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INPUT



Vol. 14 No. 4

June 1994

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CIRA Ontario Canadian Intramural Recreation Association

CANADIAN ACTIVE LIVING CHALLENGE

The Canadian Active Living Challenge is an exciting new physical activity resource designed to build knowledge, influence attitudes, lead to behaviour change and instill the joy of living actively - every day! This program is a must for teachers (physical education specialists as well as generalists) and community leaders wishing to encourage and enable all children to become more physically active.

One of the great features of the Challenge is its participant-centered approach which allows participants to gradually progress at their own pace. It is especially helpful for the children who are least inclined toward physical activity. It emphasizes personal progress and recognizes participation rather than performance.

For more information on this resource see page 6.

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Low Registration Forces Cancellation of CIRA Ontario's 25th Annual Director's Conference

This year the Annual Director's Conference was to be held at Geneva Park. The organizing committee began work last fall putting together an excellent conference. The committee spent many hours planning and organizing speakers, activities and social programs to be offered during the conference.

Unfortunately, however, this year's conference did not receive the traditional support from the CIRA membership. The registrations were significantly lower than in the past. Our feedback was that through cut-backs, "Rae" days, and other job related action taking place in the boards across the province that our members could not afford the luxury of attending a conference this year. As a result, it was felt that rather than creating financial difficulties for CIRA Ontario the conference should be cancelled.

The conference committee and the executive met on the conference weekend to brainstorm ideas that could rejuvenate our membership during these financially difficult times. A wide range of options have been put forth and in the next few months the executive will evaluate these alternatives and develop an action plan for the future. Members will receive more information about conferences and workshops in the next INPUT.

The CIRA executive would like to thank this year's committee for their hard work and dedication during a difficult year! Those dedicated CIRA people are; Jeff Allen, Tom Hales, Martha Templin, Kathy Jackson, Ron Wagler and Jayne Winer.

If there are any concerns, please forward them to the CIRA Ontario office, Attention: Jim Berry, V.P. Resource Development, P.O. Box 2034, Hamilton, ON L8N 3T2.

CIRA Ontario Executive

1994-96

President: Christine Forbes

Past President: Laurie Farquharson

Executive Assistants: Michelle Harkness
Sharon Scime

Vice-President Membership Services: Ron Wagler

Vice-President Publicity: Jane Varley

Vice-President Resource Development: Jim Berry

Vice-President Student Leadership: Pat Doyle

CIRA Ontario Award Recipients 1994

Honour Award

The 1994 Honour Award recipient is Gail Osbourne. Gail has been quite involved with CIRA Ontario through conference committee work as well as her position of Vice President Membership Services on the CIRA Ontario executive from 1988 - 1991. Gail was involved when CIRA Ontario was then called OIRA and contributed a great deal. Gail is currently working at the Ontario English Catholic Teachers' Association. Formerly Gail taught at Holy Trinity School. Congratulations Gail!

"NEW" - Intramural Achievement Award

The 1994 Intramural Achievement Award recipient is Pat Doyle. Pat has been teaching for twenty years. He currently teaches at John Darling Public School and formerly taught at Bridgeport Public School. Pat is presently on the CIRA Ontario executive as Vice President Student Leadership. Pat is an outstanding individual who possesses a creative, enthusiastic attitude towards intramurals and student leadership. Pat demonstrates his keen interest and commitment to intramurals and student leadership through his student run intramural program. Pat has made a big contribution to CIRA Ontario through his networking and idea sharing. Keep it up Pat & CONGRATULATIONS!

"NEW" - Rookie Award

The 1994 Rookie Award recipient is Brian Morgan. Brian has been a member of CIRA since 1989 and a member of the National Student Leadership Committee since 1992. He has taught for seven years and presently is a physical education and health teacher at Westheights Senior Elementary School in Kitchener. Westheights School won the Q.D.P.E. Capher Award in 1993. Brian is full of energy and enthusiasm and demonstrates a strong commitment to intramurals through his beliefs and actions in his school. CONGRATULATIONS Brian!



(R) Laurie Farquharson 1992-94 CIRA Ontario President
(L) Pat Blundy 1992-94 VP Membership Services

Boss OR Leader?

The boss drives the workers;
The leader coaches them.
The boss depends on authority;
The leader on goodwill.
The boss inspires fear;
The leader inspires enthusiasm.
The boss says "I";
The leader says "We".

The boss says: "Get here on time";
The leader gets in ahead of time.
The boss fixes blame for breakdown;
The leader fixes the breakdown.
The boss knows how it is done;
The leader shows how.
The boss says "Go";
The leader says "Let's Go".

The boss uses people;
The leader develops them.
The boss sees today;
The leader also looks to tomorrow.
The boss commands;
The leader asks.
The boss never has enough time;
The leader makes time for things that count.

The boss is concerned with things;
The leader is concerned with people.
The boss lets his people know where he stands;
The leader lets his people know where they stand.
The boss works hard to produce;
The leader works hard to let the workers produce.
The boss takes the credit;
The leader gives it.

Author unknown

This poem was taken from the Leadership module of CIRA's "NEW" Post Secondary Student Leadership Development Guide. For more information on this guide please contact the CIRA Ontario Office at (905)575-2083.

Playing for Keeps

A Video Highlighting Women in Sport

Produced for the Ontario Ministry of Tourism and Recreation, "Playing for Keeps" depicts the accomplishments of girls and women in sport. The video was designed to be used with the popular F.A.M.E. (Female Athletes Motivating Excellence) Speaking Program, but is also an excellent visual and motivational aid for any group wishing to promote physical activity and sport for females.

The viewer is introduced to ten sportswomen of varying ages and backgrounds. They are athletes, coaches, teachers, and administrators. Each explains in a very straightforward way what sport means to them. Their messages are sincere, upbeat and certainly appropriate for both children and adults. The backdrop to all this is a fast paced montage of activity—over twenty-five different sports are featured.

The concepts covered in this video are: making a commitment; extending yourself; setting goals; the influence of family; dealing with set-backs; hard work and effort; sport as a career; and being the best that you can be.

For more information, contact: FAME Program, Ontario Sports Centre-Sport Services, (416) 495-4046.

"QUICK WINS"

for Heart Smart Schools

- 1 Organize convenient opportunities for participation in physical activity. Open the school gym facilities before school, at lunch and after school for staff and students interested in working out. Post the times that the gym is free in the staff lounge and invite staff and spouses to drop in for non-competitive recreational sports.
- 2 Encourage and support safe working and cycling routes to and from school. Create a secure area to lock bicycles.
- 3 Mark out community walking or running trails (ie/distance, crossing areas).
- 4 Incorporate stretch breaks into school assemblies and meetings.
- 5 Move your staff smoking area away from your front lobby. Better yet. Declare your school a non-smoking facility.
- 6 Make health and fitness the theme of your annual science fair, public speaking contests or debating competitions.
- 7 Initiate a mid-morning and mid-afternoon stretch break. Use the school P.A. system to energize your staff and students with ten minutes of music and movement.
- 8 Move healthy food choices such as fruits and vegetables to the front of the cafeteria lines.
- 9 Pair up less-healthy menu selections with a healthy selection (ie/package a muffin and carrot sticks together).
- 10 Provide intramural and inter-school activities with a focus on participation. Organize staff and students into house leagues and present awards for participation at the end of the school year.
- 11 Boost your school spirit and your health by taking part in existing community activities such as Canada Fitweek, and the many fundraising runs and walk-a-thons in your community.
- 12 Post jokes or cartoons of the day at the top of stairwells. Make people climb the stairs for the punchline.
- 13 Celebrate healthy, active lifestyles by creating a "Brag Board" at your school's front entrance. Post photographs of staff and students involved in community activities and heart healthy lifestyles.
- 14 Tap into community resources and organize lunch-hour speakers and video presentations.
- 15 Build your own resource files by clipping and keeping informative articles on health and fitness. Share these clippings with your colleagues by posting them in the staff lounge. Then paste them into a reference book.
- 16 Set up a "Better with a Buddy" program. Pair up staff who have decided to quit smoking, eat healthier foods, or take up an exercise program. It's a great way to motivate each other.
- 17 Make detention time an active time. Have students clean up around the school—they'll clear their heads and you'll clean your yard.
- 18 Follow a "Small Things Mean A Lot" Campaign. Think of ideas such as using the parking lot space farthest from the door then lead by example.
- 19 Have fun-raising "fundraising events". Encourage student councils to organize fundraising events that combine community action with health rewards. Example: A Community Clean-a-thon in neighbourhood parks or a Shovel Snow for Seniors Campaign.
- 20 Set up your own "Quick Win" committee to think of more ways to implement heart healthy lifestyle changes in your school.

