

Bulletin

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«La voix des loisirs intra-muros au Canada»


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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 Post Secondary Student Leadership Program

At Mount Saint Vincent University, two hours with the Student Leadership Development Program (SLDP) at Mount St. Vincent University (MSVU), Halifax, may be a wise investment in your future. Just ask Lori-Anne Jones.

Four years ago, Jones was a 26-year-old returning student unsure of her place at MSVU when she enrolled in the SLDP. When asked what impact the program had on her, the Status of Women Officer for the MSVU Student Union, does not hesitate. "It was relatively empowering at the time," Jones says. "I went to the workshop and then ran for council. I don't know what the link was, but I was more confident of my abilities."

The program is a six-step course in student leadership development offered through the University's Department of Athletics. Though initially designed to develop leadership in athletic activities, the SLDP gradually expanded to include students from a wide range of disciplines. The program's coordinator, Joanne Burns-Thériault, says the SLDP offers the basic skills of leadership and lets the participants interpret them from there.

"It's a grassroots program which provides grassroots information," says Burns-Thériault. "It's kind of a think-tank. People come to the workshop and think about how they can apply this information to their track."

In Jones' case, that track is women's issues. She created the position she now fills on the MSVU Student Union. The SLDP, she says, plays an important role in encouraging women to take on leadership roles. "It really empowers women to feel they can enact change," says Jones. "The exercises help break down stereotypes and the insecurities a lot of women feel when it comes to being assertive and speaking out."

Sheri Moore, president of the MSVU Student Union and a past participant in the SLDP, says the program introduced her to the basic leadership skills she now applies on a daily basis. Moore adds the SLDP helped her to identify and believe in her strengths as a leader.

"It gives you personal motivation by encouraging a focus and direction and the skills to achieve it," she says. "You have to have these skills, while at university and after you've graduated."

Burns-Thériault echoes Moore's belief that the SLDP is fundamental to the university experience.

"I believe university is not only taking your courses," Burns-Thériault says. "That's your foundation, that's going to be your profession. But on top of your degree, you really do need a chance to develop your leadership skills."

Jill Corley, a career placement counselor at MSVU, points to a recent bulletin from Human Resources Development Canada as proof of her belief in the necessity of developing one's leadership skills. The bulletin says the "death" of the traditional 9-5, lifetime job means young Canadians are under a lot of pressure to create jobs for themselves by taking advantage of opportunities that do exist.

"The workforce, the way it's changing, requires self-reliance and independence of thought," says Corley. "It's not stable out there and you have to have the skills to handle that. Students should start to acquire that at university."

Burns-Thériault says the best way to acquire these skills is simply to get involved. The SLDP is her way of encouraging that involvement. According to Jones, that involvement made a difference to her - a difference all women should experience.

"It's a non-threatening way to break through barriers we build for ourselves and stereotypes of what women are limited to."

*Written by Stephen Smith, Journalism Student, King's College
Submitted by Joanne Burns-Thériault, Mount Saint Vincent University, Halifax, Nova Scotia.*



Book Review



Risk Management Manual for Sport & Recreation Organizations

by Ian McGregor, Ph.D. & Joseph MacDonald, M.S.

Authors' McGregor and MacDonald have developed a resource manual to assist post-secondary recreation professionals prepare a "Risk Management Plan" for their programs and institution. Although their focus is on the post-secondary professional, the manual is relevant and provides valuable resources for all persons involved in the planning and administering of physical activity, including teachers. As the authors say in their introduction, "Safety is everybody's concern. Implementation of a comprehensive risk management plan may assist in ensuring a safe playing environment in which the risk of injury (and possible negligence lawsuits) is minimized." It is the responsibility of everyone involved in providing physical activity opportunities, including intramurals, to ensure that a risk management plan is in place. This manual will serve as a guide to help you develop your own risk management plan and provide you with valuable resources.

Ian McGregor, former Director of Athletics & Recreational at the University of Toronto, and Joseph MacDonald, Director of Recreation at St. Francis Xavier University, have extensive experience in recreational and athletic programs. As such, they are able to provide relevant personal and professional experience to the manual.

