

Bulletin

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

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ISBN 1187-0818



"Go ahead! Make my day! Try and take my ball! O'Leary Elementary School, O'Leary, PEI.
Allez! Fais-moi plaisir! Essaie et attrape ma balle! École élémentaire O'Leary, Î.-P.-É.



Back To
School!



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

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A Report of the Surgeon General **Physical Activity and Health** **Adolescents and Young Adults**

ISSN 1188-6641

The U.S. Surgeon General's Report on Physical Activity and Health released in July has drawn further attention to the ill affects of sedentary living. The significance is that this report will impact on the thinking and lifestyle attitudes of millions of North Americans.

Particularly, this report makes a reference to the decline of physical activity in youth. Therefore, it is now more important than ever that intramurals take a lead role in activating Canadian youth. CIRA believes we can play an integral part in assisting our youth to adopt an active, healthy lifestyle. By providing quality intramural and recreation programs in every elementary, secondary, and post-secondary institution in Canada, more people would become physically active and lead healthier lives.

Below is an excerpt from the report concerning the health and physical activity of children and youth.

Key Messages

- Adolescents and young adults, both male and female, benefit from physical activity.
- Physical activity need not be strenuous to be beneficial.
- Moderate amounts of daily physical activity are recommended for people of all ages. This amount can be obtained in longer sessions of moderately intense activities, such as brisk walking for 30 minutes, or in shorter sessions of more intense activities, such as jogging or playing basketball for 13-20 minutes.
- Greater amounts of physical activity are even more beneficial, up to a point. Excessive amounts of physical activity can lead to injuries, menstrual abnormalities, and bone weakening.

Facts

- Nearly half of American youths aged 12-21 years are not vigorously active on a regular basis.
- About 14 percent of young people report no recent physical activity. Inactivity is more common among females (14%) than males (7%) and among black females (21%) than white females (12%).
- Participation in all types of physical activity declines strikingly as age or grade in school increases.
- Only 19 percent of all high school students are physically active for 20 minutes or more, five days a week, in physical education classes.
- Daily enrollment in physical education classes dropped from 42 percent to 25 percent among high school students between 1991 and 1995.
- Well designed school-based interventions directed at increasing physical activity in physical education classes have been shown to be effective.
- Social support from family and friends has been consistently and positively related to regular physical activity.

Benefits of Physical Activity

- Helps build and maintain healthy bones, muscles, and joints.
- Helps control weight, build lean muscle, and reduce fat.
- Prevents or delays the development of high blood pressure and helps reduce blood pressure in some adolescents with hypertension.

What Communities Can Do

- Provide quality, preferably daily, K-12 physical education classes and hire physical education specialists to teach them.
- Create opportunities for physical activities that are enjoyable, that promote adolescents' and young adults' confidence in their ability to be physically active, and that involve friends, peers, and parents.
- Provide appropriate physically active role models for youths.
- Provide access to school buildings and community facilities that enable safe participation in physical activity.
- Provide a range of extracurricular programs in schools and community recreation centres to meet the needs and interests of specific adolescent and young adult populations, such as racial and ethnic minority groups, females, persons with disabilities, and low-income groups.
- Encourage health care providers to talk routinely to adolescents and young adults about the importance of incorporating physical activity into their lives.

For more information contact:

Centers for Disease Control and Prevention
National Centre for Chronic Disease Prevention and Health Promotion
Division of Nutrition and Physical Activity, MS K-46
4770 Buford Highway, NE
Atlanta, GA 30341-3724
1-888-CDC-4NRG or 1-888-232-4674 (Toll Free) • <http://www.cdc.gov>

The President's Council on Physical Fitness and Sports
Box SG, Suite 250, 701 Pennsylvania Ave. NW
Washington, DC 20004

Book News



Go for Green Games Kit

This kit was developed for teachers, group facilitators, 4-H Club leaders and others by the Clean Nova Scotia Foundation. The activities are designed to appeal to individuals aged 8-12 but can be modified for most age groups. The kit is divided into various environmental themes with each section containing background information on that issue, followed by warm-up activities and games. The following symbols are used throughout the manual to identify the three types of activities:



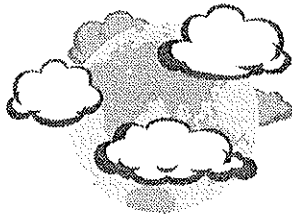
Warm-up games



Regular games



Olympic field-type events that require a large area and some preparation time



This kit is aimed at providing children with the opportunity to engage in games that stimulate learning about the environment. Role playing activities, craft ideas and a bibliography are also included.

