- Decrease intensity under conditions of extreme heat or cold, high altitude and air pollution
- Seek environmentally controlled locations (eg. home, health club, shopping mall)
- Start at low levels and increase gradually
- Do *not* bounce when stretching—gradually stretch and hold for several seconds
- Breathe rhythmically and avoid breath-holding
- Drink plenty of fluids before, during, and after moderate to vigorous physical activity
- Do not exercise if you have a lower respiratory (ie/ chest) cold
- Do *not* take hot showers or saunas immediately following vigorous activity
- Obtain appropriate athletic shoes and protective equipment from a salesperson who understands them
- In cold weather, wear layers that you can easily peel off and carry as you get warmer
- Always attempt to make your activity an enjoyable experience



Take the 5-Minute Stress Test

In a recent stressful situation, how did you react?

Answer true or false.

- 1) I ignored the fact that something was bothering me and tried to carry on as usual. T F
- 2) I made sure that I had information on how to manage this stressful situation. T F
- 3) I refused to admit that anything was bothering me, and I tried not to notice that I was experiencing signs of stress such as an increase in heart rate, muscle tightness, and hurried behaviour. T F
- 4) I used alcohol, smoking, or other substances as a way of relieving my stress. T F
- 5) I made a plan and followed it, one step at a time. T F
- 6) Every so often I took time to relax and forget about my stress. I read, listened to music, watched a film, or rested. T F
- 7) I looked at the humorous side of the situation. Or gave my support and understanding to people around me who were also under stress. T F
- 8) I took time to remind myself of the important things in life. I reviewed the goals for my personal life and the priorities of my work. T F
- 9) I took out my anger and frustration on my friends and family. T F
- 10) I kept thinking that I was helpless to deal with this situation. T F
- 11) I didn't let anyone know what was really bothering me, even though there were people available who would have been supportive or helpful. T F
- 12) I started exercising or doing a hobby, so that I could enjoy myself for a while. T F

Compare your answers to those on page 7 to find out if your coping strategies are "Stress Fit".

These guidelines were distributed by Durham Region Department of Health Services.

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STOP!

STOP! Don't throw away those old CIRA ONTARIO (or OIRA) t-shirts or pictures. We are in the process of collecting items such as past conference t-shirts, pictures, or any other paraphernalia to place in historical archives. Remember those conferences: JUNGLE FEVER, HOOKED ON OIRA, ALL THAT JAZZ, MURDER ON THE OIRA EXPRESS, WESTERN DAZE, etc.

We need your help in collecting any items from the past. If you have anything you would like to donate please contact Christine Forbes, V.P. Publicity, at 519-882-2080.

CIRA Ontario Post Secondary Scholarship

It's time once again to nominate post-secondary students at your campus for our post-secondary scholarship(s). The following will provide you with the necessary information.

Description

A scholarship to recognize an individual involved at the post-secondary level who has been strongly involved in campus recreation.

Two scholarships of \$200.00 will be awarded to successful applicants attending any Ontario post-secondary institution.

Criteria

1. Applicants must be attending an Ontario post-secondary institution.
2. Applicants must submit a 500 word type-written report about his/her contributions that he/she has made to an intramural program at his/her institution and the participation in the program.
3. Applicants must be sponsored by a CIRA Ontario member. The member must submit a letter stating why they feel the applicant should receive this scholarship, how many years they have known the applicant, and in what capacity they have been involved in intramurals with the applicant.
4. The candidate must have passing grades in the previous year and it will be verified before the scholarship is awarded.

Selection Procedure

The successful recipient will be involved in convening, instructing, officiating, and student leadership. Equal consideration will be given to both college and university applicants.

Application deadline is December 1st, 1993. Please forward applications to Christine Forbes, Lambton Health Unit, 4141 Lorne Ave., Petrolia, Ontario N0N 1R0.

The CIRA Ontario executive will be reviewing applications in January and the award will be presented at the post-secondary conference in February.

WINNERS OF THE 1993 CIRA ONTARIO POST-SECONDARY SCHOLARSHIPS

Peter Koutroumpis—University of Toronto

Jason Whittaker—Brock University

Quick Tips for Dealing with Stress

Follow the "**GET STRESS FIT**" plan for a healthier, more enjoyable life. Here are 12 easy-to-remember tips on how you can bring stress fitness into your life. Keep them handy and review them often.

