

# Bulletin

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

November/novembre 1994 Vol 20 No. 3

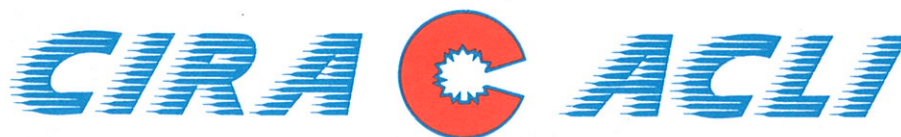
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## **CIRA Believes In**

- Active Living:** Choose a healthy life – be active everyday.
- Opportunity:** Intramural programs should provide the most possible to the greatest number; share time, space and equipment.
- Fair Play:** Whatever you play, play fair, have fun and enjoy yourself.
- Student Leadership:** Get involved by planning and leading intramural programs.
- Recognition:** When participating, be proud of the efforts of yourself and others.
- Encouragement:** Everyone is important. The door is always open for you to participate.

## **L'ACLI y croit!**

- La vie active:** Choisissez un mode de vie sain – soyez actif tous les jours.
- L'occasion:** Les programmes intra-muros devraient offrir le plus possible au plus grand nombre d'utilisateurs: partagez temps, espace et équipement.
- L'esprit sportif:** Peu importe l'activité que vous pratiquez, jouez franc-jeu, amusez-vous et souriez.
- Leadership étudiant:** Impliquez-vous en planifiant et organisant des programmes intra-muros.
- La reconnaissance:** Lorsque vous participez, soyez fier de vos efforts et de ceux des autres.
- L'encouragement:** Tout le monde a sa place. La porte est toujours ouverte si vous désirez participer.



CANADIAN INTRAMURAL RECREATION ASSOCIATION  
ASSOCIATION CANADIENNE DE LOISIRS INTRAMUROS

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## Submission of Articles

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

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# AIR CANADA

*is the*  
***Official Airline***  
*of the*  
***Canadian Intramural***  
***Recreation Association***

# The Research File

Information for professionals from the Canadian Fitness and Lifestyle Research Institute

## **P**hysical Activity Promotes Self-Esteem

Physical activity programs are among the most common interventions for increasing overall self-esteem. In a recent literature review on the subject, Dr. Leonard Wankel and his team from the University of Alberta found out why.

Studies comparing exercisers and non exercisers showed that male and female exercisers of all ages typically had a better image of themselves than non exercisers. Other studies looked at physical activity as an intervention for influencing body image. Results indicated increases in self-esteem in a variety of subjects (people of all ages, psychiatric patients, alcoholics, etc.) and for a variety of physical activities (muscular endurance activities, sports, dance programs, etc.) The improvement was particularly pronounced in subjects who were initially lower in self-esteem.

Studies conducted on children also showed increases in self-esteem. Simple activities, such as physical fitness and aerobic activities, had a much more profound impact on their self-esteem than complex activities which are harder to master. Cooperative fitness programs led to greater improvements than competitive programs in the physical self-concepts of high school girls.

However, a few studies suggest that physical activity sometimes promotes a distorted body image and an unrealistic desire to lose weight. In addition, participants in certain sports may be at risk for dietary or weight management problems. Many gymnasts, skaters, dancers, and marathon runners, for example, tend to have a greater preoccupation with their weight and diet.

## **Controlling Weight**

A large part of self-esteem is dependent on body image, which depends on weight. Social pressures to be thin create unhealthy habits among women.

Smoking, poor nutritional practices, and vigorous physical activity are often adopted to achieve an underweight silhouette.

On the other hand, excessive weight also poses a health risk because it is associated with heart disease and diabetes. A crucial factor in losing weight and, particularly, in maintaining weight loss is physical activity. By affecting body image, physical activity can lead to a change in overall self-esteem in overweight people. At the same time, it enhances physical health.

## **Promoting Self-Acceptance**

Caution must be exercised with the weight argument, however. The overwhelming importance of body attractiveness suggest that it is wiser to promote acceptance of a wide range of body sizes and shapes than to emphasize thinness. The equation between beauty and underweight silhouettes must be replaced by a realistic appraisal of one's body and, ultimately, self-acceptance.