Go for Green Games Kit

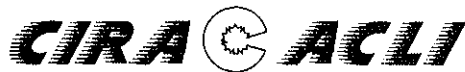
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Tel: (613) 748-5639 • Fax: (613) 748-5737
E-mail: cira@rtm.activeliving.ca

Description	Quantity	Price	Total
Go for Green Games Kit		\$8.50	
Postage & Handling			Subtotal
\$10.00 - less	\$2.50		
\$10.01 - \$15.00	\$3.75		
\$15.01 - \$30.00	\$5.00		
\$30.01 - \$60.00	\$6.00		
\$60.01 - \$100.00	\$8.00		
\$100.00+ more	8% of subtotal		
		(106861768) GST 7%	
		Grand Total	

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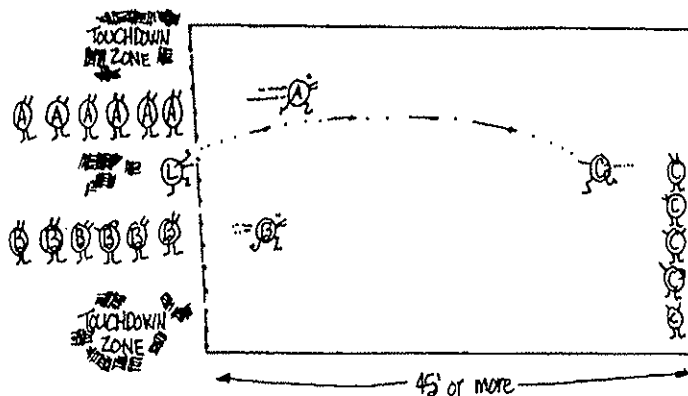
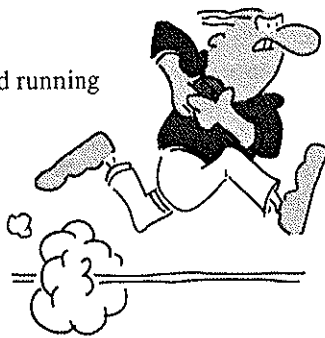
Touchdown!

Body Awareness:

Tagging a runner; catching and running with the ball

Equipment:

One football or rugby ball



Procedure:

Divide your class into three groups. These groups line up in the formation shown. The teacher or leader throws the ball to the first player in group C. This player then tries to run to the touchdown area without being tagged by the two players from groups A and B. The two taggers start their pursuit after the football is received by the player.

The group that is running with the ball is given points if the runner is able to elude the two taggers and reach the touchdown zone.

Score six points if the runner gets to the touchdown zone safely without being tagged by either player.

Score three points if the runner gets to the touchdown area and is tagged by only one player. If both taggers are successful, the runner scores no points.

This continues until all the players in group C are given a chance to run with the ball. Rotate the players so that every group gets to run the ball back for points.

Submitted by: Wade Gregg, Churchill High School, Winnipeg, Manitoba.

Two Hundred

Equipment:

One football



Purpose:

To practice throwing and catching skills suitable for grades 1 to 5

Description:

The game can be played on a softball diamond or any open field. One person is chosen to become the passer, and in the softball field version, stands behind the home plate with the football. If not on a diamond, the passer simply takes a position at one end of the play area. The rest of the participants spread out, giving each other room, at a distance that they estimate to be the limit of the passer's potential.

The passer throws the ball to different sections of the field, trying not to allow fielders to anticipate the direction of the pass. Players in the field try to catch the passes before the ball touches the ground. The object is for fielders to be the first one

to accumulate 200 points. A ball caught before touching the ground is worth forty points. A ball fielded cleanly after it hits the ground, but before it comes to a stop on the ground, counts as ten points. When a player reaches 200 points he/she switches with the passer, and the game continues.

Adaptations:

- Have players kick the ball rather than throw it.
- Put a garbage can near the place where the passer stands, and let fielders attempt to throw the ball back so that it lands in the can for an extra twenty points.



Submitted by: Christine Forbes Preece, Health Promotion Office, Lambton Health Unit, Point Edwards, Ontario.

