

# Bulletin

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

March/mars 1995 Vol 20 No. 4



Photo: Kirk Bamford – World's Biggest Skate/Le plus Grand Patinoire du Monde.



**CIRA**  **ACLI**

**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.

# Moving? Don't Leave us Behind!

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## AIR CANADA

*is the*

**Official Airline**

*of the*

# Canadian Intramural Recreation Association

# Spring Type Games

## Fistball – Simplified Rules

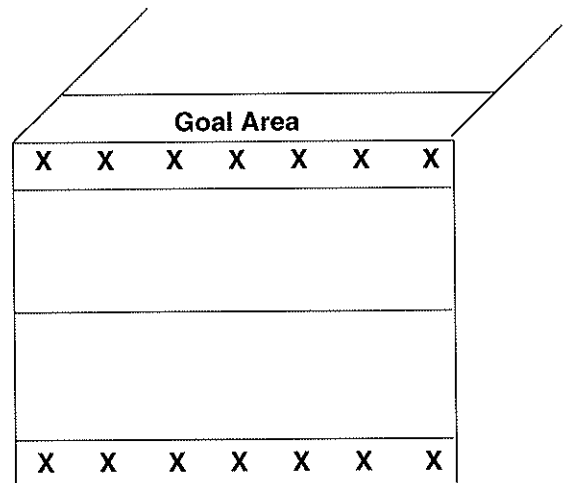
(Use a slightly deflated volleyball or a sturdy beachball)

- Each team lines up in front of the walls at the ends of the gym.
- The goal area is from the EDGE of the black line wall to wall. Spread out so as to cover the entire goal area.
- When the referee yells "CHANGE" three players from the right ends of the goalie lines run onto the floor and become forwards.
- To score, forwards must hit the ball with their fists and only their fists so as to hit the bottom section of the wall.
- FOULS
  - Kicking the ball (only goalies are allowed to kick the ball).
  - Hitting the ball with an open hand, except when defending the body.
  - Holding the ball.
  - Forwards hitting the ball after "CHANGE" has been yelled.
  - Goalies stepping over black end-line with both feet (must keep one foot behind black end-line).
- PENALTIES  
When an infraction of the rules occurs, the referee blows the whistle and the play stops. The referee points to the player and that player must put his/her hand up (as in basketball). The scorekeeper then records the foul. The ball is then put back into play as quickly as possible wherever the referee happens to be standing, but no closer than the key line from either goal lines.

Once a team has accumulated five fouls, a point is given to the other team. Those five fouls are then stroked off and the accumulation of the five fouls starts all over again.

- When the referee yells "CHANGE", the six forwards quickly become goalies, joining the goalie line at the left end. Six more players (three from each team) become forwards leaving the right end of the goalie line.
- A ball which scores as the result of a kick by one of the goalies, and which does not touch another forward before scoring, does NOT COUNT. Only forwards may score goals.
- Goalies must stand up at all times.

Source: Greg Lewis and Phil Carlton, Calgary, Alberta.



## Why Must They Always Lose?

**T**hese lines suggest a brand new look  
At the kids we often abuse;  
We make them take part in game and sports  
Knowing they will lose.

Like selecting sides for softball games  
With a democratic choose;  
Some poor kid will be picked last!  
Why must he always lose?

Ed never pitches, nor plays first base  
Nor wears the shortstop shoes.  
The captain says, "Go play Right Field."  
Why must he always lose?

And when the team moves into bat  
He hears disheartening news,  
"Listen slob, your turn is last."

Perhaps we need to modify  
Traditional team sport views;  
'Cause I'm convinced that at least 50%  
Are surely destined to lose.

This poem has no ending  
No brilliant thoughts to peruse.  
I simply wish our programs  
Could reduce the times they lose.

Source: Ambrose Brazelton

# Volleyball Playing Rules

## Volleyball Intramural Rules and Regulations

Suggested by the intramural department from the University of Ottawa

### 1. Equipment

#### Net Height

- a) All nets in the co-ed divisions, recreational and competitive, will be placed at the height of 2.35 m.
- b) In the men's division the net will be placed at the height of 2.43 m.

#### Ball Control

There will be one ball provided to each team by the referee of your playing court.

### 2. Team Composition

- a) Teams must have a minimum of five players, including two women in the co-ed sections, in order for the match to be registered.
- b) Only players listed on the official roster are eligible to play, with the exception of recruited players.
- c) If, and only if, a team lacks the minimum five players may it recruit replacements. Recruited players must pay a one dollar fee at the front desk and present the receipt to the referee prior to the start of the match.

### 3. Defaults

- a) Any team failing to meet the five player minimum five minutes after the start of each set will default that set to a maximum of 3 sets.
- b) Any team losing a set by default will be considered to have lost the set by the score of 15-0.
- c) Referees are required to officiate all matches regardless of the number of players present, if so requested by either team.