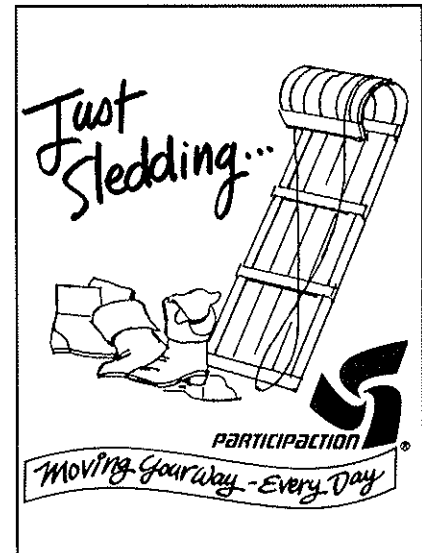
Promoting self-acceptance through physical activity can be done by emphasizing task mastery instead of comparisons with others. Health professionals can help individuals to set their own standards and seek personal improvement with regards to a physical task. Professionals can also encourage people to accept their own limitations and capacities in terms of body build or athletic talent. By the same token, they should base success on the individual's efforts toward achieving realistic goals.

## **Promoting Feelings of Competence**

Physical activity provides challenges to the body. These are opportunities for feeling successful and competent. Achieving short and long-term goals related to these challenges promotes feelings of competence.

## **Toward Greater Self-Esteem**

Self-esteem is a product of social interaction. Physical activity will therefore



influence self-esteem even more when it becomes highly valued at the social and personal levels. Promoting the benefits of physical activity can enhance its social value. At the personal level, its value will increase as individuals experience feelings of competence from the practice of an activity.

Enhancing self-esteem must be a social and cultural decision as well as an individual decision. Individuals may recognize and resist the pressures toward conformism, but society and culture must reinforce this decision by turning their focus away from appearance toward the promotion of self-acceptance and feelings of competence.

## **For more Info...**

This article is based on a 1994 literature review funded by the Vitality Program, which is an integrated approach to enjoyable, healthy eating, enjoyable physical activity, and positive self and body image. A photocopy of the literature review entitled *Self-Esteem and Body-Image: Structure, Formation and Relationship to Health-Related Behaviours*, is available for \$20 plus GST from the Canadian Fitness and Lifestyle Research Institute, 313-1600 James Naismith Drive, Gloucester, Ontario, K1B 5N4. □

# COWPIES AND CHRISTMAS TREES

Sometimes it seems like a good idea to play activities with something different. A cowpie, a Christmas tree, old ties, tires, water, wheelbarrows or other things too fierce to mention. In Scouts, we used rubber boots for goals and targets, in our neighborhood we used cardboard boxes split open to go cardboard sliding on prairie hill. Goals, targets and relay batons were but a few of the resulting uses.

Rubber chickens can be thrown, carried, kicked, caught and substituted in the place of a ball. Christmas trees can be carried by one or more, jumped over, sheared like a sheep or cut into poles for other uses. Old ties can be used as tails for grabbing in tag situations, used to tug others or carried as team identification. Cowpies can be piled and kicked, used as targets, or hurled like discus. All it takes is a little imagination to motivate by giving a new twist to any situation.

What else could we use? How about old clothes, overcoats, bales of straw, buckets, hats, milk cartons, pies, etc.

## Examples of High Repute

**Cowpie Darts:** Hang up dry cowpies, mark them with paint or flags and shoot darts at them to score. As an alternative, give prizes for one or more hits. (Win a bag of cow manure for fertilizer).



**Rubber Boot Soccer:** Put a boot on each foot and on each hand. Play soccer using any of the four boots to hit the ball. Play on all fours.

**Christmas Tree Shearing:** As in a sheep shearing, give each contestant a pair of pruners. How fast can the branches be sheared (use old trees please).

**Rubber Chicken:** Throw a rubber chicken to a group of receivers. Score points for catching it by the head, feet or body. Deduct points for misses. If a person reaches 500 points, they become the thrower.



**Hacky Chicken:** Kick the rubber chicken like a hackey sack. How long can you keep it up in the air?

**Ultimate Chicken:** Play ultimate but use a rubber chicken instead of a disc (frisbee).

**Chicken Toss and Tag:** With a partner, throw and catch a rubber chicken. When a signal is made (whistle or clap) the person with the chicken chases the person who is chickenless.

Source: Don Williams, CIRA's Past-President, CIRA/SPEA Conference 1994.

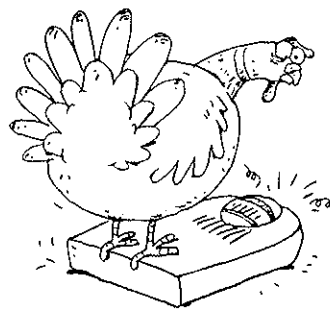
## NUTRITION NIBBLERS

### Holiday feasting the light way

*Celebrate holiday time!*



*Cut down calories and stay energized with these tips.*



- Keep fresh vegetables, fruit and dips on hand instead of the customary chips and chocolates. Lower-fat yogurt, cottage cheese and Mexican salsa are excellent bases for lower-fat dips.
- Offer alcohol-free drinks, light wines, spritzers or hot cider.
- Serve low-calorie desserts such as sherbet, angel food

cake or fresh fruit drizzled with a touch of liqueur.