Give yourself a break. Go for a walk. Get a good night's sleep. Get away from it all.

Eat a healthy diet.

Talk it out.

Spend time with family and friends.

Take a course. For fun or self improvement.

Relax. With a good book, a great movie or your favourite music.

Exercise. Walk. Jog. Swim. Dance. Go to the gym.

Set priorities.

Schedule your time.

Find alternative sources of satisfaction.

Increase your awareness of what causes you stress.

Take action! Address the person or situation that's causing your stress. And, if you're still not sure how to manage, talk to your health care professional or contact the Heart and Stroke Foundation for more information.

Dodgeball Week

Using a number of variations on dodgeball an entire week of activities can be planned. Throwing and dodging skills should be emphasized.

Suggested Dodgeball Games include:

POISON BALL • All players are placed on a court outlined with a boundary. Players try to hit each other with the ball. Once a player has the ball, they can't move. If hit, player moves outside boundary. When outside, players can't throw at players on inside. If they hit someone, they return to game.

KING'S COURT DODGEBALL • Participants are divided into two teams with one team being on each side of court. The ball is thrown at the other team. When hit the player must go to the end zone of the opposing team. From the end zone, players attempt to hit other team. The game ends when one team has no one left on court.

KING'S COURT PLUS • Played using the same rules as Poison Ball, nets are added on the boundary of each team's end zone. If the ball goes in the net, the team goes back to their side. Players must be "safe" if they catch the ball for the game to work.

Variations:

- add more balls

- use nerf frisbees

- have students do a fitness activity (ie jumping jacks) in order to return to the game

DOCTOR DODGEBALL • Played using the same rules as King's Court with each team selecting a *doctor*. When team member is hit with the ball they put their hand in the air. The doctor of that team then has five seconds to touch that player who then rejoins the game. If the doctor is hit by the ball they are out and must go to the opposite end zone. The game then proceeds like King's Court until one team is eliminated.

SPACE INVADERS • Like Dodgeball, the object of this game is to avoid being struck by *Asteroids*, (nerf balls) or *Flying Saucers*, (nerf frisbees). Balls may

bounce off walls, floors, ceilings, etc. If you catch the asteroid or flying saucer, you're safe and may continue to play the game. If you're struck by an asteroid or drop it while trying to catch it, you must leave the game and sit on the sidelines. Attack lines are established and if crossed to make a throw, you're out. You may cross the attack lines to steal ammunition, but all throws must be from behind the line.

Variations:

- vary amount of ammunition
- if a saucer lies idle on the ground, it turns into a land mine, if stepped on you're out
- if a person on a team catches two asteroids or saucers, they can pass it to the first player out and that player returns to the game

GATE DODGE BALL • Participants are divided into two teams. A circle is made using pylons, one team is placed inside, one outside the circle. The team on the outside attempts to hit players on inside. If hit, they must exit through the gate and run around circle once and return to inside. Teams should be switched every couple of minutes.

SOCCER DODGEBALL • Each team has eight to ten players. The numbers of teams is unlimited. A play-ground or gymnasium large enough to house a thirty foot circle is needed in addition to soccer balls. One team forms a circle around their opposition. The object of the game is for the players on the outside to hit the players on the inside below the shoulders with the soccer ball. The ball is kicked. Players in the center are not eliminated. After a predetermined time the teams change places. One point is scored by the outside team each time a person in the inside is hit. The team scoring the most hits is the winner.

Variations:

- use several balls
- inside team forms a small circle while the outside team tries to kick the ball between the players in the inner circle. The team that succeeds in the shortest time is the winner

Teachers interested in participating in Teacher Torture Week choose the identity of a popular character such as Mickey Mouse, Tweedy Bird or Wayne Gretzky. Pledge sheets are then posted and students sponsor their favourite character(s) in games such as Jello Eating and Peanut Toss. Teachers may enter as many events as they choose.

The students sign pledge sheets in the week prior to the event without knowing which teacher(s) they have chosen. While pledges are collected the teachers create posters and promote their character while protecting their true identity.