The manual is set-up in a format that is both easy to follow and understand, and takes the reader step by step through the process of setting up a risk management plan. As well, the manual can be used by those who already have a plan in place, as a safeguard check, to ensure the existing plan does not have inadequacies or possible gaps, providing you security in your knowledge that the risk management plan you develop is the best one possible for your programs. The manual is divided into five chapters and begins with an overview of negligence and liability. Chapter two looks at negligence in the Sport/ Recreation setting and provides valuable information on facilities and equipment, supervision and training of staff, and administering policies and procedures. Chapter three examines recreational sports programming. Subsequent issues examined in this chapter include participant responsibilities, activity rules and regulations, and advice on what program activities to choose when programming your facility. Chapter four is the most valuable chapter, taking the reader step by step through the risk management planning process. The final chapter explores the legal process and how the legal system is set up to assist or hinder the recreation professional.

The manual is published by the NIRSA organization (American counter-part to CIRA) and as such, there is an explanation in the fifth chapter about the differences between American and Canadian law. Found in the appendices is a veritable jackpot of valuable resources. Examples of risk management forms, everything from release forms to waiver forms, consent and accident report forms, all can be found in the appendices. In all, a total of 25 pages of forms and checklists can be found in the appendices. These resources are applicable for all levels, from elementary to post-secondary.

The Risk Management Manual for Sport & Recreation Organizations is an invaluable resource for all persons involved in recreational or sporting activities. Every high school teacher, post-secondary, administrator and intramuralist should have this resource. When used in conjunction with your institution's safety office, or administrative board, the risk management manual will ensure that you, your staff, and your participants will be prepared for the occurrence of an accident or injury.

First published in 1990, the principles and resources found in the Risk Management Manual for Sport & Recreation Organizations remain valuable today. The authors plan to update the manual, which should be available next year. The manual is currently available through CIRA, and is listed in the CIRA publications and resource catalogue. The manual is highly recommended for anyone concerned with risk management and the issue of liability.

Submitted by Mike Boyles, University of Calgary, Campus Recreation, Calgary, Alberta.

Q: Why did the chicken cross the road?



A: To live longer.

By walking across the road, the chicken gained a healthier heart and lungs... and a positive attitude.

Sharing a
Healthier
Future™
with

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Extra-Curricular: An Enriching Experience

by Gordon Brockerville

Extra-curricular programming is generally perceived as separate from or extra to the formal curriculum as prescribed by the Department of Education and Training (DET). Its value is rarely debated by educational stakeholders. Student protests earlier this year, about the curtailment of extra-curricular activities, illustrate that this type of programming is important to them. Some students may have walked out without fully understanding the big picture. They may have been caught up in the frenzy of the moment; however, they exercised their right to peaceful assembly. High school students who organized the protests applied theory from prescribed curriculum courses (Canadian Law and Democracy) to make a point about the importance of extra-curricular activities to the 'lives' of students.

I can relate to this importance from several perspectives. First and foremost, I vividly remember extra-curricular experiences from my high school days. In 1970, just one year after the Newfoundland and Labrador High School Athletic Federation was created, several teachers in my home town volunteered their time to introduce cross-country running as a school sport. Their volunteer contribution to this extra-curricular sport made a positive influential effect on my way of life. Another teacher involved me in debating and public speaking, extra-curricular activities that gave me the confidence to express myself in public. Second, as a teacher of 20 years, I have heard students at three different schools express their enthusiasm for extra-curricular activities. Over the years, students constantly expound on the positive experiences that they derive from participation in these activities. Third, my children constantly express enthusiasm for extra-curricular activities and describe positive experiences. Whether or not educational decision-makers at various levels are willing to acknowledge the value of extra-curricular activities and make provisions to motivate and encourage teachers to stay with this type of programming, it is obviously important to most students.