- For gravy, pour off fat and add fat-free poultry stock to the drippings.
- Avoid the poultry skin; it contributes about one-third the fat in a typical serving.
- Make your own cranberry sauce and cook with half the sugar the package calls for.
- Plan an active party around dancing, skating, tobogganing, hiking, an after-dinner walk or a game of darts.

### Start a new tradition – eat well the light way

Menu 1 (Traditional)		Menu 2 (Lighter Version)	
	Calories		Calories
<b>Appetizers</b>			
10 potato chips	105	5 pretzels	20
with creamy dip	120	raw vegetables	40
5 crackers with cheese	174	with low-fat yogurt	35
1 cup egg nog	340	spritzer-1/2 white wine	
		1/2 mineral water	45
<b>Subtotal</b>	<b>739</b>	<b>Subtotal</b>	<b>140</b>
<b>Dinner</b>			
8 oz white wine	170	4 oz white wine	85
6 oz turkey, white and dark with skin	345	6 oz turkey, white meat, no skin	230
1/4 cup gravy	30	1/4 cup low-fat gravy	20
1 cup standard stuffing	500	1/2 cup rice stuffing	125
2 candied sweet potatoes	285	1/2 cup mashed potatoes	100
1 cup buttered green beans	35	1 cup steamed green beans	17
2 rolls with butter	240	1 roll with butter	120
1/4 c. canned cranberry sauce	105	1/4 c. low-sugar cranberry sauce	85
slice pecan pie with whipped topping	520	1 slice pumpkin pie	175
<b>Subtotal</b>	<b>2,230</b>	<b>Subtotal</b>	<b>957</b>
<b>Grand Total</b>	<b>2,969</b>	<b>Grand Total</b>	<b>1,097</b>



# VOLUNTEERING

## Why Would a Coach Volunteer?

There are a number of reasons why people volunteer in organizations, and coaches, being arguably normal people, are no exception.

For example, most people volunteer for one of the following reasons:

1. Altruism – the “do-good” motive. Some people enjoy the simple fulfillment which comes from simply helping others, and watching organizations and programs develop. For skating coaches, the satisfaction may come from the simple pleasure of helping out a new club, or assisting in the development of new programs.
2. Personal Development – the “healthy self-interest” motive. Many people regard volunteering as a chance to learn more about areas which interest them – perhaps develop organizational skills, or learn about a new field of interest (e.g., music history or a sport).
3. Professional Development – “the self-promotion” motive. Many coaches find that volunteering builds goodwill between themselves and other clubs, section or national volunteers. Others often find it to be a good way to make contacts with other coaches – as a form of “business development”

Above all, volunteering is a great way to continue learning and growing in a sport.

## Where Could a Coach Volunteer?

Opportunities to volunteer exist at four obvious levels in figure skating: club, region, section, and national.

At any or all of these levels, coaches can help with projects such as fundraising, event organization (competitions, social events, etc.), and program development.

Many coaches regard their technical expertise as their main marketable or “sell-able” resource and guard it closely. Others willingly volunteer their technical expertise from time to time in order to contribute to the ongoing development of the sport. For example, the Coaching Committees of the Canadian Figure Skating Association (CFSA) consist of coaches who volunteer their time to see that programs and services are developed and maintained for the benefit of Canadian coaches and their professional development.

Other opportunities such as this present themselves at all levels: perhaps you could volunteer some time to do work for the

annual club ice show, be a coaching committee, help to organize workshops, or assist with hospitality when your club hosts a large competition.

In essence, the opportunities – and the rewards – are limitless.

Ultimately, though, remember that it is you who decides how you volunteer your time – no one else should try to dictate how you contribute your time and energies.

## How Does a Coach Get Involved?

Research into volunteerism shows that most get involved in something because they are asked. But rather than wait to be asked, you can begin to volunteer by asking for yourself – ask coaches already involved in volunteering or ask your club if you can help when a project comes along.