### 4. Scoring System

- a) A team receives one (1) point for each set it wins and no points for each set it loses.
- b) Standings will be cumulative and will consist of the following categories:

	TEAMS	SP	SW	SL	PP	PA	PTS	DIF
		MJ	MG	MP	PP	PC	PTS	DIF
1	D M Team	3	3	0	46	30	3	16
2	Helmets	3	3	0	51	19	3	32
3	Marchand 15	3	3	0	46	33	3	13
4	Skinless Chickens	3	2	1	34	39	2	-5

SP = Sets Played  
GPF = Game Pts For

SW = Sets Won  
GPA = Game Pts Against

SL = Sets Lost  
DIF = GPF - GPA

- c) If there is a tie, during regular season play, the team with the greatest DIF score will finish first.
- d) If there is a tie, for the final standings, the team who won the match between those two teams will finish ahead.

### 5. Game Format

- a) Teams have sixty minutes to complete their scheduled games.
- b) The game is divided into 15 minute sets.  
15 minutes - Warm up  
15 minutes - Game 1  
15 minutes - Game 2  
15 minutes - Game 3

### 6. Rules Governing Play

Canadian Volleyball Rules apply to all matches with the following exceptions made to each division.

#### Serving

- a) In the competitive division players may come in contact with the service line but must not cross into the inner court.
- b) In the recreational division players may have one foot completely within the court boundaries. However, the trailing foot must be completely behind the service line.

#### Service Reception

- a) Players in both divisions, competitive and recreational, are not permitted to attack or block the service.
- b) Volleying a service is permitted in the competitive division only, provided the contact is consistent with the CVA rules.

#### Contacting the Ball

- a) All illegal contacts in the competitive division will be whistled in accordance with the CVA rules.
- b) Only the most severe infractions (lifts, double touches) will be whistled in the recreational divisions. This is to help ensure game continuity.

#### Contacting the Net

- a) All illegal contact with the net will be whistled by the referee.

#### Time Outs

- a) Each team is allowed one (1) sixty-second time-out per match.
- b) All players, on or off the court, are allowed to participate in the time-out.

#### Court Interference

- a) If either a ball or player from another court enters into your field of play, a reserve will be called whether or not the interference affects the outcome of the point.

Source: University of Ottawa Intramurals Department, Ottawa, Ontario.

# Team Foul Shooting Tournament

**Equipment:** one basketball and one hoop per team.  
one team score card

**Suggestions:** regulate the foul line according to age or grade level of competitor.

**Officials Required:** referee and/or scorekeeper

**Scorecard Example:**

- Rules:**
- each player on a team (five is a good number) has 5 foul shots and his/her total score is registered
  - a basket equals three points
  - a shot which hits the top of the rim equals one point
  - once all five players have had their turn, the total points are added to find the team score
  - a bonus point may be obtained by the team after each foul shot, if the ball is caught (after the basket or rebound) before it hits the floor
  - players must observe the foul line otherwise a foot over the line is a loss of turn
  - team scores are compared - winning team has most points

	Foul Shots					Bonus					Total
	1	2	3	4	5	1	2	3	4	5	
John Henry	3	√	0	X	3	√	0	√	0	√	10
Jill Hill	3	3	3	√	√	√	√	√	√	0	15
Jack Holt	√	√	0	√	√	√	√	X	√	√	8

X = Foul  
 0 = Missed  
 √ = Point

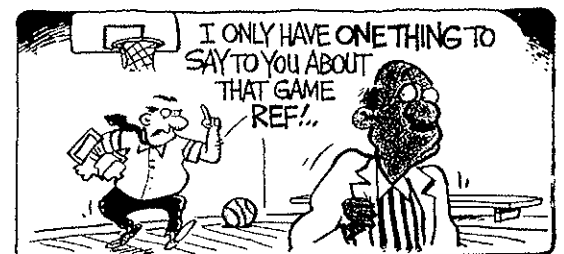
Source: *I.M. Games*, Ian McGregor, University of Toronto, Toronto, Ontario.



# Profile of an Educational Leader

## Ten Characteristics of People who Possess Leadership Abilities

1. They have vision - aware of what's happening around them.
2. They have faith in people's ability to grow - believe in all kinds of people.
3. They are optimistic - hope for a better tomorrow.
4. They make a gift of themselves - they are involved.
5. They are imaginative - refuse to be complacent.
6. They are good listeners - have ability to read people.
7. They are not jealous people - enjoy others achievements.
8. They are accessible - have time for people.
9. They are more interested in what is right rather than who is right - open minded.
10. They are secure people - have convictions and work for them.



excerpted from *Fair Play-It's Your Call*, Fair Play Canada

Source: Adapted from *Education II, The Social Imperative*, by M. Kerenski and E.O. Melby, Pental Publishing Co. 1971.