Ten events (two per day) are run during lunch hours over a period of a week. Limits are set so that it can not cost a student more than 25¢ per event. The students could, however, sponsor more than one teacher in each event.

Dressing up in character is encouraged to add spirit to the event. After the first day the students know which teacher(s) they have sponsored.

Innovative prizes can be awarded to the teacher who wins each event. These awards can be redistributed each year. Winning makes no difference in the collection of sponsorships. An award may also be given for the best dressed teacher.

A prize table is set up following the event. The names of all winners are put in a hat and when their name is drawn a prize is selected. Prizes could possibly include: gym bags, t-shirts, tennis balls, water bottles, hats etc.

Teacher Torture Week is best offered in early Fall as a teacher initiation or in June to wind up the year's activities. The event is a perfect fund raiser for Student Councils.

Suggested events include:

PING PONG BLOW Blow a ping pong ball through grass for a distance of 25 feet. The race is completed and the footage recorded when the winner crosses the finish line. 1¢ for each foot completed. *Prize: Hot Air Award*

JELLO EATING CONTEST • With all parties blindfolded have a student or non-participating teacher spoon feed jello to the teachers for a period of one minute. 1¢ per successful mouthful. *Prize: Jelly Lips Award*

BREATH HOLD • Hold breath under water for the longest period of time. 1¢ for each second. *Prize: Holy Snorkel Award*

STARING CONTEST • Four teachers try to make another teacher laugh, smile or blink. 1¢ per second without breaking stare. *Prize: Eyeball Award*

POTATO SAC RACE In pairs, teachers jump through a course in their potato sacs. The course consists of a series of 10-15 pylons spaced closely together. 1¢ for each pylon successfully completed. *Prize: Cozy Sac Award*

CRACKER RELAY • In three minutes take as many crackers (one at a time) from a table using only your mouth. No hands! Run around a pylon with cracker (10 foot distance) and return. 1¢ per successful trip. *Prize: Big Biscuit Award*

BASKETBALL FREE THROW • Highest number of baskets in a 3 minute limit from the foul line. Unlimited shots. 1¢ per successful shot. *Prize: Hot Shot Award*

PEANUT TOSS • Highest number of peanuts tossed in the air, caught and chewed in a three minute time limit. 1¢ per successful catch. *Prize: Perky Peanut Award*

PUSH UPS • Most push ups in one minute. 1¢ for each push up. *Prize: Superman Award*

WATER BALLOON TOSS • Balloons are tossed for a period of one minute. Each pair have a total of five balloons. If a balloon breaks the toss is not counted but the balloon is replaced until all five balloons are broken. Pairing should be done by the organizer in order to create the best of competition. *Prize: Golden Balloon Award*

These games/ideas were taken from CIRA Ontario's NEW and upcoming Games Book. Stay tuned for information on this new resource in 1994.

Tried & True Tag

An excellent theme week for primary students is tag games. Each tag game should last no longer than three to four minutes.

Suggested Tag Games include:

BRIDGE TAG • When tagged, students must form a bridge with their bodies, (stomach up). They are set free when another student slides underneath. A variation is to make a bridge with the stomach facing the floor.

DRIBBLE BRIDGE TAG • Students bounce balls around the gymnasium. If tagged, a player makes a crab bridge (stomach up) with the ball resting on their stomach. A player may be freed by a free player kicking their ball under the bridge.

FRIENDLY TAG • When tagged, student stands with arms extended straight out in front. They may be freed only when given a hug.

GOOD JOB TAG • When tagged, the player must perform jumping jacks. They are set free when a player pats them on the back and says "Good Job".

HIGH FIVE TAG • When student is tagged, they stand with one hand extended overhead. To be freed the student must be given a "high five" by a free player.

PARTNER TAG FOREVER • The game starts with one person being declared "it". When they tag someone the two join hands and are now "it" together. When they tag a third person, they join hands again and only the outside two hands can tag people. When they tag a fourth, the group splits into two groups of two and the game continues until all people have been tagged.

ROPE TAG • "It" must drag a rope behind them which can be stepped on to tease him/her.

STUCK IN THE MUD TAG • When tagged, the player must make a star shape with their body. They can only be freed when someone crawls through their legs.