It is for these reasons I content that extra-curricular activities are more than something extra; it is not something that is added to the school day just to entertain students or to keep them out of trouble. For the most part, extra-curricular activities, whether they be drama, public speaking, service activities or sport, are enriching experiences for the many students who choose to be involved. Having said that, I recognize that extra-curricular programming may not be positive for all students. In fact, this can be said for the formal curriculum; however, this is not the point here. Holland and Andre (1987), conducting a comprehensive literature review about participation in extra-curricular activities, concluded that participation in both athletic and non athletic activities is positively correlated with desirable personality and social characteristics. Spady (1971), the 'outcomes' guru, reported that participants in extra-curricular activities, particularly service leadership, were likely to have post-secondary aspirations, whereas non participants in any

activities were less likely to have aspirations for post-secondary education. Otto (1982), who also conducted a review of literature, argues that extra-curricular activities are extra not because they exist outside the formal learning process, but because they provide additional learning experiences. Further to this, Schubert and Walberg (1982), two leading American curriculum scholars, argue that there is an inextricable link among all learning experiences whether they be curricular or extra-curricular. They advise that those who plan curricular experiences cannot defensibly neglect the powerful extra-curricular dimensions, for all of the experiences of schooling contribute to students' images of the world and its operation.

As the curtailment of extra-curricular programming was the result of a stand-off between the Government of Newfoundland and the Newfoundland and Labrador Teachers' Association (NLTA), it became a political issue. This is not the first time. In the past, NLTA has used extra-curricular as a negotiating tool during collective bargaining. This was not the case this time around. The issue was specifically about the need for the government, as the employer, to provide funding for substitute teachers when regular teachers are scheduled to be away from school for extra-curricular activities. For the first time, by design or by accident, NLTA has acknowledged the importance of extra-curricular and placed a 'value' on the time that teachers contribute to enriching the learning experiences of students. It's time for the government, as the employer, and for high ranking curriculum decision-makers in DET to do the same.

NLTA's advice about seeking contracts from school board superintendents to ensure the provision of substitutes when regular teachers are away from school for extra-curricular activities appeared to be a 'political act' that reflects a change in the Association's position on this form of programming. For the first time in the evolution of extra-curricular, other educational stakeholders were forced to contend with its importance and value to students. It is unlikely that the Minister of Education and the government will acknowledge that they felt pressure from student reactions to the curtailment of extra-curricular activities. Who knows what went on behind closed doors? We may never know, but we do know that the Minister stated that there are sufficient days for extra-curricular programming. Following the Minister's position on the issue, decision-makers within NLTA demonstrated reasonableness when they advised teachers to resume their involvement without the necessity of signing a contract. Time will tell if Mr. Grimes, Minister of Education is true to his word and that the newly appointed school board superintendents will exert necessary pressure on the Minister to stick to his promise. Teachers, as stakeholders, must keep their finger on the pulse of those stakeholders who have the power to ensure a continuation of extra-curricular activities*. Let's ensure that the Minister and the superintendents do not isolate and silence individual teachers who apply for leave under article 29/03 as the remainder of this year unfolds.

Continued on page 8...

Program Model

Starting Small and Getting Bigger

Our leadership program began six years ago with six students and a couple of good ideas. Six years later, we have 25 student leaders and our program has a positive effect on every aspect of school life.

Here is what's involved...

Selection of Leaders:

In the fall, interested candidates fill out a two page form that must also include references from a teacher, a friend, and a parent. After the forms have been received, a selection committee, consisting of myself and a couple of staff members, review the list and select the leaders. Final approval is then given by the administration.

Responsibilities:

Duties are divided among student leaders. It is a good idea to give students an area of responsibility in which they have an interest or strength.



Our student leaders are responsible for coaching, officiating, giving daily announcements, writing an article for the local monthly paper, and organizing special events for the school and community.

Special Events:

Some of the special events that the student leaders organize are a Fall Fair, Halloween Day, Winter Carnival, Pop/Hockey Card Swap, Sports Day, Candy-O-Grams, Fundraisers, and Food Bank Drives.



Parental Involvement:

This is a very important part in the success of the program. The parents help supervise all special events and activities that the student leaders organize. The majority of the events take place after school and on weekends. Without the parent's support, these activities could not take place.

I strongly encourage other educators to organize a student leadership group as it benefits the teachers, students, entire school, and community.