The Case of the Moving Soccer Balls

(How are you promoting your activities?)

After a great week of being stared at, it all came to an end, and the indoor soccer tourney posters were no longer the center of attention. Why, you may wonder?

The soccer ball shaped posters that contained information about the Wacky World Cup were strategically hung with a great deal of care from the ceiling of the education building. These posters caught everyone's eye because they were placed at the entrance through which everyone passed as they hurried off to class.

The weekend came, and the recreation staff left very content because they knew the tourney was filled. The soccer ball posters remained in the education building although they had done their job well.

All was quiet in the dark corridors of the education building until the startling moment when the motion detector alarm sounded and brought the facilities supervisor to find the police and fire fighters, "holding up", the soccer ball posters! The supervisor thanked the police and fire fighters for their quick response, carefully pulled down the soccer balls and laughed all the way home.

The moral of the story: Check with the staff of your facilities about motion detector alarms on your campus!

Yes, I was the butt of several jokes on Monday morning, however the good thing about all this was that the tourney promotion was a great success and people really knew what was going on.

I am sure that all campuses are plagued with the dilemma of how to promote activities other than the usual bulletin board flyers and posters. Here are just a few ideas:

- Video display boards;
- Designated recreation boards or portable displays all over the campus...try your library, cafeteria, etc.;
- Have rec staff make announcements in their classes;
- BECREATIVE: Work with a highly visible environment and turn it into something that goes with the theme or event.

For example:

- hang hand drawn baseball players on pillars in buildings
- hang a stadium banner from a stairwell
- have a baseball diamond marked out on the hallway floor
- have a huge cut-out of a basketball player in a hallway or main walkway promoting your basketball tourney.

Do you have any great promotion ideas? If so, share them with your colleagues in the field. Send your idea to CIRA (see page 2 for address and e-mail).

Submitted by: **Angie Di Fonzo, Kwantlen University College, Surrey, British Columbia.**

The Florenceville Middle School Treasure Hunt



The Florenceville Middle School Student Leadership Committee held a physical activity treasure hunt for their students. This unique event was organized for 350 students and incorporated physical activity with clue finding.

Prior to the event, student leaders met to determine:

- The activity at each station;
- The location of the station; and
- Who is responsible to work at each station

The student leaders also met with the teaching staff to keep them informed and assign them some responsibilities.

Participants were asked to sign up in teams of 15 students. Students who did not sign up were assigned to teams. The team lists were posted one week prior to the event for the participants to check. Announcements were made daily so that all the students were aware of what was going on.

On event day, all the students were brought to the gymnasium. Teams were organized by numbers and those numbers were placed around the gym as a starting point for each team. At that time, teams were given their clue cards which were numbered 1-14 and they also received the first clue. Half of the teams began the treasure hunt, which consisted of 14 stations, and five minutes later, the remaining teams started.

When the participants arrived at a station, they were given a physical exercise to do and then they received the next clue. Before they left each station, they had to have their clue card initialled by a teacher. When their clue card was full, the student leader gave them the final clue which sent them to the gym to search for prizes.

Prizes were awarded from the balloon bin at the end of the hunt. The prizes were inside the balloons and each team had 1 minute to find a balloon, burst it, and get their prize. Each group was ensured a prize and the remaining prizes were given out using random draws.

Treasure hunts can be fun for everyone – student leaders, teachers, and the participants.

For more information on the station activities, contact:

**Gerald Sullivan
Florenceville Middle School
P.O. Box 67
Florenceville, New Brunswick
E0J 1K0.**

Intramural Extravaganza

About five years ago, the leadership class at East Wiltshire School decided to try an Intramural Extravaganza night to wrap up our program for the year. The event has been extremely successful and continues to improve each year.

We take the top 70 students from our intramural program and invite them to the event. Selection is based on the number of intramural points they have earned throughout the year. One point is earned for each 20 minutes of playing, officiating or score keeping done by a student. Someone with high points, but a poor attitude with respect to sportsmanship or fairplay, will not be given the opportunity to attend. This is the type of student who has had to be sent off the court for his behaviour or spoken to, on more than one occasion. If someone can't attend we continue down the list until we get 70 students.

The participants are divided into teams balancing boys/girls, grade level, and athletic ability. Each team is named after a country.