Spending some time working alongside a volunteer will go a long way toward building credibility and good relations with others in the sport. □

Source: Reprint with permission from *Coach To Coach*, Volume 1, Number 1, 1991, Canadian Figure Skating Association

## SANTAEROBICS

### Level:

Secondary

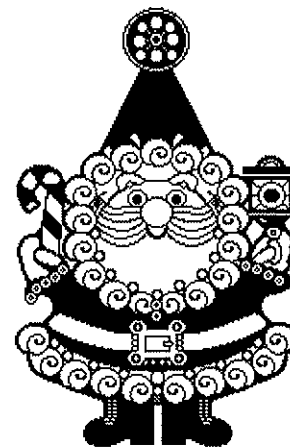
### Brief Description:

This is a special event, we do the Thursday a.m. (7:30) prior to the Christmas Break. Its Aerobics - Fitness to Christmas Music. We assemble 150 participants - Santa Claus visits and muffins and juice are served afterwards. We encourage everyone to wear red and green. It's one of our week long activities we do to celebrate the holidays.

### Equipment Needed:

Holiday music and cassette player. □

Source: Holly Rogers, ALPHA Secondary School, Burnaby, British Columbia.



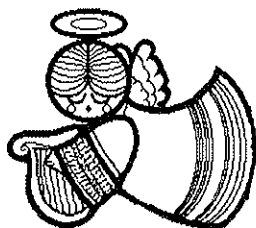
# YULETIDE YIPPE TIME

## Stations and Rules

### 1. Festive Spirits

**Equipment:** Tables, plastic containers, straws, stopwatch, Kool-aid, water and large container

**Group:** Eight people. Each person runs to a container, uses their own straws to drink for 20 seconds, then runs back to their line. Each person goes twice. See how much your group can drink in the allotted time.



### 2. Rudolphs Wrap-Up

**Equipment:** Toilet paper and lipstick

**Group:** Whole class and homeroom teachers. Everyone wraps the homeroom teacher in toilet paper, when completely wrapped the teacher has a red nose painted on with lipstick.

### 3. Christmas Bell Cuddle

**Equipment:** One white lacrosse ball

**Group:** Eight people (4 boys/4 girls). Line up boy-girl alternating each. Students pass ball from neck to neck all the way down and up the line until time lapses. If ball is dropped it starts at that position.



### 6. Santa's Switch

**Equipment:** Bags full of winter clothes (i.e., hat, mittens, sweater, pants, socks and scarf etc.)

**Group:** Four students and the homeroom teacher. People dress themselves, run a short distance to second person and exchange clothes. You must dress and undress yourself. Change as many times as possible.

### 7. Sleigh Ride

**Equipment:** Chairs, pylons, high jump bar, blanket and one stopwatch

**Group:** Eight students and homeroom teacher. Eight students carry homeroom teacher around an obstacle course on a blanket.

### 8. Partridge in a Pear Tree

**Equipment:** Ball (omnikin), one glove per participant.

**Group:** Each team of eight will be divided into two groups of four who will take turns carrying the partridge (omnikin ball) through the obstacle course and placing it in the "tree". Each team member will be allowed to touch the partridge with one gloved hand only. If the partridge is dropped before completing the course, then the obstacle involved must be overcome properly before continuing.

The team of eight which completes the task most often, within their half of the time, is the winner.

### 9. The Rose Bowl

**Equipment:** One football, bowling pins.

**Group:** Eight people. Every Christmas season many people enjoy watching the Rose Bowl. However, this is a little different. In turn each student bowls a football at the pins once only and then runs to the end of their team's line. A running score is kept and one team of eight is competing against another to get the top score when the time expires.

### 10. Scrooge's Ski Race

**Equipment:** Three sets of three skis.

**Group:** Nine people. Each group will be divided into three sets of three skiers. The first set of three skiers will mount the skis and on the start signal, will "ski" to the far end of the course. They will then switch with the next set of three skiers who will "ski" back to the other end. The shuttle will continue with the three sets switching until time runs out. The team of nine that "skis" the farthest wins.

### 11. Holiday Swing

**Equipment:** Vaulting box, rope, benches.

**Group:** Eight people. Students must "fly" from housetop to housetop by swinging on a rope. The group member starts on one side, climbs onto the vaulting box, takes the rope, and swings across to the benches on the other side. Anyone who touches the floor in between, must return to the start (no point scored). The winning team is the one who has the most people across within the time limit. (Each group get 1/2 the time allotted). Note: other team members may help with the "landing" on the far side.



### 12. Holiday Trivia

**Equipment:** Bin filled with questions.

**Group:** Eight people. Your group of eight competes against another group and tries to answer more questions within the time limit. One at a time, the students run to the question bin, pulls one out and tries to answer it. If you get the answer, you have scored one for your team. If you don't guess the answer, then the question goes back in the bin and you then run back and tag the next person, no point scored if unsuccessful. You must answer the question by yourself to the station official. You have a choice of questions: sports, animals, Christmas, other holidays.