For more information about this student leadership program please contact:

*Krista Richard
North & South Esk Elementary School
R.R. #1
Red Bank, New Brunswick
EOC 1W0*



Tips on How to Cope with Stress

1. Learn to accept what you cannot change:
 - accept people as they are
 - the only person you can change is yourself
 - you have no control over anyone else
2. Talk it out. When something bothers you, confide in someone you can trust. It can be a wonderful release.
3. Work it off. Performing some physical sport or activity will enable you to work off your anger for frustration.
4. Avoid false guilt. Don't allow yourself or others to emotionally blackmail you into feeling guilty about something you did or "should" do.
5. Add balance to your life.
 - exercise, sleep/rest, recreation, balanced diet
6. Tackle one thing at a time - set priorities and be flexible about things that aren't critical.
7. Avoid overindulgence in drugs, alcohol, caffeine and nicotine. Although liquor and drugs help you escape from stress temporarily, they don't reduce stress.
8. Work on building supports:
 - do something for others when you are upset
 - be sincere with friends
 - Emerson said: "...the only way to have a friend is to be one"
9. Don't try to be "superhuman" - be realistic, recognize your limitations and use mistakes as opportunities for learning.
10. Keep a sense of humour. Laugh a lot, it's a good tension breaker and healer of the body, mind and soul.
11. Devote lots of time to things that give you pleasure.
12. Reward yourself. You deserve a pat on the back on at least a daily basis.



Three Ball

Group:

Upper Elementary 4, 5, 6; Junior high, 7, 8

Number of players: Depends on facility size

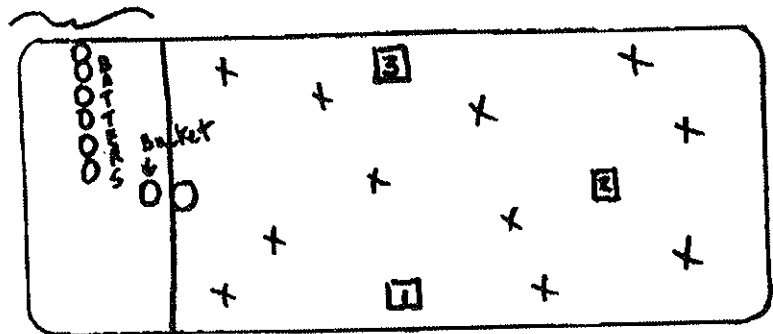
Equipment: 3 balls (i.e., football, soccer ball, nerf ball, 3 bases, home plate, bucket of some sort, mats)

Description of the game:

1. Divide players into 2 teams, and set up a 3 base diamond.
2. The entire batting team goes through the order before switching positions.
3. The batter either throws or kicks all 3 balls into fair play area (labeled in diagram) and proceeds to run around the bases before the balls are all returned to the home plate bucket.

4. Balls caught in the air are dead and do not need to be returned to the bucket, as well as foul balls.
5. A player is out if all 3 balls are returned to the bucket while player is between the bases.
6. Players continue to run around the bases until the last batter is out and collect 1 point each time they get to home base.

Foul Territory



O = Batters X = Fielders

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



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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.



Extra-Curricular: An Enriching Experience (Cont'd)

...Continued from page 5

Further to this issue, the deliberative act to strengthen article 29.03(b) through collective bargaining is another sign that the Association recognizes the value of extra-curricular. I hope that this is another step in creating an authentic dialogue about the value of extra-curricular as an integral part of student programming. It's time to move beyond the separation of formal curriculum and inform extra-curriculum programming. It's time to put extra-curricular on the reform agenda and include the 'voice' of students and teachers.

References

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Otto, L.B. (1982). Extracurricular activities. In H.J. Walberg (Ed.), Improving educational standards and productivity: The research basis for policy (pp. 228-233). Berkeley: McCutchan.

Spady, W.G. (1971). Status, achievement, and motivation in the American high school. School Review, 79, 379-403.

Endnotes

* This critical eye must not only focus on the educational stakeholders that reside outside school settings. Teachers need to critically reflect on their own personal actions within their own particular setting during times of political action such as earlier this year. Some teachers may despise interventions from NLTA and/or government with respect to their choice to engage voluntarily in extra-curricular programming. While acknowledging that the choice to volunteer is personal, I contend that all teachers must come to realize that the issue of valuing extra-curricular activities and making it more reasonable to be involved is bigger than our individual agendas within any particular extra-curricular activity. Teachers who chose to defy solidarity on this issue may have made this issue more problematic.

Editor's Note:

The opinion in this article are those of the author and do not necessarily represent the views of the CIRA Board or staff.

Special Programs

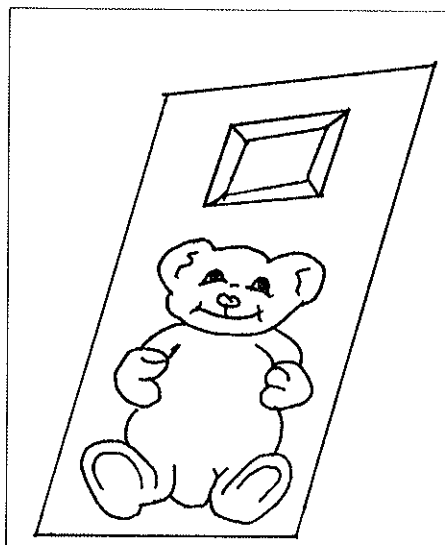
Student-of-the-Week

When I was teaching at Bridgeport Public School, we began a program called Bear-of-the-week (Bridgeport Bears). At my present school, we call it Dragon-of-the-week (John Darling Dragons). This self-esteem program highlights every student in the school for one week during the school year.

Each teacher is given enough blank diagrams, like the one pictured above, for each student in the class. The primary teachers use parent helpers to print help the child while the older students do their sheet during composition classes.

The students are encouraged to show and tell about themselves, family, etc. and fill in the body of the diagram and spaces around it, if they wish. They can then colour the diagram to make it more attractive.

We order an extra set of school pictures in the fall when the students pictures are taken and then stick them on each child's Bear or Dragon in the space provided.



Our leadership students then collect all the envelopes from each class and each week one student is chosen from each class. These pictures are displayed in the art frames in front of the school office. At John Darling, we

have 21 classes plus the staff photo, so we have eight picture frames hung across the wall in our main hall. Each Friday the leadership students and a teacher take down and replace all the diagrams for the next week.

Students, teachers, parents and visitors stop daily to read and view these "show and tell" pictures and comments.

Submitted by Pat Doyle, John Darling Public School, Kitchener, Ontario.

The Research File

Information for professionals from the Canadian Fitness and Lifestyle Research Institute

Guidelines for Children and Adolescents

Adult guidelines for physical activity have changed over the last 10 years. No longer are they restricted to continuous, vigorous activity. The U.S. President's Council on Physical Fitness and Sports describes this evolution as moving from the Exercise Prescription Model to the Lifetime Physical Activity Model, the American equivalent of active living.

The Exercise Prescription Model places major emphasis on *fitness* and *performance*. It has the advantage of allowing busy people to fit moderate-to-high-intensity exercise into their otherwise sedentary lifestyle as well as enhancing fitness for the high-level performance necessary in active careers such as law enforcement, the military, and professional sports.

The Lifetime Physical Activity Model focuses instead on the amount of physical activity necessary to produce *health* benefits. Activities that qualify include both unstructured and planned exercise or recreation, as well as activities that expend calories throughout the day.

Guidelines for Children

This distinction between the old and the new models is useful for understanding physical activity guidelines in children. When the Exercise Prescription Model is used to evaluate activity, most children are considered inactive. A different conclusion is reached when minutes of physical activity are added up. Children engage in vigorous activity often, but not in consecutive minutes. They alternate between vigorous activity and rest.

The Lifetime Physical Activity Model is therefore a better model for children. An expenditure of 3 to 4 kcal/kg/day constitutes the *minimum* standard for children. It is a standard that inactive children, who need physical activity the most, can achieve with a modest commitment to childhood games and activities such as bicycling to school.

An *optimal* goal, however, would be 6 to 8 kcal/kg/day. This higher total energy expenditure is appropriate for children since it provides the practice time they need to develop the proper skills that will make lifetime activity possible. Also, children have the time and energy for activity at the optimal level – that is, 60 minutes or more of active play, alternating bouts of activity with rest periods as needed.

Although the continuous, high-intensity activity required by the Exercise Prescription Model is beneficial to children, they often see little benefit in it and may lose motivation for future activity as a result. For the effort involved, high-intensity training provides relatively few benefits to children.

Guidelines for Adolescents

Physical activity designed to enhance high-level performance is more appropriate and successful with adolescents. The minimal and optimal guidelines for adolescents reflect this:

- Minimal: All adolescents should be physically active daily or nearly every day as part of their lifestyles.



- Optimal: To derive additional aerobic fitness benefits, adolescents should also engage in three or more sessions per week of activities that last 20 minutes or more and that require moderate-to-vigorous levels of exertion.

For the minimum guidelines, activities should be enjoyable and involve a variety of muscle groups. The intensity or duration of the activity is less important than the fact that energy is expended and a habit of daily activity is being established.

The rationale for the optimal guidelines is enhancement of psychological health, higher HDL cholesterol, and increases in cardiorespiratory fitness. Moderate-to-vigorous activities are required to achieve these health benefits. Basketball, racquet sports, soccer, dance, swimming laps, skating, strength training, cross-country skiing, and cycling all do the trick.

Childhood and adolescence are prime times for developing the skills and habits necessary for lifelong physical activity. Compliance with the optimal guidelines will do much to promote physical and psychological health and well-being in youth, now and in the future.

For more Information

Corbin, C., Pangrazi, R.P., & Welk, G.J. (1994). Toward an understanding of appropriate physical activity levels for youth. *Physical activity and Fitness Research Digest* (Series 1, No. 8).

Sallis, J.F. & Patrick, K. (1994). Physical activity guidelines for adolescents: Consensus statement. *Pediatric Exercise Science*, 6, 302-314.

Promoting Physical Activity

Children

- Focus on high volume and moderate intensity. Encourage sporadic activities throughout the day.
- Encourage lifestyle activity such as walking or riding bikes to school.
- Provide ample opportunity to learn basic motor skills.
- Make sure children have daily access to places where they can be active.

Adolescents

- Encourage the many adolescents who already meet the guidelines to remain active. Counsel others on how to increase their activity level.
- Involve adolescents in a decision-making process that allows them to select enjoyable and preferred activities. They will tend to persevere if they participate in activities they don't find physically or psychologically aversive.
- Be a good role model. Adolescents tend to connect the message with the messenger.

Information from the Canadian Fitness and Lifestyle Research Institute
Reference No. 96-11

Young Leaders in Elementary School: A Risk Worth Taking

The idea of student leadership was first put in practice at the university level, then at the college level, and then at the high-school level.

At the elementary-school level, where children must be initiated to everything, was there truly room for young leaders? Were we ready to take the risk and share some power? We at the *des Patriotes* school board took the plunge because we thought it was a risk well worth taking.

Our situation before the start of the 1995-96 school year can be summed up as follows: an educational school project in a crumbling social environment, greater student involvement in an alternative school, a student council with some financial assistance in a third school, but without a support system. However, a well thought out plan was in the works, an offensive based on the following principle:

When students take on leadership responsibilities and organize their own activities, participation increases, the quality of programs improves and the atmosphere at school becomes more positive."

Since this process proved successful at the high-school level, ten elementary schools each decided to set up their own student council and encourage greater student involvement in daily activities.

Our goal was to initiate students to democracy and to personal involvement in carrying out school projects. To achieve this goal, we set up a network that would help prevent any one student from experiencing school life in isolation and would favour a rewarding cooperative approach.

To this end, the *des Patriotes* school board supported every step of the implementation process, that is, it provided training, support, feedback and made evaluations. Our participation and involvement objectives were more easily met because a contact person supported our process and because two accompanying adults per school were freed up for 40 hours a year.

Our efforts resulted in a very high level of satisfaction and a heightened awareness of the importance of getting our young people involved in their own education experience. In the 1996-97 school year, seventeen elementary schools have already confirmed their participation in the network and, in doing so, have launched a democratic process.

In conclusion, I would like to present the text of a statement of principles adopted during a meeting that was held on April 19, 1996.

On April 29, 1996, the *des Patriotes* school board, as per the vote of its president, Mr. Claude St-Jacques, and that of the presidents of the student councils already elected in certain schools, confirms its willingness to support the growth of student leadership.

It is agreed:

- that all elementary schools and high schools under its jurisdiction must, in the short term, have a peer-elected student council whose responsibilities would be to:
 1. Promote interests regarding education, extracurricular activities, rules and quality of life;
 2. Make sure all its members are aware of all the students' interests;

3. Ensure just democracy among its ranks;
4. Consult its members on all issues of importance;
5. Maintain a good relationship based on mutual respect with the school administration, the teaching and non-teaching staff, and with parents;
6. Allow all members who wish to work in the affairs of the student council to do so; and
7. Play an educational role in collaboration with the school administration by organizing conferences, workshops and exhibitions on the subjects that interest the students.

- that these schools should form an exchange network that would give the young leaders on the student councils a chance to maximize their involvement and the quality of the work they do within the school and the community; and
- that an official presidents' meeting take place yearly on chosen issues so that the student councils become involved in the development of the *des Patriotes* school board's policies regarding life at school.

The president of the *des Patriotes* school board as well as the presidents of the student councils commit themselves to this process and confirm said intent by co-signing this document on April 29, 1996.

In its second year of development, this process is responsible for the fact that more than 200 young people are now actively involved in how their elementary schools are run. A risk worth taking...

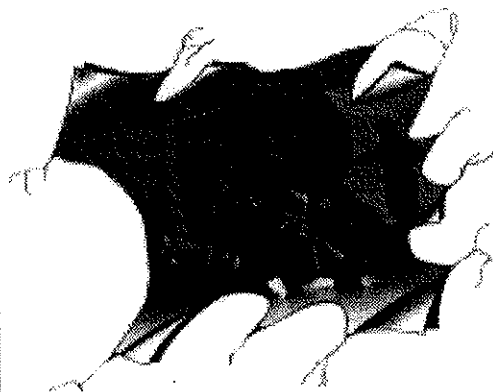
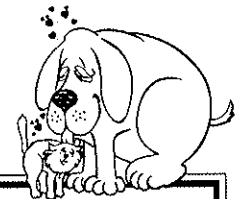
*Submitted by Jacques Turgeon
Complementary resources for students
des Patriotes school board*

Planning A Student Leadership Workshop

This is an example of a workshop schedule. Andrew Battcock from St. Michael's School in Goose Bay, Labrador uses this outline for his grade six student leadership workshop. For more information on this workshop outline, you can reach Andrew at (709) 896-2221.

Grade 6 Leadership

10:00 AM	Registration/Name Tags			
10:15 AM	Large Group - Music Room Welcome			Small Group i) Skit on cooperation (The skit also is cooperation in action)
Respect	i) Introduce student leaders ii) Hi, My name is Joe" & other songs iii) Molecules iv) Role Play (cliques, stealing, reaction) Explanation			Large Group - Music Room i) Perform skis ii) Re-cap Cooperation iii) Song
	Small Group	12:45 PM		LUNCH (In small groups in classrooms - free time in gym)
	i) Candidates introduce themselves ii) Incognito (Set a task then place sticker on forehead) iii) Group cheer, Group Name	1:30 PM		Large Group - Music Room i) Song ii) Skit - Choices
	Large Group - Music Room i) Recap Respect ii) Group name, Group cheer iii) Song	Choices		Small Group i) Dear Abby - Answer/Discuss ii) Clean up & evaluation
11:30 AM	RECESS (refreshments/snacks)			Large Group - Music Room i) Re-cap the days activities ii) Song/Close
11:45 AM	Large Group - Gym i) Games - showing cooperation ii) Rain iii) Explain cooperation (with or without a skit by leader)	3:00 PM		Adjourn
Cooperation				



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Provincial/Territorial and National Conferences

Date	Topic	Contact	Location
April 4-8, 1997	NIRSA 48th Annual Conference	Will Holsberry (541) 747-2088	Louisville, Kentucky
May 1-3, 1997	CAHPERD '97 Conference "Making a Difference"	Laurel Goodacre (403) 342-3372	Red Deer, AB
May 8-10, 1997	CIRA National Conference In Concert '97 Band Together for Sport CIRA, PEPSA and BCSS University of BC	Angie Di Fonzo (604) 599-2005	Vancouver, BC
May 13-17, 1997	8th National Forum of the Active Living Alliance for Canadians with a Disability; and 11th International Symposium for Adapted Physical Activity	A. Simard (418) 529-9141 ext 6271	Château Frontenac, QC
January 30-31, 1998	CIRA-Ontario Conference "Polar Bears, Ice Holes and Other Chillin' