

Bulletin

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

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Photos by/par : Lucie Poitras. Noon hour activity at L'École des Ursulines in Québec. Une activité durant l'heure du midi à l'École des Ursulines à Québec.



CIRA C ACLI

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

CIRA Board Members

President*

Rob Stinson
Work: (403) 220-6479
E-mail: rstinson@ucdasvm1.admin.ucalgary.ca

Special Board Appointee/Student Leadership

Cathy McCartney
Work: (604) 923-4206

Provincial/Territorial Directors

Alberta/N.W.T.*

Rob Stinson
Work: (403) 220-6479
E-mail: rstinson@ucdasvm1.admin.ucalgary.ca

British Columbia/Yukon

Angie DiFonzo
Work: (604) 599-2005
E-mail: angelina@kwantlen.bc.ca

Manitoba

Wade Gregg
Work: (204) 474-1301

New Brunswick*

Gerald Sullivan
Work: (506) 392-5115
E-mail: sulligew.@nbed.nb.ca

Newfoundland/Labrador*

Gordon Brockerville
Work: (709) 891-2063
E-mail: gbrocke@calvin.stemnet.nf.ca

Nova Scotia

Joanne Burns-Thériault
Work: (902) 457-6369
E-mail: joanne.burnstheriault@msvu.ca

Ontario*

Christine Forbes
Work: (519) 882-2080

PEI

Glenn Campbell
Work: (902) 859-8713

Quebec

Jean-Noël Corriveau
Work: (418) 877-9485
E-mail: arseq@megatoon.com

Saskatchewan

Paul Rogal
Work: (306) 966-6518
E-mail: rogalp@duke.usask.ca

* denotes a CIRA Executive Board Member.



AIR CANADA

is the Official Airline of the

Canadian Intramural Recreation Association

CIRA National Office

1600 James Naismith Drive
Gloucester, Ontario

K1B 5N4

Tel: (613) 748-5639

Fax: (613) 748-5737

E-mail: cira@rtm.activeliving.ca

Rick Turnbull

Executive Vice President
Home: (613) 837-1765
E-mail: rick.turnbull@activeliving.ca

Carl Clements

Manager, Canadian Active Living Challenge
E-mail: carl.clements@activeliving.ca

Angèle Beauséjour

Administrative Assistant
E-mail: abeausej@rtm.activeliving.ca

Wendy Overton

CALC/Publications Secretary
E-mail: wendy.overton@activeliving.ca

Colleen Jackson

Just Do It...Daily...For Life! Coordinator

Anik Long-Nadeau

Project Coordinator, Smoking Prevention/
Cessation Initiative

Hazel Marshall

SL Secretary/Receptionist

Monique Roussel

Fulfillment Clerk

Rhéo Pilon

Accountant

Editor

Jean-Noël Corriveau

Desktop Publishing

Angèle Beauséjour

CIRA ACLI

CANADIAN INTRAMURAL RECREATION ASSOCIATION
ASSOCIATION CANADIENNE DE LOISIRS INTRAMUROS

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, typed, double-spaced and sent to the Editor at least eight weeks in advance of the Bulletin publication.

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Smoking Prevention/Cessation Program

CIRA has undertaken an initiative, with financial support from Health Canada's Tobacco Demand Reduction Strategy, for the development of a smoking prevention/cessation program targeting young females aged 12 to 15 years old in recreational/intramural settings.

The purpose of this program will be to decrease the number of young girls who become smokers by developing an active and healthy lifestyles resource kit which will center on a tobacco prevention/cessation component.

This project was in fact initiated more than a year ago now by a CIRA Board member, Christine Forbes. With her help and the close collaboration of a well respected authority in the area of smoking prevention and cessation, Dr. Allan Best and Rick Turnbull's participation, a National Advisory Committee was recruited and met in Ottawa last fall.

This committee is composed of people working in fields closely related to young women's health. Some come to us from Health Units, from community based advocacy groups, others are parents or physical education teachers. Most importantly, we also have young women participating on this advisory committee. Their input has in fact been the focus of many of our discussions. One of the committee's operational guidelines in particular is quite clear, this program will remain a youth and community based initiative in its development and delivery.

Through lengthy discussions at the committee level, it was decided that *the resource kit would include a promotional tool, such as a brochure, a facilitator's guide for the adult initiating and providing support to this program, and finally, a peer leader's manual to be used by the youth who will deliver the program.*

The fundamental belief of CIRA and the committee members is that by encouraging youth leadership on the topic of smoking prevention and cessation among young females, the message will have a more powerful impact and possibly better results in changing attitudes, beliefs and behavior intentions in the area of tobacco use.