# YULETIDE YIPPEE TIME (CONT'D)

... Continued from page 6

## 13. Christmas Wrap

**Equipment:** Video camera.

**Group:** Eight plus people. This station will take some work prior to arriving here. You can work on this a day prior to Yippee Time. You are to make a rap song and you will sing and perform (if you wish) your rap in front of a video camera in the Music Room.

Guidelines for your rap are:

- try to make it Holiday-related
- a written copy must also be submitted (do ahead of time)
- it should be approximately 1 minutes in length
- home room teacher must preview it prior to Yippee Time
- if time permits, the best group might get to perform at the Assembly if they want to
- Something related to school activities, events or people would make it more interesting. Be sure to use good taste.



## 14. Santa's Beard

**Equipment:** Bowl of whipping cream, bubble gum.

**Group:** Eight people. Students are competing against another group in a relay style. In turn each student must run to the table, dip their face into the whipped cream and find the bubble gum. They must stay at the table until they blow a bubble for the station official. Once they get a bubble, they run and tag the next student.

## 15. North Pole Fishing Derby

**Equipment:** A pan of water, marbles.

**Group:** Eight people. Students must have one bare foot and roll pant leg up. In turn you must run to the pan, put your foot in the water and fish out a marble with your toes. If unsuccessful after a certain time, you can return and tag the next person. If you are successful, you run and tag the next person.

## 16. Santa's Sleigh Ride

**Equipment:** Sleigh, net

**Group:** Eight people. One student gets in the sleigh (on the mat). Other students haul sleighs down the course. Rider is replaced and team completes another lap. Relay is complete when every team member has gone two laps. The sleigh must be stationary at the start-finish point until the rider change is complete.

## 17. The Christmas Card Copy

**Equipment:** Blackboard, chalk

**Group:** Two teams of four artists (eight in all). Each class will have two different Christmas cards to copy. Drawings will be done on the blackboard with colored chalk (chalk ration). Each class team will do one of the designs. Students will have 30 seconds to work, on the design and then will be replaced by a teammate for the next 30 seconds. This will continue, until each team member has had two separate turns. The remaining two minutes will be used to judge the drawings.

## 18. Carol Composition

**Equipment:** Paper, pins.

**Group:** Eight "musical" people. Team is divided into pairs. Each pair will be assigned three verses to complete on the lyric sheet provided. Upon completion, the team will gather to fill in and then sing all 12 verses



## 19. Rudolph's Fog Jog

**Equipment:** Blindfolds, obstacle course.

**Group:** Eight people. A blindfolded student is lead by a partner over an obstacle course. After the first four pairs finish, the blind-folded person and leader (guide) change roles and repeat the relay. When all students have gone, the relay is completed.

**Suggestion:** One bench top or vaulting box .

## 20. Burst Your Bubble

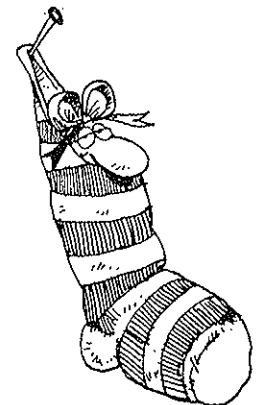
**Equipment:** Balloons

**Group:** Eight "windy" people. Each student must burst their bubble (balloon) against the padded wall after first blowing the balloon up and tying it. No arms or hands can be used to advance or burst your bubble (balloon).

## 21. Stocking Stuffing

**Equipment:** Toy box, filled with balls, stockings.

**Group:** Eight people. Taking one ball at a time from the toy box, a student will stuff in a stocking which is hung up. When the stocking is full, the student will then tag the next person in line. The next person in line must first empty the stocking back into the box and hang the stocking backup. Then this person must stuff the stocking. Once everyone has stuffed the stocking, their team is finished. □



Source: Brenda Howard, East Wiltshire School, Prince Edward Island.

# COMMUNICATION

## ...nothing never happens

Imagine, if you can, total sensory deprivation. Not just an absence of light, sound and feeling, but no communication at all – a world in which there is no heat, no cold no darkness, no pain, joy or sadness ... nothing!



In our space-time continuum, at least, this is impossible, particularly so in the area of communication – **nothing never happens!** Try *not* communicating something to a friend or colleague ... your silence and your body language will speak for themselves, producing “perceptions” in the other person.



Your messages are always being picked up or assumed by other people, whatever you do, and so it's important to make sure they're the *right* messages, especially when you're trying to communicate specific information and feelings.

This is true when you're teaching a fitness class or selling a group of people on the values of an active lifestyle as it is in your personal relationships.