TRIANGLE TAG • Three people hold hands in a triangle facing each other. One person volunteers to be the target. A fourth player stands outside the triangle as the chaser. The chaser tries to tag the target. The three players in the triangle cooperate to protect the target by moving and shifting. The target cannot be legally tagged on the hands or arms or from across the triangle. A variation is to have four triangles and one chaser.

BEAT IT • A fast and simple tag game. Give 1/3 of the group stuffed socks, they are "it". "Its" try to hit the other players with the socks. If hit, the "it" gives the sock to the person tagged and they become "it".

GO TAG • Everyone squats in a line, alternate players facing opposite directions. The person at one end of the line will be the first runner. They run around the squatted players in either direction. The person at the other end will be the first chaser. They may start running either clockwise or counter clockwise, but may not switch directions once he/she starts. The object of the game is for the chaser to tag the runner. As the chaser runs around the squatting players, they can tap the back of any squatting player and shout, "Go!" The tapped player steps forward to begin the chase while the old chaser replaces them squatting in the line. This manoeuvre is called the "Go-Tag", and makes the chaser a group entity, able to cross over the centre of the line and change the direction of the chase. The key to the game is to change the chaser frequently and rapidly enough to catch the runner off guard. Running speed is not as important as reflexes and quick thinking. When the runner is finally tagged, they squat at one end of the line, the person who tagged them becomes the new runner and the person at the other end of the line becomes the starting chaser for the next round.

FOUR KINGS • Four players are selected to be kings and given different coloured pinnies, (ie yellow, red, green, black). The kings attempt to tag other players. If tagged by a yellow King, they put on a yellow pinnie and become the King's helper. When time is called the game is over. The king that has captured the most players is the winner. If played in a large field, the game is more challenging.

Are Canadian Children Fit?

Information from the Canadian Fitness and Lifestyle Research Institute.

Planners who need data to advocate the importance of activity for children will find just that in two national surveys conducted by the Canadian Fitness and Lifestyle Research Institute.

As shown in the tables below, the 1981 Canada Fitness Survey and the 1988 Campbell Survey on Well-Being in Canada tell us what happened to the fitness and activity levels of our youngsters during the eighties.

Fitness levels of 1-14 year olds (50th percentiles)

Fitness component	Boys		Girls	
	1981	1988	1981	1988
Muscular strength (grip strength, kg)	53	45	45	39
Muscular endurance (number of push-ups)	14	11	20	15
Flexibility (trunk flexion, cm)	27	23	32	31
Cardiorespiratory fitness (final heart rate, beats/10sec)	31	29	27	29
Body mass index	18	18	19	19

Whereas boys score higher on strength, girls score higher on flexibility. Boys' and girls' strength and endurance have decreased since 1981, as did boys' flexibility. The cardiorespiratory fitness (CRF) levels of both sexes have equalized during those seven years.

The patterns of physical activity over the same period provide some clues about this change in fitness levels.

Percentage of highly active 10-14 year olds

Activity definition	Boys		Girls	
	1981	1988	1981	1988
≥3 h/wk, ≥9 mo/yr	76	94	73	91
≥3 cal/kg/day	51	72	40	49
30 min, every other day low intensity	33	56	27	54
30 min, every other day, moderate intensity	21	16	19	≤15

Although children spend more time and energy on leisure-time physical activity than they did before, they tend to engage in less vigorous activities. They pursue many more activities of low intensity while shunning moderate-intensity exercises.

Fitness-Activity Tug-of-war

In the late 1980's, a series of papers explored the fitness-activity tandem, focusing on CRF. Was it more important to emphasize CRF or physical activity? Here are some important points made by the authors:

- The high CRF levels of children are not due to their participation in moderate-to-vigorous activity. In fact, studies show that children engage in few activities that sustain such intensity.
- Fitness is achieved not only through physical activity but also through genetic and other environmental factors like nutrition. Moreover, there is no evidence that a training effect in childhood will carry over into adulthood.
- Frequent bouts of activity involving exercise of low intensity and long duration may affect health and produce a small training effect. To date, epidemiological studies in adults have related physical activity, not CRF, to disease risk.