Overall, this program will adopt a more comprehensive approach to health by presenting issues relating to the initiation and continuation of smoking in a broader context, including health issues and active living. These interconnected issues related to tobacco use and health choices will center on a variety of topics since it has been established that low self esteem, lack of an active living lifestyle, poor body image and weight concerns, societal pressures, peer influences, family environment and communication therein, as well as the functional meanings of smoking are all factors related to tobacco use among adolescent girls. We believe that by addressing the physiological, psychological and social issues surrounding tobacco and health choices, we will be able to suggest more effective and lasting solutions to smoking prevention and cessation.

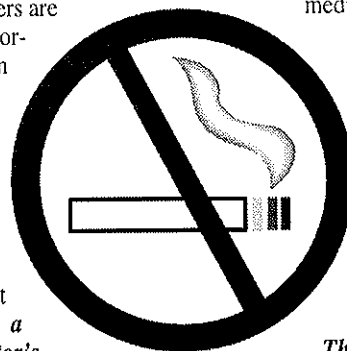
The recreational/intramural setting seems to be very appropriate for such an approach since it offers great opportunities for youth involvement and leadership, positive role models and a natural medium

to encourage a healthy and active lifestyle as a short and long term alternative to tobacco use.

We will also incorporate and focus on encouraging better communication between youth and their parents/guardians by trying to involve them in this program in different ways. For example, we are working on fact sheets, activity sheets and self assessments to be included with our various modules, and filled out as take home activities. Such initiatives represent an attempt in establishing a link between the youth's social and family environments.

The modules will include materials in various areas of interest to be flexible and adaptable to the needs and available resources of the various groups and communities who will deliver this program. The peer leaders will be able to use these modules independently or combined with one another since this resource is intended as a tool for attitude and behavior changes rather than a rigid program.

The following topics have been suggested by our committee members to be developed and incorporated in our modules: stress management, active living, communication, self responsibility and empowerment, health and environmental issues, feeling great, nutrition and media influences.



The next few months will see us concentrating our efforts on the development and writing of our resource kit. To avoid repetition and overlap in resources and programs already available for adolescent females, we started with a review of existing materials. This process allowed us to identify certain gaps and also possible collaborative efforts with other programs, existing and in development.

The next important stage in our project is the pilot testing, which will take place from April to August. For this, we will recruit four community based facilitators in various regions of Canada. One has been established in South Western Ontario, others will be identified and recruited in Western Canada, Québec and the Atlantic provinces. In these four pilot sites, the facilitator will be asked to form a committee of youth, parents and other interested parties from the community to discuss and organize the delivery of this smoking prevention/cessation program.

It will be our goal to address, through this resource kit, issues related to prevention, initiation, continuation, and cessation of smoking among adolescent females. We will focus on making available the necessary skills and tools to raise awareness on functional meanings of smoking for young women, as well as on subculture norms and attitudes. This process could possibly then encourage behavior changes.

The success and the ultimate goal of the program will not be measured by the absolute cessation numbers, but will rather center on user acceptance, changes in key factors which influence smoking prevention and cessation, attitudes and behavior intentions. We hope to raise awareness among adolescent females, make them conscious of the underlying reasons of the initiation and continuation of this habit, its numerous health related problems, and finally, what role and responsibility they have in taking self supporting decisions.

Anik Long-Nadeau is the staff member in the National Office providing support to the committee and coordinating this project.

Seeking Sponsorship

Have you got a great idea for an activity or promotion, but lack the financial resources to pull it off? Sponsorship may be the answer that results in both the program and the sponsor winning. The option of acquiring sponsorship should not be limited to post-secondary institutions, as the secondary and elementary school communities comprise a powerful consumer group.

Acquiring sponsorship can be challenging. However, with a plan of action it can be a valuable learning experience and fun for everyone involved. As an educational institution, you are at a distinct advantage in selling your program as a unique opportunity for a potential sponsor to access a market in which many local businesses are interested. Before you approach a potential sponsor with a request, it is very important that you establish what it is you are looking for, what you have to offer, and whom you are willing to work with as a sponsor. It is important that you do not compromise any values of your program in bringing a sponsor on board, because your reputation could be at stake.

Plan of action:

1. Know your contact.

Be sure to direct any correspondence to a specific person. Phone an organization and describe what you are doing and what you are looking for from them, in order to find out whom you should contact. This would also be a good time to make sure you have the correct mailing address for the organization and spelling of the contact person's name.

2. Send out a letter. ■■■▶ ■■■▶ ■■■▶

Be sure to include information about who you are and what you are doing, as well as your deadlines and that you will be contacting them to answer any questions they may have. Here's a quick sample that you can adapt for your special event or program:

3. Call the potential sponsor.

Make phone contact on the day you said you would in the letter. This personal touch is your chance to make an enthusiastic and positive impression. It can be awkward since you are asking for something, however remember you have something that they want. A simple way to start the conversation is to ask if they received your letter and if they had any questions about your program or event. The conversation will carry itself from there.