The Leadership Class also make medals and paints them gold, silver and bronze with Extravaganza logo.

The logo for each year changes because the leadership class wants to leave their own mark by



designing the logo for that year. The students think they are great and all strive to get one.

Each coach also selects a player from their team that they feel deserves an award based on a variety of things such as – best blooper play, best team play, best team player, sportsmanship etc.

Originally each team was given a country and a team pinnie matching the country's flag color. The last few years we have gone with team T-shirts that students purchase. The T-shirts are of various team colors but the logo and message are the same for each team. The T-shirts are kept by the students and are a great promotion for our program as they are worn with pride long after the event.

We divide the teams into 8 groups of equal numbers and each has a coach who also participates. We run the event from approximately 6:30–9:30pm (sometime around mid June). We run a round robin style tournament where each team plays every other team. The games are approximately 20 minutes long. We go rain or shine and have an indoor and an outdoor plan. Luckily we have always been able to go out. Each activity time has 4 games. Samples of activities are softball, football, volleyball, basketball, bladderball, ultimate, omnikin and scooter hockey.

We conclude the evening with an assembly for the awards. Parents are invited in to watch. We give out medals to the top 3 teams, special awards selected by each coach, as well as water bottles for each participant and door prizes donated by local businesses. We have a snack and drinks which are donated or sold to us at a very reasonable price.

In summary, students love the event and collect as many participation points as possible so they can attend.

This event is a success every year!!

Submitted by: Brenda Howard, East Wiltshire School, Cornwall, Prince Edward Island.

Membership Promotion Fall '96



CIRA MEMBERSHIP!!??!!



HOW WOULD YOU LIKE TO HAVE **YOUR** MEMBERSHIP FREE FOR A YEAR?

YOU CAN! SIMPLY BY HAVING 5 OF YOUR COLLEAGUES JOIN CIRA BEFORE DECEMBER 31, 1996.

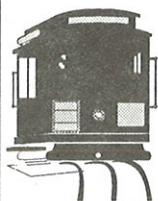
IT'S VERY EASY! ALL YOU HAVE TO DO IS TALK TO 5 OF YOUR COLLEAGUES WHOM YOU BELIEVE WOULD FIND CIRA AN EXCITING ORGANIZATION TO BELONG TO AND HAVE THEM JOIN.

PHOTOCOPY THE MEMBERSHIP PROMO FLYER ENCLOSED AND PASS THEM ALONG TO YOUR COLLEAGUES. DON'T FORGET TO ADD YOUR NAME IN THE SPACE PROVIDED, SO WE CAN KEEP TRACK OF "YOUR" MEMBERS.

IF YOU NEED MORE FLYERS OR ADDITIONAL INFORMATION ON CIRA, PLEASE CONTACT YOUR PROVINCIAL/TERRITORIAL DIRECTOR (LISTED ON PAGE 2 OF THE BULLETIN) OR CONTACT THE NATIONAL OFFICE (613) 748-5639.

Provincial/Territorial and National Conferences

Date	Topic	Contact	Location
October 24-26, 1996	CIRA/MPETA National Conference '96 "A Slice of Life"	Wade Gregg (204) 474-1301	Winnipeg, MB
November 19, 1996	BC Post-Secondary Network Group (presenter: Nestor Korchinsky-UBC Intramural)	Trinity Western University	Langley, BC
January 17-18, 1997	1997 CIRA Ontario Post-Secondary Student Conference "no limits no boundaries" Brock Univeristy '97	Andrew Gilchrist Vogt (905) 668-5550 ext. 3574	St. Catherines, AB
April 4-8, 1997	NIRSA 48th Annual Conference	Will Holsberry (541) 737-2088	Louisville, Kentucky
May 8-10, 1997	In Concert '97 Band Together for Sport PEPSA, BCSS	University of BC	Vancouver, BC



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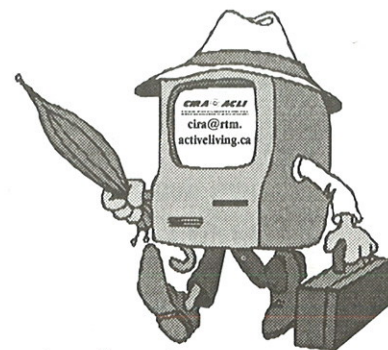
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<http://www.activeliving.ca/activeliving/cira.html>

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