In light of these observations, it appears more important to increase children's participation in physical activity than to seek a CRF training effect for them.

Benefits of Activity in Children

Much of what we know about the benefits of activity is based on research with adults.

Children are not "little adults", however, and we must do specific research on children to make sure the benefits apply to them as well. The following benefits for children are the best documented to date:

- More active/fit children have lower levels of triglycerides and higher HDL-cholesterol to total cholesterol ratios than less active children.
- Children who participate in physical activity programs, especially in aerobic activities, have a higher self-esteem.
- Active children have a lower percentage of body fat than sedentary children.

Programs that Work

Because adult physical activity is accompanied by important health benefits, we want children to pursue active lifestyles when they become adults. Might as well start now!

We know little about what type of physical activity programs contribute to current or later participation, but we know that the setting where we can reach all children, regardless of skill or background, is the physical education class. Physical education can increase participation in and appreciation of physical activity.

Governments and school boards are thus in an ideal position to take action. By providing program initiatives inspired from the Quality Daily Physical Education philosophy, they can help children to be active on a regular basis and to develop a habit of lifelong importance.

More Information...

For additional details on the subject, consult the series of papers headed by a review by Simons-Morton et al., published in *Research Quarterly for Exercise and Sport*, Vol. 58, No. 4, pp. 295-333, 1987.



When it Comes to Managing Stress

The Best Coping Strategies to Keep "Stress Fit"

Answers for page 2 "Stress Test")

If you answered in the same manner as below, you're already practicing some "Stress Fit" strategies.

If not, you may want to review the situations and consider alternative strategies that may help you live a healthier, more enjoyable life.

Remember, there is no single stress coping skill that will effectively help you manage your stress in all situations or all of the time.

The best approach to stress management is developing a flexible set of techniques that works for you as an individual.

- 1) **F** The first step to managing stress is acknowledging the need for change. Take some quiet time to try to identify the source of your stress. Continuing to deny a stressful situation can have serious long term effects on your heart health.
- 2) **T** Once you've identified what causes stress in your life, it's important to find information on how to develop new skills or improve already existing ones. A certified professional can help.
- 3) **F** A number of problems - an increase in heart rate and blood pressure, muscle tension, poor concentration, irritability, and sleep problems - can all be symptoms of excessive stress in your life. Don't ignore these signs - they're your body's way of telling you something's wrong. See your doctor or stress management specialist.
- 4) **F** You may feel that alcohol, smoking or other substances may numb your stress and help you deal with a difficult situation, but any relief is only temporary, and this behaviour can only lead to additional problems for your physical and emotional health.
- 5) **T** Setting some priorities and being flexible about things that aren't critical can help you adapt to a particularly stressful time. Learn to manage your time and set realistic deadlines. This should be part of your overall stress management plan.
- 6) **T** Realize that there are equally rewarding sources of satisfaction available to you. You may want to

look for inspiration in art, literature, philosophy or religion. Or simply spend time on the activities you enjoy.

- 7) **T** Stressful situations often present an opportunity for you to grow in your positive emotions and attitudes. These can include the ability to see the humour in your situation, to trust in your convictions, and to develop more confidence in the people close to you.
- 8) **T** Sometimes it may be necessary to re-examine your life goals to see if they still effectively reflect what you want out of your life or career. If they don't, maybe it's time to re-assess your goals and priorities.
- 9) **F** When you're under pressure or stress you may be more irritable with the people closest to you. There are more positive ways of letting out the emotional and physical tension contributing to stress. Try to avoid situations that are bound to be stressful, exercise to reduce tension or remove yourself temporarily from a situation.
- 10) **F** At times stress can lead to feelings of anxiety or helplessness. It's important to break the cycle of negative thoughts, by looking for ways to reduce stress or cushion how much it disrupts your life.
- 11) **F** Talking to others can give you a fresh perspective on a stressful situation. Plus, friends and family can be a valuable form of moral support when you need to feel good about yourself.
- 12) **T** Sometimes it's important to get some emotional distance from your daily hassles. Take on an activity that makes you temporarily forget what's going on. Enjoy yourself.

This information was obtained from the brochure "How fit are you when it comes to managing stress?" put out by the Heart and Stroke Foundation.