- SAMPLE LETTER -

Jennifer Wish Date
Fast Eddie's Billiards
123 ABC Avenue
Surrey, BC

Dear Jennifer,

I am writing to you to request your support of Kwantlen University College's Recreation Program. This is your opportunity to be a part of a variety of fun activities that bring students and staff together. I would like to meet with you to discuss a variety of ideas that I have for Fast Eddie's and Kwantlen Recreation to work together. } Invitation to be Involved

Kwantlen University College serves the fastest growing region in BC, the South Fraser region, which has the largest number of Grade 12 students in BC and the largest population in the 23-39 year age group. We opened our first of three permanent campuses in Surrey in September 1990 and have since built campuses in Richmond and Langley. Over the years our student base has grown to the equivalent of 9000 full time students and approximately 1000 staff and faculty. } Tell about your audience

In order to achieve our goals, Recreation Services has planned a semester packed with activities for the entire campus community. Students look forward with anticipation to each event. The enthusiastic response to students to the drop-ins, intramurals, and tournaments that we offered in the past indicates to us that the events will be a success.

I would like to involve Fast Eddie's in several ways. First I would like to coordinate at least one tournament each semester and I would like to host the tournament at your facility. By having the tournament at Fast Eddie's I believe we would be setting the precedent for the Surrey and Newton Kwantlen communities to frequent your establishment on a regular basis. I would also like to establish a discount deal for students in the form of a student right or a discount on presentation of student identification. I am confident that we will be able to work together in a way that will meet both of our goals. I will contact you on Thursday, May 13, 1996 to set up a meeting with you to discuss this proposal. } • What you want
• Benefits to them

I am sure that you will be pleased with the recognition that we can offer Fast Eddie's. If you have any questions I can be reached at 555-5555. } You may want to be specific i.e., posters, bulletins, etc.

Sincerely,

4. Keep in touch with your sponsor.

It's very important that your sponsor gets the opportunity to give you feedback during the event/program on how they felt it worked. After the event, ask them for any suggestions and explore the possibilities of their involvement in your next event program.

CIRA would like to thank Angie DiFonzo, Kwantlen University College, Surrey, BC for sharing one of her ideas about seeking sponsorship.

Domino's Dodgeball Derby

We have 90-95% participation in the event in our school and participation is totally voluntary. We wanted 80% (40% girls, 40% boys) and were pleased to get more. We get banners from Domino's for the event and present an annual plaque.

The idea evolved from conversation in the Department of how we could get new kids in the gym right off the bat in September. We wanted them to have fun, not be intimidated or threatened and to develop school and class spirit. We thought of different mass participation games but settled on dodgeball because it was fun, low skilled, and enjoyed by most. After we had chosen the game we tried to think of an event name and possible prize. Domino's dodgeball sounded good so I called them with our idea. They agreed to be an annual sponsor of 24 large pizzas, 8 per class winners of Grade 7, 8 and 9.

The administration, staff and kids love the event. There is often friendly rivalry each year within the classes, attempting to maintain or dethrone last year's winning homeroom teacher's class. Teachers come and play or cheer on their team. Some teachers take a few minutes of class time to do something special such as Mrs. Curley's homeroom all wear purple ribbons on their heads and this gives them purple power. (It must work, they won the last two years.)

We needed a type of dodgeball game where we could keep score to declare winners. The way we play, each class has an equal number of players on their half of the court. When someone gets hit (see rules) the player goes off to his or her team's bench and tags the next student to go on and then sits at the end of the line. For each student that comes off one goes on. Therefore we count the hits against the team within the time limit. We have a referee but have little problem as we stress honesty. If reminded by the referee, you could be out of the game (This seldom happens but the threat of it makes them very honest.)

By each team's bench is a scorekeeper who sits at the end and circles a number as each student leaves the bench. The number on the floor must be equal between classes. However, the number on the bench will vary depending on sign up and class size.

You need at least 3-4 subs on the bench as the game is very fast and the scorekeeper could never keep track with fewer people on the bench. The number of balls on the court may depend on the number of players per team. We often use 5 or 6 balls. The ball we use is very light and doesn't even hurt if you get hit on the face.

Class Registration Instructions

- In order for a class to participate, a minimum of 40% of the girls and 40% of the boys are required to sign up.
- There is no maximum registration number for participants.
- The games lasts 20 minutes.
- The derby is double elimination -- that means a class can lose twice before being eliminated.
- Teachers are encouraged to help their class by playing, cheering or help keeping score.
- The winning class within each grade will win a class pizza party, compliments of Domino's Pizza.
- All participants must be dressed in appropriate gym gear.