INTRAMURAL EXTRAVAGANZA....

The following games were introduced at the 1993 SCIP workshop put on by Redeemer College.

SPEEDBALL

Playing Area: basketball court

Goals: basketball nets (in a slightly raised position), two indoor soccer nets (or facsimile).

Players: five a side (plus goalie) on the court, 5-10 or more along sidelines

Equipment: indoor soccer ball

The Game:

- points are scored by shooting baskets (1 point), throwing the ball into the soccer net (2 points) or kicking it in (3 points)
- the game is started with a jump ball at center court
- players cannot run with the ball, it is passed by being thrown in about the court
- if the ball at anytime touches the floor, it can no longer be played by hand, it must be dribbled soccer style (you can run with the ball)
- you can deliberately opt for soccer style at any time
- balls can be kicked out to the sidelines where they may be picked up and thrown back in. In this way, playing by pushing by hand can be resumed
- you may not touch (foul) opposing players in possession of the ball (as in basketball)
- establish a goal crease (you decide size) into which no-one but the goalie can proceed
- players on sidelines are there to be used. They can move ball down sidelines, put it back into play, etc.
- substitute on the fly as players tire
- restart play after goals, with a jump ball
- rule infractions result in loss of possession of the ball

SCOOPBALL

Playing Area: gymnasium

Goals: basketball net in raised position. You could use some other similar target, but the ball moves too fast for the typical goalie/floor hockey net set-up.

Equipment: whiffle ball, scoops. Scoops can be home made from plastic containers.

The Game:

- you cannot run with the ball, it must be passed from scoop to scoop. The use of hands is also not allowed
 - the object is to try and score by hitting the raised backboard. Side hits and hits on the rim do not count.
 - start with a jump ball
 - number of players depends on the size of the gym. A 2 court gym can hold about 7-9 players per team. Others sub in from the sides
 - after goals, just let one team bring the ball out
 - No hacking! Eye guards may be a good idea
 - No physical contact with the player in possession of the ball
- Variations:**
- lacrosse
 - allow running with the ball
 - allow physical contact

YING YANG YOU

The Game:

- group of people, ten or more must stand in a circle

Terminology:

- placing either hand, palm down, on top of the head is termed a YING
- bringing either hand up under the chin, is termed a YANG
- pointing at someone and yelling "YOU" is termed a YOU
- one person begins with a YING. You YING the person next to you. Which of the people next to you, you YING, is determined by the direction your fingers on top of your head point,

which is determined by the hand you use. ie/a right handed YING (right hand palm down on head) would YING the person on your left

- if you were YINGED you respond with a YANG, again to one of the people on either side of you
- if you are YANGED, you must point at someone and yell "YOU". You cannot YOU the person next to you
- the point of the game is to try and catch people off guard and get them to make a mistake in terms of timing, action or sequence
- if a mistake is made, the person is out
- once out, players can continue to play by harassing those who are left
- go through a trial run, or two, and then show absolutely no mercy

PREDATOR/PREY

The Game:

- group forms a large circle
- two participants are chosen, one is to be predator, one is to be prey
- use some object as a rattle, film canisters work well
- the two participants are blindfolded, and then spun around several times to disorient them
- the predator shakes the rattle, the prey must immediately respond to with a shake
- in this way the predator attempts to capture the prey

POWER BALL

Playing Area: entire gymnasium. At each end set up an indoor soccer net with an appropriate sized goal crease. At center court, set up a power box, (about fifteen feet square, marked with pylons)

Equipment: pylons and indoor soccer ball

The Game:

- the object is to score by propelling the ball into the net

- you cannot enter the goal area to do so
- players cannot run with the ball, it must be passed
- game begins with seven players, plus a goalie going on from each side
- each player must partner up with a player from the other team (each openly acknowledges that they are partners)
- two sets of partners, (four players, 2 from each team) enter the power box
- you cannot leave the power box until you successfully complete a catch from outside the power box and then a pass to a player outside the power box. Then you, but not your partner, are free to leave
- you *and* your partner must enter the power box if you or your partner scores
- anything is allowed in the box
- outside the box—no hacking

MISCELLANEOUS ACTIVITIES

PICK UP TRUCK

- 1) Balls are thrown all over the gym.
- 2) The group is divided into 2 or 3 groups.
- 3) Players in each group line up behind one another and hold on to each other's waist.
- 4) The group then moves toward any ball.
- 5) Upon arrival, the front player rolls the ball between their team's legs, the "truck", and runs to the end of the line to retrieve the ball.
- 6) The retriever joins on to the end of the "truck" and must hold on to the ball that they retrieved.
- 7) The team continues until all the balls are collected.
- 8) The team with the most balls wins.