# Festival du Voyageur

**A**

*Festival du Voyageur* can be a fun and exciting cultural experience for all participants. Plan a festival in your school. Events can include both traditional and non-traditional physical challenges. Activities can be organized so that students rotate from one station to the next or as a Voyageur Challenge, where classes compete against each other in a selection of events throughout the week. For additional excitement,

add some mental challenges to your roster of activities.

Ideas for physical and mental challenges are presented in this article. Organize a *Festival du Voyageur* at your school and give your students a cultural experience that they will never forget.



## Portage Treasure Hunt

**Equipment:** One toboggan and one long skipping rope/team, one treasure suitable to the age level of the students

**Location:** Outdoors

Teams consist of home room classes and their teachers. Prepare a list of clues to different locations on the school grounds. At each location, place a letter on a card. These letters, when unscrambled, will indicate the location of the treasure (eg. "Rudbide yb fifoec diwnow," becomes "Buried by office window").

A long skipping rope is tied to each toboggan. Students are to pull their teacher, seated on the toboggan, around the course. Students must hold on to the rope at all times. At the starting signal, teams are given a copy of the clues and are to search for the hidden treasure.

## Dog Sled Race

**Equipment:** Inner tubes, skipping ropes, pylon

**Location:** Outdoors

Place a pylon approximately 25 meters from the start. Divide the participants into relay teams and line them up in their starting positions. Tie a rope around the inner tube. One person at a time sits on the inner-tube "sled" and is pulled by the others from the starting position, around the cone and back again. The race is completed when every team member has had a turn.

## Winter Boot Obstacle Course

**Equipment:** Suitable apparatus for an obstacle course, a pair of winter boots for each participant (tops must reach higher than the ankle)

**Location:** Gymnasium

Prepare an obstacle course of a variety of agility events in the gym. Divide participants into relay teams. All students must wear winter boots. Race two to four teams at a time. The fastest time wins.

## Eight-Legged Race

**Equipment:** Selection of obstacles suitable for a simple indoor or outdoor obstacle course and pantihose or scarves for each person.

**Location:** Gymnasium or outdoors

An unlimited number of four person teams may enter this competition. The team members line up. The right legs of the team are attached together as well as the four left legs. Teams must race around a simple obstacle course. The fastest time wins. Teams must provide their own pantihose, scarves, etc for tying legs together. This activity can be done with students of any age, but it is suggested that for primary students, no obstacles be used.

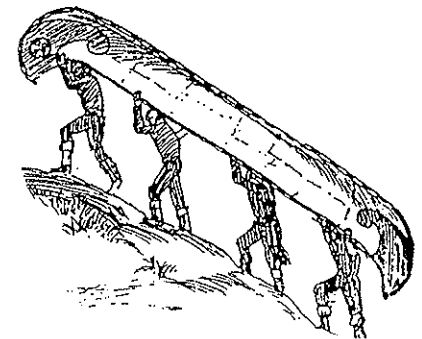
## Canoe Relay

**Equipment:** Vaulting box, benches, high jump standards with a bar taped on at a low level, other available obstacles that may be "portaged" or gone under, gym mats, scooter boards

**Location:** Gymnasium

Each team places one gym mat on four scooter boards. Sitting on the scooter-canoes, the teams race around the course, portaging or going under obstacles as they come.

Only the legs can be used to push the canoes around the course.



## Balancing Challenge

**Equipment:** Low balance beam, gym mats, two pillows or log-roll mats.

**Location:** Gymnasium

Balanced on the balance beam, students use the log-roll mats or pillows to push their competitors off the beam. Hits may only be between the shoulders and the waist. The first student touching the floor loses. After two losses, the competitors are eliminated.

*Continued to page 7...*

# Festival du Voyageur (Cont'd)

... Continued from page 6

## Drag the Moose Relay

**Equipment:** Cones to mark out the start and finish lines

**Location:** Outdoors

Two lines are marked out by cones. Students are divided into teams of five. At the signal, four students carry the other team member by the legs and arms (one person at each extremity). They carry this student to the opposite line. They then switch the "moose" for the return. When each team member has had a turn being the moose, the race is completed.

## Tir de Force

**Equipment:** None required

**Location:** Outdoors

Two students stand up facing each other, legs apart, holding the opponents right hand. On the signal "Go", each student pulls the other towards himself/herself. The first one who lifts one or two feet loses.

## La jambette

**Equipment:** Gym mats

**Location:** Outdoors

Participants lay on mat facing opponent. On the count of "1", the right leg goes up and down again. On the count of "2", the right legs are again raised. On the count of "3", the same legs are lifted, hooked and opponents try to overturn each other on their side.