Rules

1. If you're hit you're out - no exceptions unless you catch the ball. (If the ball hits the floor, the wall, or another player first and then you, you are out.)
2. If you catch the ball you're safe and the other player IS NOT out.
3. If you're hit, you must leave immediately and tag the first player on the bench and go to the end of the line.
4. The player leaving the bench must say their number out loud to the scorekeeper.
5. You must stay on your own side of the (gym) court.
6. You are only permitted to hold the ball for 5 seconds.

Equipment

- Teams wear pinnies
- Use bladder balls
- One scorekeeper/team
- Two referees

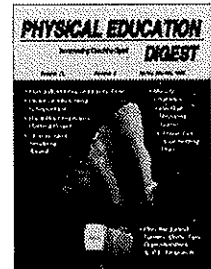
Include a tournament draw and schedule with the classroom instructions.

CIRA appreciates receiving this great intramural idea and would like to thank Brenda Howard of East Wiltshire School, Cornwall, PEI, for submitting this article.

PE DIGEST Subscriptions!

YES, I would like to subscribe to **Physical Education Digest**. That's 4 information-packed issues per year.

I understand that **PE Digest** has an unconditional guarantee: I may cancel at any time and receive a full refund for my subscription--no questions asked!



Canadian Price: \$24 (Includes \$1.57 GST)
U.S. Price: \$24 U.S. Currency

Name/School/Address & Code _____

Canadian Address (Main Office): Box 1385, Station B,
Sudbury, Ontario, P3E 5K4
U.S. Address: Box 209, Three Lakes, WI, 54562
Tel: 705-675-7055 Fax: 705-675-5539

THE ELAINE BURKE AWARD

The Elaine Burke Award recognizes outstanding achievement in active living and environmental citizenship. Individuals, groups, and communities of all sizes are in action, undertaking active living projects and activities in their back yards, parks, school yards, neighbourhoods and other outdoor spaces, while demonstrating care for the natural environment.

The award is named to honour the memory of Elaine Burke, a very special, yet ordinary Canadian, whose individual actions influenced so many. Elaine's vision and vitality were instrumental in laying the cornerstones of Active Living — *Go for Green!* She understood the benefits of an active, healthy lifestyle, and especially loved being active in the great outdoors, many times accompanied by her husband and two sons. Elaine's life was taken by cancer in 1993, yet her spirit and work lives on within the hearts and initiatives of thousands of Canadian communities from sea to sea to sea.

APPLICATION INFORMATION

ELIGIBILITY:

Any municipality, group, agency, school-based group, organization or individual in Canada is eligible for nomination. Projects must be in progress or complete at the time of nomination.

CORE CRITERIA:

The Elaine Burke Award recognizes activities that encourage outdoor active living in a way that protects, enhances or restores our natural environment.

SUPPORTING CRITERIA:

Past projects have also demonstrated:

- ① They were part of other community priorities and longer term plans.
- ② They involved a broad-based co-operative effort with a variety of groups, ages and sectors in the planning, implementation, promotion and funding of the initiative.
- ③ It cultivated new or non-traditional partnerships.
- ④ The activity valued and involved the participation of volunteer and other community services.
- ⑤ It created awareness of environmentally-based health risks, such as ultra violet rays, pesticides and air pollution, and how to deal with them.
- ⑥ Those that benefited by the project were involved in its planning and implementation.

For example:

A group of students decided that their playing field needed to be more user-friendly for both visitors and participants of the schools outdoor games. They created a *tree-corner*, with benches and a mixture of trees, shrubs and a hardy grass seed. The students rounded up the help and materials from school volunteers and local businesses.

- ⑦ The project "helped communities help themselves" through creative or innovative approaches to obtain needed resources.
- ⑧ It resulted in a new or sustained impact, and contributed in a lasting way to local action.

NOMINATION DEADLINE

The nomination deadline is March 30th.

The nomination must be received by respective provincial or territorial Active Living — *Go for Green!* representatives by March 30th each year. Please refer to the back of this form for application details, and the address of your provincial or territorial representative.

The Elaine Burke Award is co-ordinated by Active Living — *Go for Green!* in partnership with all of the Active Living — *Go for Green!* representatives in each Province and Territory in Canada.

The Elaine Burke Award

RECOGNIZING ACHIEVEMENT IN ACTIVE LIVING AND ENVIRONMENTAL CITIZENSHIP

Nomination Form

Date: _____

PROJECT/INDIVIDUAL/GROUP/SCHOOL NOMINATED:

Contact Name: _____

Address: _____

Postal Code: _____

Tel: _____ Fax: _____

Nominated by: _____

Name of Organization/Individual: _____

Address: _____

Postal Code: _____

Tel: _____ Fax: _____

PROJECT DESCRIPTION

Please print the following information on separate sheets.