It's a *really* critical factor for the leader, however, since an enthusiastic leader becomes a catalyst for action by interacting with participants and preventing them from becoming bored, negative or self-conscious.

The good leader will also encourage group members to interact with each other, since enthusiasm and enjoyment can become self-generating when they're passed from person to person.

### Steps to communication

As with the development of any mental skill or behaviour response, the following steps will be valuable in assessing and improving your communication skills.

1. Rate yourself and *assess* whether “staying expressive” or “staying attentive” is your more important performance enhancement priority.
2. Identify key situations in which being more expressive/attentive would be effective. *Set goals* of improved behavioral responses in those situations. *Build an image* of a more effective communicator.
3. Regularly and vividly *visualize* and rehearse staying expressive/attentive in key situations. Prepare well so you can focus on your new goals.
4. Regularly *practise* staying expressive/attentive in a variety of real and imagined situations. Practise this improved behavioral response in progressively more demanding key situation simulations.
5. Periodically *monitor* your ability to stay as expressive/attentive as desired. Reinforce yourself for progress and re-energize for new initiatives.
6. *Automate* this ability to stay expressive/attentive in key situations so that it is naturally dominant without a lot of cognitive monitoring.

Lack of eye contact, non-expressive movement, and so on, can be read by people in your class as signs of self-consciousness, indifference, tension, frustration, withdrawal or fatigue. Therefore, it's important to learn how to stay both verbally and non-verbally expressive.

### Changing Behavior



In my growth and development classes at the university, in which we work with day care children, I find that one of the biggest challenges is to get university

students who want to go on to be leaders to remain outgoing and forget their inhibitions, to become play leaders and *play* with the kids.



It's important to “park” worries about “how do I look?” and focus instead on getting yourself and your class feeling good. We've coined the terms “with-it-ness” to describe the kind of focus we're looking for because your class usually will recognize quickly whether you're with-it or not!

One way of becoming comfortable with a new behavioral response is to exaggerate what is desired – “fake it 'til you make it”. Pick situations where you won't feel too self-conscious to experiment with the volume and quantity of your expressiveness.

When you begin to feel comfortable with this, then it's time to start working on your *quality* of expressiveness.

Keep in mind that although most people are not expressive enough, being too expressive can contribute to overload, overreaction or mood swings. Staying expressive can help to produce energy, focus togetherness and feelings of mastery and control. It also can help to prevent negative perceptions or misperceptions. It is important that the right messages or feelings are projected.

### Nonverbal Communications

Expressiveness isn't all words and music. Nonverbal communications – eye contact, physical contact, body language, and so on – are a major part of our relationships with others. They are valuable indicators of emotional support and interest, and your words may be wasted if they're absent. People read body language fluently.

If you're not a naturally extroverted person, you might consider emphasizing

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## COMMUNICATION (CONT'D)

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non-verbal expressiveness as an important part of your leadership arsenal. Use eye-contact, behavioral gestures and so on that clearly communicate enthusiasm, interest and involvement with what people are doing.

The quieter leader should try to take real pride in his/her non-verbal communication. One good trick is to arrive at class early and communicate one-on-one with as many people as possible. Do the same at the other end – talk quietly to lots of people afterwards and reinforce their feelings of accomplishment and interest in what they're trying to do.

### **As a matter of fact, that's good advice for any leader.**

Jack Donohue, Canada's greatest basketball coach, always used to appear at practices early so he could mix with his players and make eye-contact with them. It was one of his ways of letting them know he "cared".



### **"Reading" your class**

Take into account the preferences and personalities of class members. Some may prefer a quieter class rather than a high-energy "happening", especially if they're unfit or somewhat older. They may want to have their own space where they can enjoy the rhythm of the workout without having to do a lot of interacting. The astute leader will recognize that and show interest with eye contact rather than high-fiving all over the place.

If you're not getting eye-contact with a person, it's often a sign you should initiate some dialogue to see how you can get them involved and more enthusiastic.

Experience helps: you have to "read" the situation. As you get to know your people, you'll begin to learn who wants to be drawn out and who prefers to remain self-contained (but not ignored).

Mini-surveys of what participants are enjoying and what they would like built into sessions are a good idea. Sometimes the opportunity to fill out a little questionnaire and make suggestions can facilitate good communication. The fitness leaders know who do this say they get good ideas from it and find it very reinforcing.

Another thing that should be encouraged is participant expressiveness. When they show they're enjoying what they're doing, it's infectious. It also gives you feedback that will help you to perform better. You're trying to get people to forget their worries – if you can get them to leave their inhibitions behind too, then you're really beginning to communicate enjoyment.