LOOK OUT JOCKEY

- 1) Play in one half of the gym. Use 3 or 4 Nerf balls.
- 2) Have group pick partners. One partner puts on a pinney and becomes the JOCKEY.
- 3) The other partner becomes the HORSE.
- 4) The horses are on their hands and knees. The jockey PRETENDS to be riding the horse. The horse and jockey must move as a unit with the horse between the jockey's legs.
- 5) The jockeys pass the ball to one another. If a ball is dropped on the floor, the jockeys dismount as quickly as possible while the horses stand up and retrieve the ball.
- 6) Once the ball is retrieved, the horses yell "stop". The jockeys must freeze. The horses then try to hit the jockeys with the ball.
- 7) The jockeys may move their bodies but must keep two feet on the floor at all times.
- 8) If the horses are successful, the jockeys and horses switch positions.
- 9) The team that are the jockeys when the time for the activity is up win.

SIDE WINDERS AND HEAT SEEKING MISSILES

- 1) Scatter as many tennis and other balls out across the gym floor. Each ball represents just one in multitude of "explosive mines".
- 2) Divide the group into 4 teams.
- 3) Have Team 1 take on Team 2 and Team 3 take on Team 4.
- 4) Team 1 and Team 3 blindfold one team member who is now their SIDEWINDER. Team 2 and Team 4 blindfold one team member who is now their HEAT SEEKING MISSILE.
- 5) Team 1 and Team 3 then launch their SIDEWINDERS into the explosive mine field.

- 6) The SIDEWINDER is a destructive missile aimed at a target such as a chair on the opposite side of the mine field.
- 7) The non-blindfolded members of the group MUST stand along the sidelines and give verbal directions to their SIDEWINDER so that it does not CRASH AND BURN in the mine field and successfully hits the target.
- 8) If a SIDEWINDER touches a "mine" en route 15, seconds is added to their score.
- 9) A few seconds after the SIDEWINDERS have been launched, Team 2 and Team 4 prepare to release their blindfolded HEAT SEEKING MISSILES (HSM).
- 10) The HSM's are antimissiles capable of destroying the SIDEWINDERS if they "tag" them.
- 11) If the HSM touches a "mine", they experience technical difficulty and must do 5 sit ups (or whatever) before they can continue.
- 12) After the first round have the teams switch roles.

RUGBY KISS COOLS TEMPER

The following article was taken from the Hamilton Spectator. Is this the answer to fighting in Intramurals?

MELBOURNE—The rough tough world of Australian Rules football is agog. A player was ejected and severely reprimanded for daring to kiss an opponent flush on the lips. Russell Prowse thought a fight was developing during a match. Instead of trading blows, he grabbed opponent Scott Cameron by the cheeks and kissed him on the lips. Cameron staggered back in amazement and the potential fight evaporated.

NOTICE

Part II of *Dancing with an Elephant* will be placed in the October issue of Input. Part I was written in February 1994. For more information contact Sharon Scime, CIRA Ontario office, (905) 575-2083.

CANADIAN ACTIVE LIVING CHALLENGE

The Canadian Active Living Challenge is an exciting new physical activity resource designed to build knowledge, influence attitudes, lead to behaviour change and instill the joy of living actively - every day! This program is a must for teachers (physical education specialists as well as generalists) and community leaders wishing to encourage and enable all children to become more physically active.

The resource includes four Programs - each aimed at a particular age group and focusing on a specific theme. Each successive Program builds on the previous one, yet each one stands on its own.