- 1 What was the overall intent or purpose of the project?
- 2 Provide details on the contributions made to the project: Who helped in the planning, promotion and funding aspects of the activities?
- 3 Describe the activities and events that took place as part of your project.
- 4 Describe how the project had an impact by encouraging active living in ways that protected, enhanced, or restored the outdoor environment, and contributed in a lasting way to community action.
- 5 Each project is a special and unique success story. We want to share your achievement with others, so please tell us your inside story. Send your clippings and photos. Photos will be returned upon request. **Kindly note that this information may be used for promotional purposes by Active Living — Go for Green!**

ACCEPTANCE OF NOMINATION

If you or your organization have been nominated for the Elaine Burke Award, please sign below to accept the nomination. All future contact regarding this nomination will be made directly to you.

Signature of Nominated Party Representative: _____

Active Living — Go for Green! encourages the award recipients to hold an award ceremony to acknowledge this achievement. Further information will be made available once award winners are announced.

Active Living — Go for Green! wishes to thank their primary partner in the *Living Gift*, Tree Plan Canada, and McKenzie Seeds. Our appreciation is extended to the Canadian Intramural Recreation Association and The Evergreen Foundation for supporting a special school-based award.



TREE PLAN CANADA



McKENZIE

Seeds

CIRA © **ACLI**

CANADIAN INTRAMURAL RECREATION ASSOCIATION
ASSOCIATION CANADIENNE DE LOISIRS INTRAMURAUX

**Please return Nomination Form
to the Provincial/Territorial Contact
listed on page 8.**

Elaine Burke Award (Cont'd)

Provincial/Territorial Contacts

Prince-Edward-Island
John Morrison
Culture, Heritage & Rec.
Dept. of Education
Shaw Bldg., Rochford St.
P.O. Box 2000
Charlottetown, PEI C1A 7N8
(902) 368-5509

New Brunswick
Francine Godin
Municipalities, Cult. & Housing
P.O. Box 6000, Marysville Pl.
20 McGloin St.
Fredericton, NB E3B 5C3
(506) 453-2312

Newfoundland
Dave Feener
Rec. & Sport Division
Dept. of Tourism, Cult. & Rec.
P.O. Box 8700
St. John's, NF A1B 4J6
(709) 729-6291

Nova Scotia
Ted Scrutton
Nova Scotia Sport & Rec. Com.
1888 Brunswick St., 5th Floor
P.O. Box 864
Halifax, NS B3J 2V2
(902) 424-4642

Québec
Lyse Ferland
Coord. de Kino-Québec
Ministère des affaires Mun.
150, bouf. René Lévesque est,
9^e étage
Québec, QC G1R 4Y3
(418) 643-2042

Ontario
Dr. Art Salmon
ParticipACTION
220-40 Dundas St. W.
Toronto, ON M5G 2C2
(416) 954-1212

Manitoba
Jim Evanchuk
Manitoba Fitness Direc.
155 Carlton St. 7th Floor
Winnipeg, MB R3C 3H8
(204) 945-4500

Alberta
Kevin Wilson
Alberta Com. Dev.
905 Standard Life Centre
10405 Jasper Ave.
Edmonton, AB T5J 3N4
(403) 427-2011

Saskatchewan
Ann Donovan
Sport Rec & Lotteries Br.
SK Municipal Government
1855 Victoria Ave, 4th Floor
Regina, SK S4P 3V7
(306) 787-5781

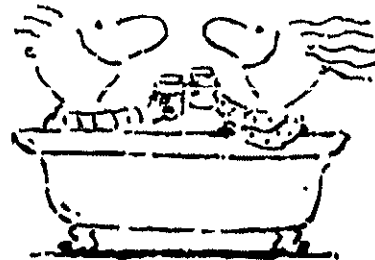
British Columbia
Kathryn MacLean
Recreation Branch
1091 Wharf St., 3rd Floor
Victoria, BC V8V 1X4
(604) 356-0402

Northwest Territories
Linda Hayden
Municipal & Com. Affairs
600, 5201-50th Ave.
Yellowknife, NWT X1A 3S9
(403) 873-7145

Yukon
Jan Downing
Sport & Rec Branch
4061 Fourth Ave., Box 2703
Whitehorse, Yukon Y1A 2C6
(403) 667-3778

TAKING CARE

New Year's Resolution



This New Year, try something new. Instead of worrying about your bad habits, decide to take good care of yourself every day. Try these:

- ♻ Make some time for yourself. Have a long bath, or relax with a hot drink and a friend. Go for a walk by yourself, or go to bed early.
- ♻ Don't skip meals, get enough sleep and try to exercise at least three times a week.
- ♻ Remember, you are not alone. Keep in touch with your friends. Ask for help if you need it.
- ♻ Focus on the good things about yourself, and tell yourself about these good things. Don't repeat put downs others have said to you. Be your own best friend.

This year, notice something great about yourself every day.



Moolays – A Moving Experience!