## Ice Cube Relay

**Equipment:** Ice cubes, one tablespoon/team, four pylons

**Location:** Gymnasium or outdoors

Divide participants into relay teams. Mark off two lines using pylons. Each team member carries one ice cube on a spoon from the starting line to the opposing line and returns it to the next team member without dropping it. If it is dropped, that person must stop to pick it up. The relay is completed when every team member has had a turn.

## Arm Wrestling

**Equipment:** Tables, chairs

**Location:** Gymnasium

Organize a double elimination arm wrestling tournament. Several competitions can take place at the same time at different tables.

## Melting Snowman

### Challenge

**Equipment:** Washtub, red tuque, ceinture flechée (voyageur belt), various objects for nose, eyes, mouth and arms

**Location:** Front entrance of school

In a washtub, build a snowman about one to two meters high. Use varied objects to make eyes, nose, mouth and arms. Place a ceinture flechée around its waist and a red tuque on its head.



Each student in the school is to guess how many milliliters of water will be in the washtub when the snowman has melted. (Please note that it may take up to four days for the snowman to melt, depending on its size.)

## Split Pea Count

**Equipment:** large container (preferably glass), split peas

**Location:** Front entrance of school

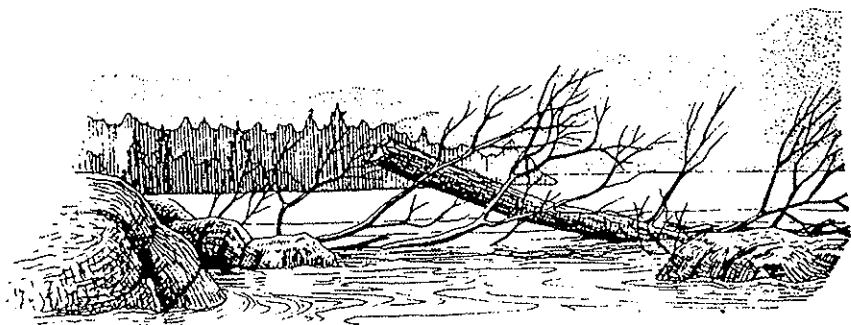
Fill a large container with split peas. Each student in the school is to guess how many peas are in the container. The closest guess wins.

**Suggestions:** Using a measuring cup, count the number of peas found in a 1/2-cup measure. Measure the number of cups in the large container and multiply to find the total amount.



The peas can be made into French-Canadian pea Soup after the Split Pea Count event is completed. □

Source: Marilyn Harris, CIRA-Manitoba, Manitoba.



# Co-ed Volleyball

## How to keep up with the demand!

**O**ver the past few years, there has been an increasing demand for coed volleyball. In the fall of 1994, 89 teams, comprised of approximately 900 students, were registered in this activity offered by the University of Ottawa Sports Department.

Demand is so high that we have to draw lots to decide which teams will participate. Unfortunately, the shortage of available facilities prevents us from accepting all potential teams.

Teams must hand in their registration card by a specific deadline which is followed by an organizational meeting. During this meeting, lots are drawn, registration fees (\$11 per player) are paid, schedules are drawn up and rules are explained.

To ensure a maximal number of teams and equal playing time for everyone, the following solutions have been adopted:

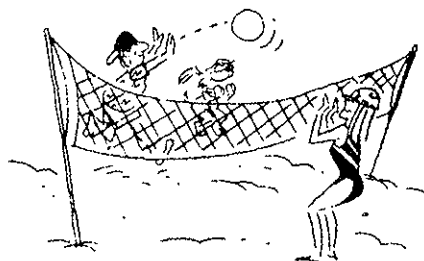
1. Instead of two partitioned courts per gymnasium, we have set up three side-by-side courts. This allows us to accommodate 24 teams for a 4-hour period rather than accommodating only 16 teams in two courts for the same length of time. It makes for a somewhat cramped playing area and causes a few play stoppages, but people get used to it. On the whole, players agree with the solution since it increases the number of participating teams.

2. Each team plays for one hour (15 minutes for warming up and organizing followed by three 15-minute games). At the end of 15 minutes, the team with the most points gains one point. In this manner, all teams get a warm-up and 45 minutes of playing time. Moreover, since teams change every hour, scheduling is easy.
3. A minimum of 5 players is required to play a game—at least 2 of which must be girls. To avoid defaulted games, a team having less than 5 players is allowed to recruit another player who must pay \$1 to play.

To encourage participation, we offer three playing categories: recreational, intermediate, and competitive.

Participants in the coed volleyball program show a very high degree of satisfaction. On evaluation forms, we get a score of 4.7 out 5 to the question *Do you enjoy playing in the intramural volleyball program?*

Source: André Gingras, Coordinator of intra-university programs, University of Ottawa, Ottawa, Ontario.