- Program One (Ages 6 to 8) Involvement and Fun in Physical Activity - Available now
- Program Two (Ages 9 to 11) Expanding Physical Activity Opportunities - Available now
- Program Three (Ages 12 to 14) Making Choices and Setting Goals - Available Fall 1994
- Program Four (Ages 15 to 18) Responsibility, Empowerment and Leadership - Available Fall 1994

Do a Little or Do a Lot

One of the great features of the Challenge is its participant-centered approach which allows participants to gradually progress at their own pace. It is especially helpful for the children who are least inclined toward physical activity. It emphasizes personal progress and recognizes participation rather than performance.

Doing and Thinking and Knowing

Two innovative components form the underlying framework of the Challenge:

- The "Doing" component motivates children and youth to take part in physical activity and to chart their progress.
- The "Thinking and Knowing" component is geared to foster the participants' knowledge of being active through group and individual activities. Most of the activities are for the class and program settings,

while some are designed to be done at home to make it a family affair!

Tools with You and Your Participant's Mind

A Leader's Resource Tool Kit is provided for each program. Each includes a selection of resources to suit the needs of teachers and community leaders:

- Suggestions for sample implementation plans
- Selection of activities and projects for each focus area
- Ideas on how to integrate the activities into various subject curriculum and community programs
- Multitude of camera ready worksheets, handouts and sample letters to parents for the various activities
- List of additional helpful resources

The Challenge also includes age-appropriate participant materials designed for children and youth to track their own progress.

Program One provides the participants with a 17" x 22" gameboard and stickers. Program Two offers personal passports and stickers while Programs Three and Four make use of a journal. These are used by children and youth to

chart their progress en route to an active lifestyle. This includes Doing, Thinking and Knowing, and Bonus activities.

In addition, an 18-minute orientation video is offered to introduce and layout Programs One and Two. It can also be used as an in-service training or promotional tool.

Anywhere, Any Time and Any Way

A key feature of the Challenge is its user-friendliness and adaptability. It allows you to manage the programs as you see fit!

- You can pick and choose the tools which best meet the child's needs
- You can readily integrate the materials into ongoing physical education curriculum, intramural programs and community recreation programs
- You can use it in a variety of program timeframes and schedules

The Challenge is an excellent program which provides individuals with the knowledge and opportunity to instill physical activity as a regular part of a daily routine. For everyone involved, it will help "plant the seeds" for life-long active living.

For additional information or to place an order be sure to call the CIRA national office at 613-748-5737.

Leader's Resource Tool Kit

1490-00 Program One—\$29.00
(includes one sample of the participant materials)

1492-00 Program Two—\$29.50
(includes one sample of the participant materials)

1494-00 Program One—\$.75 ea.
(gameboard and set of stickers per participant)

1492-00 Program Two—\$.75
(passport and set of stickers per participant)

1498-00 Video—\$10.00



A Look at Wellness...

REACHING YOUR HEALTH GOALS

The following article is taken from a fact sheet put out by the Lambton Health Unit called "Healthy Lifestyles". There is some helpful advice which could be beneficial to your staff and students as part of your Wellness program.

How you can make healthy changes and stick to them

All of us have behaviours or habits that we would like to change. Many of these habits affect our health. For instance, we know we should stop smoking, reduce the amount of alcohol we drink, become more physically active, take more time to relax, and eat healthier. But knowing we should change isn't always enough to actually change the way we live; old habits die hard!

The good news is that there are some simple skills that you can use to help reach your health goals. The purpose of this fact sheet is to help you sharpen some of your own skills and learn some new ones.

To begin, choose one behaviour that you would like to change. Decide exactly what it is about that behaviour that you want to alter. For example, if you want to become more physically active, pick an activity and plan how often you want to do it. Next, follow these three general strategies to help you reach your goal:

1. Keep track of the behaviour and write it down.
2. Change your environment.
3. Give yourself a reward for sticking to your plan.

Keeping Track

It's important to monitor and record your actions right from the start; this will show you specific areas where you need to change and provide information on how to change. You will be amazed at how helpful detailed records can be. Keeping written records forces you to pay more attention to your actions. This alone can increase your chances of success in changing behaviour.

What to keep track of:

Keep track of things that give you the information that you want. Include any behaviour you are trying to stop as well as any new ones you are trying to start. As a minimum, start with the following:

Remember that which of these you choose to record will depend upon what behaviour you are trying to change.