Alpha Secondary School Sports Council kicked off the school year with a marvellous activity. Here are two of the relays that were used at the event in which teams of 8 participated. The best feature of these activities is that they don't require many supplies and since they are simple they are great for any age group. What other relays can you come up with?

1. Avoid the Fence Supplies: Pylons

Arrange 5 cones in a straight line approximately 2 metres apart. Teams perform in pairs as one partner wheelbarrows the other, weaving in and out of the pylons (aka "the fence"). When they reach the end they switch positions and the other partner wheelbarrows the other person, weaving in and out of the pylons. Once the twosome

returns the next pair goes. The relay is finished when all pairs in the team have gone through once.

2. Milk Delivery Supplies: Pylons, empty milk jugs

The first member of the team is given a milk jug and must run to the cone (which is located approximately 3/4 of the way down the gym floor) and place the jug upright next to the cone, then run back to tag the next person in line. The second person retrieves the jug and passes it off to the third person and the cycle of delivering continues until everyone on the team has had a turn.

CIRA would like to thank the Sports Council of the Alpha Secondary School in Burnaby, British Columbia for this wonderful activity.

Canadian Active Living Challenge

Challenge Update



Provincial/territorial school-based representatives for the *Canadian Active Living Challenge* met on November 3-5 in Ottawa to identify implementation strategies with the program. The meeting was held in conjunction with other meetings which involved provincial/ter-

ritorial representatives for physical education associations, Quality Daily Physical Education program, Gender Equity School Initiative program and Ministries of Education (Physical Education). The Challenge Representatives will go back in their communities and work with the Challenge Workshop Trainers and Leaders to establish and implement strategies in their province/territory.

The following individuals have been trained to deliver workshops on the *Canadian Active Living Challenge*. (Individuals' name in italics denotes provincial/territorial representatives.) If you wish to attend or host a Challenge workshop, please contact our national office at 1-800-663-8708 [(613) 748-5897 for Ottawa area residents] or E-mail cira@rtm.activeliving.ca

British Columbia
Linda Bagot
John O'Flynn
Scott Stinson

Alberta
Marlene Doherty
Paula Génereux (bilingual trainer)
Kristine Hinton
Margaret Schwartz

Saskatchewan
Denis Carignan (bilingual trainer)
Mitchell Kachur
Mike Luciuk
Nicole Smigiel

Manitoba
Richard Chin
Giano Franco Riva
Terri Grant
Ginette Lafrenière (bilingual trainer)
Tim Rafter
Jim Thomes

Ontario
Rodger Allen
Kathleen Coyle
Margaret Good
Tom Hales
Jean-Yves Jaurond (french trainer)
Bernard Schryburt (french trainer)
Linda Whitfield

Québec
Benoît Boivin (french trainer)

New Brunswick
Lee Ann Léger (french trainer)
Greg Leland
Norman Russell
Jean-Eudes Savoie (french trainer)

PEI
Clint Evans
Ken Gaudet
Carol Power

Nova Scotia
Patsy Blais
Leroy Hodder
Paul MacIsaac
Lori Moore

Newfoundland
Sharon Moores
Carol Philpott

Yukon
Frank Davidson

NWT
Linda Hayden
Roslyn Smith

New Members from August 15 to December 31, 1995

Alberta/NWT
Susan Dillabough
Paula Genereux
Claire Housek
Brenda Rowntree
Janet Shulha
Bruce Krentz

British Columbia/Yukon
Jennifer Bennett
John O'Flynn
FranCeen Herron
Irene Howard
Anne Pearce
Barry Olsen
Tumbler Ridge S.S.

Manitoba
L. McKenzie
Isaac Newton Jr. H.

New Brunswick
Anna-Malenfant
Jennifer Reicker
Robert Armstrong
Maurice Arseneault
Richard Brogan

France Côté
Cindy Logon

Newfoundland
Brian Downey

Nova Scotia
Karl Poulin
Chris Shipley

Ontario
Northern College-Kirkland
Marg Armour
Sandra Black
Peter Black
C. Bogusat
Phill Brackenbury
Mike Caplan
Scott Morgan
Greg Roberts
Judy Robson
Susan Wright
Donna Hudson
Myles Cizmar
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James Thompson
Ray Boehm

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Linda Evans
Kelly Gamble
Dorothy Heaton
Graham Townshead
Marion H. Harris
Anne McMillan

Québec
Stéphane Dubreuil
Denis Pelletier
Diane Bolduc
Lucie Bouchard
Monique Desrosiers

Lucie Poitras
Gard, "Ribambelle"
E.S., Marcellin-Champagnat
Richard Blouin
Gilles Gagné
Yves Labrecque
Y. Latour
Roch Moisan
Diane Sivret-Roussel