For more information about stress coping strategies ask your health care professional where you can obtain stress management services, or contact your local office of the Heart and Stroke Foundation.

Taking pictures of your Intramural program & participants? Take note of the following helpful hints:

- Don't make exposures when you're out of breath, on tiptoe, or in any uncomfortable position. Blur caused by camera shake is probably the most common cause of disappointing pictures; it makes them look fuzzy.
- Never just photograph a subject from where you happen to be standing. Move around to see the effects of different viewpoints. You'd be surprised at the difference a change in viewpoint can make.
- Often the best shot is taken at the moment a person relaxes — and this is more often than not the moment after you've taken a shot. So first pretend to shoot, or waste a few frames, before trying to get that perfect shot.
- Don't attempt to follow everything at a sporting event. Concentrate on a player or competitor that you feel has potential; you are far more likely to achieve results.
- Don't assume a camera can take pictures in any lighting conditions simply because it has a built-in flash. The small flash units of compact cameras will only illuminate subjects close to the camera.
- Have colour film processed as soon as possible. If you leave it longer than a month, the dyes may fade.
- If you need black and white prints for reproduction in a hurry, try Ilford XP2. It is compatible with the C-41 process and can be processed in one hour at any Japan Camera Centre. The prints may have a slight colour cast, but it will not harm the quality of the image when it is reproduced in a magazine, newspaper, or catalogue.
- As a rule, it's usually better to come in to where you feel uncomfortably close to the subject than to step back until it fits neatly inside the frame. The first shot will probably have punch; the second won't.
- Look at record album covers to get good ideas on how to pose individual or groups.
- Pick the late afternoon for informal, outdoor portraits. The increasingly golden light flatters skin tones. The sunlight is generally softer, restoring form and texture after the harsh light midday.

**Building self-esteem
through integrated
physical & health
education programs.**

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movability



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For more information contact:

Ontario Physical & Health Education Association (OPHEA)

1220 Sheppard Avenue East • Willowdale • Ontario • M2K 2X1 • (416) 495-4314

Celebrate the
25th
Annual
CIRA ONTARIO
Directors' Conference

Meet old friends, establish new contacts
and receive great new ideas for your
intramural recreation program

April 8, 9, 10, 1994
Friday Night, Saturday & Sunday

Geneva Park, Orillia

For more information contact:
Michelle Harkness or Sharon Scime
at (905) 575-2083

INPUT is a quarterly publication produced
by the Canadian Intramural Recreation
Association of Ontario (CIRA Ontario).

Ideas, activities and articles are needed for
future *INPUT* issues. If you have any ideas,
suggestions, special events, etc., (no matter
how crazy they may seem!) please send
them to the CIRA Ontario office at
P.O. Box 2034, Hamilton, Ontario. L8N 3T2
Edited by Sharon Scime
Design and layout by Lesley Scime

**Up Front with
Intramurals**

**15th Annual Secondary
School Workshop**

November 4th & 5th, 1993
(Thursday & Friday)

Ryerson Recreation & Athletic Centre
Downtown Toronto

Registration fee:
\$35.00 per person

Includes t-shirt, Thursday evening
dinner, Friday lunch and 2 days of
intramural fun and information

Guest Speaker: Fraser McAllan,
Master Presenter, Storyteller,
Humourist!

For more details contact Niall Duggan
at **(416) 979-5096**

University Director's Workshop
Wednesday, December 8, 1993

Brock University
Contact: Karen McAllister-Kenny at
(905) 688-5550 x3574

SCIP Workshop

Tuesday, November 23, 1993
Redeemer College
\$20.00 per staff
\$15.00 per student

**Student Leaders and Intramural
Directors Welcome!**

Contact: Jim Biales at
(905) 387-6655

**Innovation in Recreation
Games without Frontiers**

1994 CIRA Ontario Post-Secondary
Students Conference
February 4, 5 & 6, 1994
University of Western Ontario

Contact: Jennifer Mollohan or Steve
Dalal (Co-chairpersons) at
(519) 661-3077

Sudbury Intramural Workshop
November 26 & 27, 1993

For further information call the CIRA
Ontario Office at (905) 575-2083