- How often you do the behaviour.
- When you perform the behaviour.
- The length of time you spend doing it.
- What your feelings are before, during and after you do it.
- Where you do the behaviour.
- Who you were with.
- What you were thinking about before, during and after eg./how did you justify or rationalize your behaviour?.

How To Keep Track:

Use a simple way to help you keep track of your behaviour. Here are a few examples:

- Counters (eg. golf counter or knitting tally) to count the number of times you do a behaviour
- Pennies that you can move from one pocket to another each time you do a behaviour
- Write down this information in a log or diary to keep a record

Choose a way that is economical, easy to use and handy. Continue to keep track for at least two weeks before you start your change program and then for about 3 months after you start your change program.

When to Record:

The time to record your behaviour depends on whether you are trying to increase or decrease a behaviour.

Reduce a behaviour that is undesired:

- record as soon as you have the urge to do the behaviour
- eg. the time to record is right when you have the urge to smoke

Increase a behaviour that is desired:

- the time to record is right after you do the behaviour
- eg. record right after you exercise (this helps you to recognize the good feelings that you get after you exercise, so you'll be more likely to do it again)

See How you are Doing:

Make a simple line graph to chart how often you are performing the target behaviour. This will give you a "picture" of how your behaviour changed. You can also display this chart where others can see your progress. A little positive feedback never hurts!

Change the Environment

Behaviours are usually led by cues or things that happen right before them, such as a certain feeling, a situation, a place, or a verbal instruction, etc. For example, feeling anxious may lead to the urge for food or coffee, and food or coffee may lead to the urge for a cigarette. Sometimes the behaviour that you want to change may be the result of a whole chain of events or cues. In this case, it will be necessary to focus on altering the first cue in the chain. If the behaviour is one that you want to increase, your goal is to try and increase the number of cues. For example:

Increased Behaviour: Find cues for the behaviour

Example: Arrange one room to do relaxation methods. When you need to relax, go to this room.

Try this method with other behaviours that you wish to increase, such as exercising. Practise the methods to change your environment every day for two weeks. During these weeks, monitor and record your behaviour as well.

cont.

Reward Yourself

Rewarding yourself can help you to strengthen and increase a behaviour. Take some time to choose rewards that are right for you. Rewards can be anything from reading a newspaper, talking to a friend, buying an item of clothing or going on vacation. Just relaxing can serve as a great reward for busy people. Imagining a pleasant scene might be used by people that don't have a lot of time or money for rewards that you have to buy. Try to use a variety of rewards.

Finally, reward yourself immediately after the desired behaviour is actually carried out, not after you say you will carry it out.

*Additional Information...contact
Christine Forbes at the Lambton Health
Unit at 383-8331.*

IDEAS? SUGGESTIONS? ARTICLES?

...we want "YOUR" INPUT!

The Input newsletter is for "you" so we would like to hear from you.

Are you satisfied with the content of the Input? What changes would you like to see? What topic areas do you need information on? How about an advice column open to all members for input/feedback?

Please write down your ideas/suggestions/comments and send them to:

CIRA Ontario Office
c/o Sharon Scime
Mohawk College
P.O. Box 2034
Hamilton, ON
L8N 3T2

1995 CIRA Ontario 25th Anniversary Post-Secondary Students' Conference

EVOLUTION OF INTRAMURALS... EXPANDING ON TRADITION

University of Guelph
November 11, 12, & 13, 1994

Mark it on your calendar!

For detailed information contact:

Scot Bolton
University of Guelph
Intramural Department
Guelph, ON
N1G 2W1

Phone: (519) 824-4120 Ext. 6137

OPHEA REGIONAL CONFERENCE

Tuesday, August 30th, 1994

Belleville, ON

For more information contact
Carolyn Runge
OPHEA
Phone: (416) 495-4314

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
Fax: (905) 575-2372

Edited by Sharon Scime
Design and layout by Lesley Scime

ANNOUNCING THE 16th ANNUAL SECONDARY SCHOOL INTRAMURAL LEADERSHIP WORKSHOP *hosted by* RYERSON **INTRAMURALS**



GET INVOLVED

Thursday, November 3rd &
Friday, November 4th

**COME SHARE YOUR IDEAS
AND DEVELOP YOUR
STUDENT LEADERSHIP!**

Contact RAC at (416) 979-5096 for more details or write to: RAC, Ryerson Polytechnic University, 350 Victoria St., Toronto, ON., M5B 2K3