Saskatchewan
SIAS-T-Palliser Inst.
Harold Robertson
Jason Norman
Donna Toews
Reiney Walter
Maisie Krienke
Univ. de Régina
Dave Carson
Trevor Len Otsig

Program Model

A Concept Behind A Free Flow Play Day



Picture yourself in a playground of activities that seem endless and **FUN! FUN! FUN!** There are no horns, whistles, or supervisors to tell you where to go and not to go. You can do one activity by yourself or pick another where you are against another player and yet another where you can play with a group of friends. Where some are active, others artistic, and some are just so crazy they have to be tried. The only rule is that you not go back to the same event twice until you have tried them all (and that will take some doing). Players always wear small tags with the events listed in order that the event supervisor can initial their completion of the event. How can this be done you ask? Make each event so unique that you would have difficulty deciding which one to do first. As you go through this Western Play Day, let your imagination go free and enjoy.

Western Golf

Equipment: putter, a ball, horse shoe, mats, obstacles



Connect six 4 by 4 mats in a Z fashion and border them with hockey sticks to keep the balls from rolling off. Use a branding iron for a putter and a horse shoe for the hole. Place various western objects as obstacles between the tee and the hole. The object is to putt the ball in the hole, in as few shots as possible.

Western Horse Race

Equipment: two dice, two horse pieces to move, two game boards



Create two race tracks with approximately fifty squares in the lap. Include detours etc. like snakes and ladders. Each player has a dice and a race horse for a piece to move. On **GO** the players roll the dice trying to move their horse around the track the quickest.

Calf Roping

Equipment: trestle, pommel horse, cone, scooter, tape

Set a pommel horse on a trestle and tape a cone to a scooter. The player sits on the pommel horse. Give the player a hoop and have them try and rope the cone as it rolls past them. Give the player three chances.

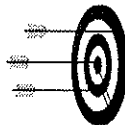
Needle in a Haystack

Equipment: two bales of straw, popsicle sticks, rake

Open two bales of straw in a grassy area and rake in 200 popsicle sticks. On **GO** two or more players dive in and try and find as many sticks in the allotted time (60 sec.).

The Udder Target

Equipment: large cardboard cow, objects to throw, blinders



Hang a large cardboard cow from a basket or tree and cut out the udder, making for an inviting target. Use frisbees, bean bags or some other useful object to toss. Allow as many throws per player as you wish. Try it with a blindfold on.

Rolling Tumbleweed

Equipment: two tires, or innertubes, 4 cones

You need two down and back courses each marked by cones. Each player has a tire they must roll around their cone and back.

Western Chew

Equipment: enough bubble gum for each competitor

Give each player a piece of bubble gum. On **GO** they unwrap the gum and begin to chew while reading the comic. The first player to blow a bubble that bursts wins.



Building the Ponderosa

Equipment: small marshmallows, toothpicks, large table, and chairs

As each student arrives at this station, they are instructed to spend as much time as they wish helping to build the Ponderosa ranch out of small marshmallows and toothpicks. They should be encouraged to construct animals, fences, barns, etc. Build one big ranch over the entire day. Leave it up for display for a few days.

Spittoon Spectacular

Equipment: short pieces of licorice, trestle, pommel horse, garbage pail, large sheet of plastic for floor, pommel

The student sits on a pommel horse that is mounted on a small trestle. A garbage pail is placed one or two meters in front. Give the student four small pieces of licorice. They chew it a few times and try and spit it into the garbage pail. They can eat the last piece.

Calf Tying

Equipment: four scooters, four cones, two lengths of rope

Each team of two has a 3-4 meter rope and a scooter. One person pulls the other around a cone and back. When they get back, the puller quickly wraps the sitter with the rope as a cowboy does a calf. Players can then switch positions.

Panning for Gold

Equipment: empty egg carton, pennies, mud, two pails, two chairs, two towels

Set up two elbow deep buckets of muddy water and pour in several pennies. On two chairs several meters away place empty egg cartons of six. On **GO**, competitors race to their pail, find a penny and deposit it in their egg carton. First competitor to fill the six slots in their carton is the winner.

Continued on page 11...

Program Model (Cont'd)

...Continued from page 10



Showdown at the O.K. Coral

Equipment: several squirt guns, water supply, hoops, goggles

Each player stands in a hoop several meters apart with goggles on and a loaded squirt gun at their feet. On **GO**, the players pick up their guns and try and be the first to make a shot to the arm, chest and leg.

Harness them Horses

Equipment: two harnesses, four players, a track

Set up a circular track that is a good challenge for players to race around. You need two groups of two players. You need the harnesses that sprinters use to train with. One player is in the harness while the other holds the stirrups. Each team begins on opposite sides of the track. They race one lap, trade places and race again.

Chug a Lug

Equipment: as many cups as players, supply of water, straws, table

Set up a table near your outdoor fountain. Players compete against each other to see who can chug a large cup of water the

fastest. If you use smaller cups the players can use straws to drink.