## Book Review

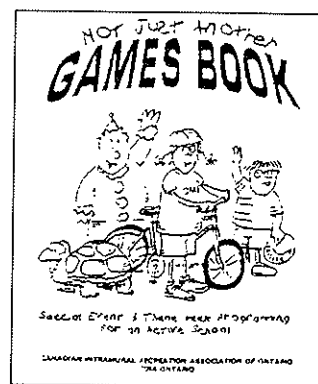
### Not Just Another Games Book

Developed by three educators from the Waterloo and Wellington Boards of Education, the *Not Just Another Games Book* has recently been published by the Canadian Intramural Recreation Association of Ontario (CIRA-ON).

Need some ideas on planning a special event, rainy day activity, or just something new to add to your program to increase spirit, this is a resource that will meet that challenge. The creative team pooled together a lifetime of knowledge, creativity and enthusiasm from their vast educational and recreational experiences to come up with twenty-one chapters of special event and theme week programming including Welcome Week, Fitness Follies, Lollipop Olympics, Pirate Adventures and Western Daze. Inventive games, co-operative activities and challenging events such as Flying Turtles, Wild Cow Milking, Escape the Curse, Invade the Jungle, Fitness Monopoly and the Unforgiving Minute are found throughout the book's over eighty pages.

Originally written for a school based curriculum, the book appeals to a much wider audience such as Boys and Girls Clubs, YMCA's, Health Units, Recreation Departments and those interested in active living. This resource is excellent in its presentation, layout and is a must for every teacher, recreationist and children's programmer.

This resource can be ordered, through the CIRA National Office.



# Evaluation of an Intramural Program

**E**valuation is essential if you wish to determine the strengths and weaknesses of your intramural program. Only if you discover your weaknesses and then strive to improve them, can you hope to eventually meet everyone's recreational needs and interests in your school. A complete evaluation would involve the following areas:

## A. The Participants

1. Do they enjoy participating every time?
2. Do they participate on a regular, active basis?
3. Do they always exhibit good sportsmanship, consideration and respect for their opponents?
4. Do they participate voluntarily, or due to peer or teacher pressure?
5. Does the program emphasize the individual and his/her total improvement through participation?
6. Do all students have an equal opportunity to participate or do your leagues and tournaments, provide some opportunities for the skilled players to obtain an "unfair" participation advantage?

## B. The Program

1. Are your philosophy, aims, and objectives up-to-date and in written form?
2. Is the program the responsibility of one person who is knowledgeable and enthusiastic about it?
3. Are students responsible for the day-to-day organization and administration of the program?
4. Do all workers in the program have job descriptions?
5. Are the regulations governing the program (such as eligibility, behavior of participants, etc.) up-to-date, in written form, available and posted?
6. Are rules for each activity in harmony with your philosophy and up-to-date?
7. Are all portions of your program well publicized, even your philosophy, aims, and objectives?
8. Are all your intramural activities challenging, stimulating, and varied enough to interest all students in activities of their choice?
9. Are your intramural activities safe for all participants?
10. Are your intramural activities reasonable in cost?
11. Do the activities in your program satisfy your aims and objectives?
12. Do you offer an intramural program with a balance of non-structured play opportunities, sports clubs, leagues, tournaments, meets, co-recreational fun days, and mini-clinics?
13. If you use points, do they emphasize participation?
14. If you use awards, are they inexpensive – made perhaps by the participants?

## C. Officials

1. Are your officials well trained through clinics, films, magazines, and books?
2. Are they regularly evaluated and then counselled for improvement?

## D. Facilities

1. Are they safe for the participants?
2. Are they clean, bright, and aesthetically pleasing?
3. Are they accessible to everyone?

## E. The Coordinator

1. Are you up-to-date in your professional reading?
2. Are you keeping up with ideas in professional journals?

3. Are you attending and speaking at intramural workshops and conferences?
4. Are you a model of your philosophy?

The intramural director can further evaluate his/her program by:

1. Using a check-list which contains criteria for evaluating programs
2. Personal observation of participants in regard to their:
  - a) general interest in the program
  - b) attendance
  - c) behaviour
  - d) signs of happiness – noise level, excitement, smiles

In general, are the participants having fun?

3. Use a suggestion box for recommendations for improving the program
4. Use professional and/or Intramural Council brainstorming sessions
5. Carefully analyse your statistics to compare the number of participants per activity per year and also, perhaps, the number of times a person participates (\*) per activity per year
6. Writing an activity report with recommendations for improving the activity for the next year
7. Do a random sampling of 10-20 percent of your school's population to determine who is participating and why; who is not and why; how the activities could be improved
8. Consult with other intramural enthusiasts for recommendations on improvements for your program
9. Involve staff and administration in recommendations for improvements

Only by taking the preceding steps can an intramural director ensure that he/she is meeting the program's aims and objectives and that the students are improving themselves through intramural participation.

(\*) A record is kept indicating the numbers of times a person participates. If a person plays in six soccer games he/she is one participant but is credited with six participations. □

Source: *Junior High School Intramurals*, available through CIRA National Office.

## Piggyback Polo

**Equipment:** Cossum sticks and ball, or croquet sticks and play ball.

**Play:** Teams of 20 or more. Five pairs on the floor at one time (a pair consists of one team member riding piggyback on another team member). Rules are as for floor hockey - absolutely no checking allowed. Unlimited substitution (due to nature of game, substitutions will be frequent). □

Source: *Intramural Games*, Ian McGregor, University of Toronto, Toronto, Ontario.

# The Research File

Information for professionals from the Canadian Fitness and Lifestyle Research Institute

## Promoting Adherence to Exercise

Approximately 50 percent of exercisers drop out within the first six months of participation. Can this be reduced? According to Dr. Lawrence Brawley, a researcher at the University of Waterloo, the answer is "a qualified yes".

In a review of the adherence literature, Dr. Brawley summarized and suggested psychological methods for promoting regular exercise patterns to individuals. He emphasized that strategies vary according to the exercise cycle, which consists of three stages:

- 1) the decision to start exercising;
- 2) the early stages of behaviour change;
- 3) the maintenance of the new behaviour.

### Stage 1 – Starting

**Education** Education is often based on the assumption that information about the health consequences of exercise will lead people to exercise in order to reduce a health risk. However, many individuals view themselves as invulnerable. Program deliverers would therefore use education most effectively by targeting people with a health risk.

**Decision strategies** Any behaviour implies gains and losses. One way to help people to exercise is to help them weigh the pros and cons of this behaviour. Counselors can encourage clients to prepare a *decision-balance sheet*, where they list gains and losses to self and important others, in addition to considering approval and disapproval by self and others. Alternatively, clients can use the *decision-matrix techniques*, where they list short-and long-term position and negative consequences of regular participation and of non-participation. Counselors play important role in reinforcing the decision to exercise and proposing various strategies to cope with potential problems.

**Self-efficacy enhancement** Self-efficacy is the confidence in one's ability to carry out a behaviour. Individuals can gain this confidence and learn to value the outcome of exercise behaviour (e.g., pleasure) through *modeling or behavioural rehearsal*. Modeling might occur for a 50-year-old client as he observes other 50-

year-olds exercising at a level that he thinks he could achieve himself. Behavioural rehearsal would allow him to try the exercise at a level leading to his most successful performance.

### Stage 2 – Adoption

#### Managing behavioural antecedents

Behavioural antecedents refer to cues for behaviour, which can compete with each other (e.g., exercise vs. family commitments). Management strategies include increasing exercise cues and decreasing competing cues. Professionals increase exercise cues when they teach *stimulus control*, which ensures that conditions such as the time and location are consistent for every bout of exercise. They decrease competing cues when they encourage clients to choose an exercise location away from competing cues.

**Managing behavioural consequences** The positive consequences of exercise behaviour reinforce the habit; the negative ones lead to avoidance of exercise. To reward exercise, use

- *social support*;
- *goal setting*;
- *self-monitoring*;
- *self-reinforcement*, or rewarding oneself for achieving a goal (caution: the reward should not be an unhealthy behaviour!);
- *material rewards*, such as behavioural contracts and attendance lotteries.

To reduce the negative consequences of exercise, use

- *individualized exercise prescription*, i.e., prescribe an intensity and frequency appropriate to the individual's characteristics and wants instead of applying strict guidelines;
- *education* on how to minimize and deal with any aches and pains of exercise;
- *cognitive restructuring*, such as temporarily focusing the perception toward the environment and away from physical discomfort (through music or scenery, for example).

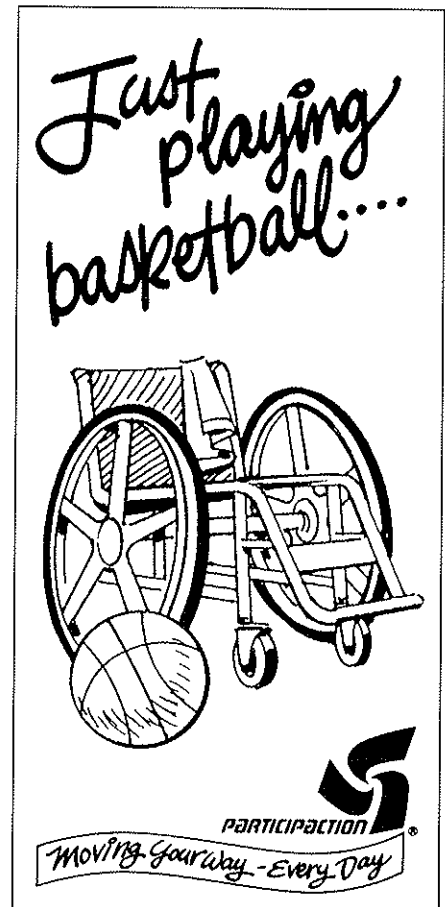
### Stage 3 – Maintenance

#### Gradual withdrawal of reinforcement

After a while, reinforcement loses its impact. Instructors can wean exercisers by switching from a schedule of constant reinforcement to one of variable reinforcement.

#### Self-control and attribution techniques

Moving from dependence on the exercise class/staff to self-dependence is the goal of this strategy. *Self-monitoring, goal setting, and stimu-*



*lus control* are examples of self-control techniques. Leaders should also bring individuals to *attribute* the result of adherence to their own efforts instead of crediting external factors such as the leader's support.

**Relapse prevention** Leaders can help individuals to cope with high-risk situations (where they are tempted to do something else instead of exercising) by teaching them procedures to counter relapse. One strategy is to avoid "catastrophizing" when they miss a session.

The strategies outlined above have shown at least some degree of success. Fostering adherence is an ongoing process, however, and professionals should help exercisers to realize that repeated attempts are necessary for enduring change. □

#### For More Info

Brawley, L. "Social-Psychological Aspects of Fitness Promotion," chap. 10, in *Exercise Psychology: The Influence of Physical Exercise on Psychological Processes*, edited by P. Seraganian, John Wiley & Sons, New York, p.p. 254-298, 1993.

# Pruie

**Time:** 15-20 minutes

**Location:** Indoors or outdoors, open space required.

**Age:** 10 or older

**Group size:** 10 and up

**Equipment:** Blindfolds

## When

Be sure your group has had a chance to get to know one another fairly well before they try this activity; it definitely requires a little silliness. If the group hasn't had an opportunity to lower some barriers and discover a non-threatening environment, this activity will likely be thought of as down right stupid by some participants.

## Why

While this activity is a lot of fun it can also assist in creating a greater degree of trust among the participants. Sharing in silliness such as this often helps in lowering personal barriers and defenses. Once these are lowered you will find a group that is far more willing to give input, comments and feedback.

## What

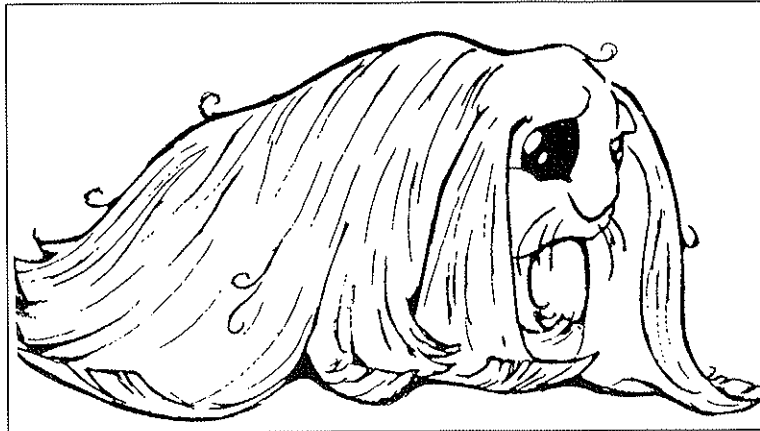
Pruie is a blindfold activity that is very simple to do as long as you take the time to give and demonstrate clear instructions. Half of the activity is the story line at the start.

## How

Start by having the group gather in a circle around you. There are 101 different ways to start this activity but we have found that the following story line always works very well in setting the activity.

**Scenario:** "Most of you probably don't know this but I'm quite a naturalist and have travelled the world over in search of unusual species of animals. Perhaps one of the most interesting species is found right here in Canada, but it is rarely seen. This species, the Pru is a cute furry creature not unlike a Ralvo; big eyes, long soft fur, nocturnal for the most part, and about the size of a cat with short legs. Pru's have much longer floppier ears than Ralvos. The female Pru, called a Pruie, normally has very large litters of babies (10-60). Like many other mammals the young are totally blind for the first few days after birth. The mother Pru, a Pruie, becomes so large in order to feed all the little Pruettes that she is unable to move. The unusual thing is that as she becomes so big her vocal cords swell, and she loses the ability to make any sound what-so-ever. So now, picture this: all those little baby Prus (Pruettes clamoring around calling Pruie, Pruie, Pruie looking for mom because it's dinner time. And there's mom just laying there unable to make a sound just waiting for her babies to run into her so she can gather them around her".

That is the story we use. Use any one you like to prepare them for this next stage. Now that we know so much about Prus what we are going to do is "become" Prus. Have everyone close their eyes and as you walk around the circle, explain that you will touch one person on the head. That person will be the mother Pru (Pruie).



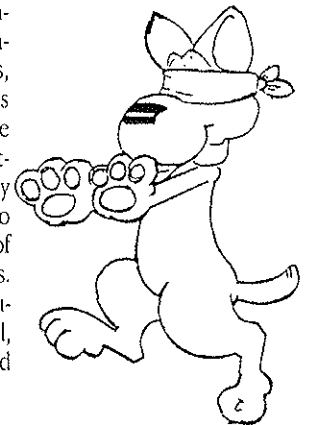
The remainder of the group will be baby Prus (Pruettes) and to make things seem more like the real thing you have blindfolds for them all. Pass them out and have them put them on. Once everyone has their blindfold on, take mamma Pru and move her to one side of the group. She is not allowed to make any sound or move from that spot. She doesn't wear a blindfold. Get the remainder of the groups attention and explain

that as baby Prus (Pruettes) their job is to find mom (Pruie). To find mom, all they have to do is wander around calling Pruie, Pruie. When they find another warm body they say Pruie. If they get a response they must have found one of their brothers or sisters because we all know that mom can't talk. Keep looking. When you do find mom, link arms, take off your blindfold and enjoy the fun. Once you are linked up with mom you will be busy eating so you won't be moving either and you'll be so busy eating that you won't be talking. If a brother or sister finds you and asks Pruie? you don't respond. Linking up with you will be the same as linking up with mom.

This activity is a lot of fun so encourage people to get into their parts. Enjoy!

## Safety

Because this is a blindfold activity it is essential that it be done in an area with no obstacles (things like rocks, chairs, holes, posts, trees, etc.). A school gym works well as does a vacant parking lot or open playing area. Be sure there are an adequate number of spotters watching the group to ensure nobody wanders out of the playing area and into something. We recommend a minimum of two spotters and four or six for larger groups. Don't let people run or walk fast. Encourage them to take it slow and easy, after all, new born Pruettes are still a little slow and clumsy.



Emotional safety is also a concern in this game. Some people are overly concerned about making a fool of themselves. Allow people to be spotters or play the role of Pruie if they have concerns about being blindfolded or walking around calling Pruie. Don't make an issue of it. With very young groups be sure to mix in with the group well to ensure everyone is okay. For younger participants it can sometimes be a little scary to be blindfolded.

## Variations

We spent the last while working out the story line for the activity so haven't gotten overly involved looking for variations. If you come up with a good one, let us know. □

Source: Rock Paper Scissors, by Lyle Benson, Jerry Fochler and Brad Burns. This resource is available through CIRA National Office.

# Provincial/Territorial and National Conferences

Date	Topic	Contact	Location
May 4-6, 1995	HPEC/CIRA National Conference "Alive in '95"	Mo Antoniuk/Lynn Dyck (403) 254-5446/(403) 294-6318	Calgary, AB
May 4-6, 1995	Visions of Active Living A National Forum on Physical Activity & Disability	Active Living Alliance (613) 748-5747	Toronto, ON
May 10-13, 1995	CAHPERD/SPEA Conference '95 "Bridging the Gap... Activity for All!"	Barry Graham (306) 656-4423	Saskatoon, MB
June 6-7, 1995	Sport Étudiant et Intramuros Québec "Perfo '95"	Jacques Moffatt (514) 252-3105	Hull, PQ

## Gusto Challenge

### Skills Developed:

Agility

**Equipment Needed:** Two large pillows or hockey goalie, two large T-shirts.

### Brief Description:

Two players participate. Each participant puts a pillow or a hockey pad under a t-shirt. Using only the pillow, the players attempt to push each other out of the area. (A basketball circle). When a player pushes his/her opponent out of the ring at least twice, he/she wins the Gusto Challenge. □

Source: Gordon Brockerville, Berney Memorial High School, Marystown, Newfoundland.

## Doctor/Doctor

### Skills Required:

Throwing

**Equipment Needed:** Lots of nerfballs.

### Brief Description:

Two teams. Basketball court lines. One player from each team is the doctor. Throw balls at each team. If hit, fall down and the doctor must pull you to end line and you rejoin the game. Game over when doctor is hit. □

Source: Krista Richard, Douglastown, New-Brunswick.

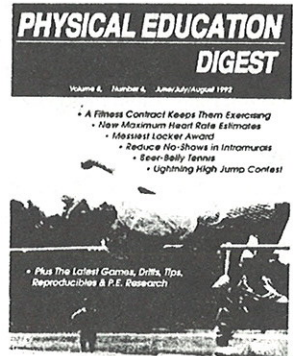
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