That's one reason why radio and TV shows have special people who come on before air time and "warm up" the audience. TV and radio hosts feed on audience enthusiasm, and so can the fitness leader.

After all, it's play – and the more you can generate the feeling of play, the better the "therapy"; and the more effective the class.



### **Staying Attentive**

While staying effectively expressive is usually the more important skill, some people are so naturally communicative that *staying attentive* may require greater attention. They may be so busy doing their thing they don't listen or empathize as well as they should.

Being attentive is a perceptual skill that involves "reading" people, situations, environments and so on. You can't be an effective leader if you lose your focus and get off in another world. People who are able to stay attentive usually are good listeners/observers, able to pick up quickly on verbal and non-verbal cues that help them respond without over-reacting to class and personal situations.

You should be trying continually to improve your listening, attending, observing, reading and empathizing talents. These are extremely important communication skills, especially in emotionally-demanding situations, and even more so for the extroverted leader, who often overlooks this area.

Communication is behaviour. As with any skill, you can learn how to improve it. Expressiveness and attentiveness are critical in performance environments, and essential for satisfaction and survival in leadership situations. □

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Source: Cal Botterill, Department of Physical Activity and Sport Studies at University of Winnipeg, Winnipeg, Manitoba.

# PROGRAM MODEL

**F**lorenceville Intermediate School (FIS) has a population of 295 students, grades six to nine. FIS was recognized in May 1993, with CAHPERD's School Recognition Award for having a Quality Daily Physical Education Program.

We won this award because of our dedicated teaching and support staff, administrative support and a very active student leadership committee.

The following lists some highlights of the Florenceville Intermediate School's student leadership program:

## Student Selection

Students are selected for the leadership committee by the student leaders themselves. Returning students distribute an application form to those who wish to apply. The application asked questions such as: leadership experience, leadership qualities, availability, and to list concerns about their school. Students are then interviewed and between 10 to 15 students are selected. All grade levels must be represented.

## Meetings

Students must make a commitment to meet on a regular bases to ensure that the projects are completed.

Compulsory meetings are held the last Tuesday of each month after school and at noon every Day 6 (using a semester system). One class period is a student training meeting and is chaired by the teacher facilitator.

## Committees

The student leadership group functions through committees which change yearly, according to the needs of the school. The current committees are: fund raising, special days, intramural, public relations and presentations. Each committee has a chair person who reports to the group every Day 6 of our school cycle.

## Intramurals

It has been found that self-directed activities work the best at FIS. These activities are organized by student leaders through team and individual signing-up on a daily basis. Time intervals are used to allow a large number of students to participate and rules are adopted to create fun and ensure full participation.

League and Tournaments are offered twice a week. Occasionally, (depending on the number of teams) a court or gym time is made available for self directed activities.

Frequently 30-40% of the school population is involved in these activities.

## Special Days

Special days are the backbone of our student leadership group. They are used to supplement our intramural programs and usually involve a large number of our student population.

These activities can involve the community, teachers, and students in a friendly active atmosphere. The special days are usually centered around a theme, such as: Halloween, Christmas, Valentine's Day, Easter and St. Patrick's Day etc. Other special events are Potato Day, Project P.A.L.S. (Police at Local Schools), Winter Carnival, and Canada's Fitweek activities.

## Events

### Potato Days



#### Potato Barrel Jumping

Lay potato barrels side by side and students will jump over the barrels and try for distance by using a mini trampoline.

*Caution:* Make sure barrels and surrounding area are covered by protective mats.

#### Mash Potato Relay

Teachers sit in a chair and must eat a specific amount of mashed potatoes. The potatoes are fed to the teacher by their home room class by using a spoon relay.

#### Bob for the Potato

Similar to bob for the apples, only using potatoes.

#### Potato Volleyball

Set-up regular volleyball nets. Eight to ten students pair up each pair with a beach towel. The potato is tossed to serve to the other side and is caught in the opponent's team beach towel. It is then flung back to the other side using the towel.

*Caution:* Have extra potatoes and clean up equipment in case of breakage. This game is best played outdoors or better yet use a water balloon.

## Winter Carnival

The Winter Carnival at FIS is a major event. It is a week of events consisting of competitions and activities organized by the student leadership group.

Teachers become involved through cross-curriculum development. Student leaders arrange activities that teachers can use in their classroom. These activities are all related to a theme. Themes are usually similar to the Olympics, Arctic games or some other winter sporting event. A point system is used to determine a winner of competition.

## Community Support

The FIS student leadership program often seeks community support for some of its activities. For example:

## Project Pals

Our student leadership group invites the RCMP to the school to participate in competitions between students, school teams and/or teachers. Games such as volleyball, softball and basket

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## PROGRAM MODEL (CONT'D)

... Continued from page 8

ball are arranged. The RCMP act as master of ceremonies for variety shows, concerts, and the opening ceremonies for the winter carnivals.

This involvement fosters a good relationship between the students, teachers and RCMP.

### Family Activities

Our student leaders hold a family night for parents and children. The gymnasium is used for games, classrooms for videos, computer lab for activities and hallways are used for displays and challenges.

A family skate at the local arena is arranged with hot dogs and hot chocolate being served.

### Parent/Teacher Night

Students hosts the evening and direct the parents to the teachers classrooms, distribute coffee and cookies, and answer questions parents may have about the school and its activities.



### Environment

The student leaders collect cans for recycling. This activity not only heightens environmental awareness but this is also a good fund-raiser.

### Christmas Events



#### Tree Decorating

A large paper tree is made for each classroom. Each home room class decorates them and brings them to the gymnasium for judging. The trees are hung around the gym for display.

#### Caroling

A student leadership group annually goes to the local seniors home to sing Christmas carols and usually puts on a small play.

**Editor's note:** CIRA does not encourage the use of food in activities, therefore we would recommend using other types of equipment rather than potatoes, when possible. □

Source: Gerald Sullivan, Florenceville Intermediate School, Florenceville, New Brunswick

## "Leadership & Active Living as Life Skills"

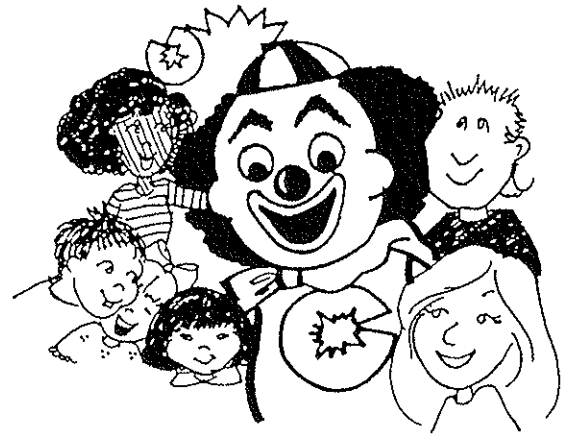
### STUDENT LEADERSHIP DEVELOPMENT PROGRAM

*Help your students learn how to plan, organize  
and operate their own intramural program.*

The SLDP is a flexible system of resources that allows teachers to select and organize leadership activities to suit the needs individually or the school as a whole.

*For more information please contact:*

**CIRA**  
1600 James Naismith Drive  
Gloucester, Ontario  
K1B 5N4  
Tel: (613) 748-5639



CIRA's STUDENT LEADERSHIP DEVELOPMENT PROGRAM (SLDP) has helped thousands of students across Canada:

- ◆ to play a more active role in school activities;
- ◆ to learn valuable skills that will be useful now and later in life!

**CIRA**  **ACLI**

CANADIAN INTRAMURAL RECREATION ASSOCIATION  
ASSOCIATION CANADIENNE DE LOISIRS INTRAMUROS

# Provincial/Territorial and National Conferences

Date	Topic	Contact	Location
May 4-6, 1995	HPEC/CIRA National Conference <i>"Alive in '95"</i>	Mo Antoniuk (403) 254-5446	Calgary, AB
May 10-13, 1995	CAHPERD/SPEA Conference '95 Bridging the Gap ... Activity for All!	Barry Graham (306) 656-4423	Saskatoon, MB

## "Alive in '95"

*Canadian Intramural Recreation Association (CIRA) and the Health Physical Education Council (HPEC) of the Alberta Teachers' Association have joined forces to host CIRA's XVII National Conference and HPEC Annual Provincial Conference to be held May 4-6, 1995 in Calgary.*

CIRA Members are invited to submit proposals for presentations at HPEC/CIRA '95.

**The Theme of the Conference is "Alive in '95".**

Proposals should relate to intramurals, physical education or athletics.

Sessions may be offered in any one or combination of the following:

- 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 intended outcomes 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 Calgary and are expected to be registered delegates.

Deadline for the submissions of proposals is: December 15, 1994.

Proposals should be sent to:

**Mo Antoniuk**  
**Our Lady of Peace School**  
**14826 Millrise Hill, S.W.**  
**Calgary, Alberta T2Y 2B4**  
**Tel: (403) 254-5446 or Fax (403) 252-7928**



# Seasons Greetings