Nail Pounding

Equipment: a large supply of 3" nails, two hammers, two large solid pieces of 4" x 4" wood, two pairs of safety goggles

You need two pieces of wood. Each of the two players has a hammer and a 3" nail already started for them. They wear safety goggles and have a hammer to see who can hammer their nail in the fastest on the **GO** signal.

Western Jigsaw Puzzle

Equipment: western jigsaw puzzles, tables, chairs

Set up several western jigsaw puzzles on tables under a shady tree. Allow the players as much time as they like putting the puzzles together.

Search and Find

Equipment: several copies of a word maze with hidden "western" words

Open the file, pick up the marker and see how fast you can find all the listed words either vertically, horizontally, or diagonally. Rip out the sheets as they are completed.

Boot Decorating

Sit down and pick up a sheet with a picture of a boot on it. Use anything and/or everything at the table to decorate your cowboy boot. Put your name on it and pass it back to be displayed. Be sure to pick it up before you go home.

Wanted Poster

Sit down and pick up a sheet with a picture frame on it. Use any of the materials available to make a **WANTED POSTER**. Included should be:

1. A picture
2. A reward
3. Printed description
4. Your own personal touch

Pass the sheet in to be and pick it up at the end of the day.

Quick Draw

Equipment: several strings (1 meter long) tied to a pole in the playground

Each player wraps the end of the string around their first finger. They extend the rope to its length and on the word **GO** they begin to wrap the string around their finger as fast as possible until their wrapped finger is tight against the pole.

CIRA would like to thank Merrill Pierce, Westvale Public School, Waterloo, Ontario for sharing their school's Program Model.

Potato Spear Relay

Equipment: One fork for each team and one potato for each player.

Formation: Teams in single file. Several potatoes are lined up at a distance from starting line.

Directions: First player takes fork, runs to potato, spears it with fork, returns to starting line and puts it in basket or sack. Second player takes fork. The action is repeated until the last player is finished. At no time may a hand touch the potato. If the potato is dropped, it must be speared again with the fork.

Variations:

a) Each member of a team is provided with a fork, or a sharp stick. On signal, first player spears potato and passes it to the second player, who must spear the potato without using his/her hands and pass it on. First team through, wins.

b) The Rodeo

Equipment: Potatoes, boxes, sharpened stick, and broomstick pony for each participant.

Formation:

- Teams in single file;
- Members mounted on horses;
- Row of 4 potatoes per team member at some distance from team;
- Box near team

Directions: Give each cowboy/cowgirl sharpened stick. Riders and ponies gallop down to their first potato, spear it with stick, and carry the potato back to their box. Then they gallop back for next potato and so on, until all potatoes are in the boxes. Hands cannot be used.

Note: Although the potatoes maybe a bit "beat up", they still can be used in a meal.

CIRA would like to thank Gerald Sullivan of Florenceville New Brunswick for this article.

Provincial/Territorial and National Conferences

Date	Topic	Contact	Location
January 25, 1996	Elementary Student Leadership Workshop	Karen McQuigge (905) 575-2083	Sarnia, ON
March 1996	The Far Side of Intramurals 4th Annual Workshop	Wade Gregg (204) 231-2286	Winnipeg, MB
April 1996	Post-Secondary Network	Angie DiFonzo (604) 599-2005	Langkey, BC
May 2-4, 1996	HPEC Conference 1996 "The Grande Adventure"	Nicole Martens (403) 532-7721	Grande Prairie, AB
May 1996	Halifax Student Leadership Workshop Mount St-Vincent University	Joanne Burns-Thériault (902) 457-6369	Halifax, NS
October 24-26, 1996	CIRA/MPETA National Conference '96 "A Slice of Life"	Wade Gregg (204) 474-1301	Winnipeg, MB

Au revoir & Best Wishes



Louise Meredith, who has been the Coordinator for the Student Leadership Development Program for over 3 years has recently resigned. She has accepted the position of Executive Assistant with the Canadian Association of Volunteer Bureaux and Centres. This new organization will provide services to local volunteer bureaux and centres and coordinate communication and programs.

During her time with CIRA, Louise was instrumental in supporting the work of the National Student Leadership Committee and Program Trainers. She implemented new procedures for training workshops and reporting; coordinated the design of a "new look" for the materials and assisted in the development of the Post-Secondary materials. Louise believed in the concept of leadership development for youth and was a high quality ambassador for the program.

Her pleasant personality, willingness to help wherever needed and cheerful smile will be missed both in the office and in the Student Leadership network.

We wish her well as she ventures into this new challenge.

We invite you to visit us on the web!
<http://www.activeliving.ca/activeliving/cira.html>

Reminder

Our E-mail address is: cira@rtm.activeliving.ca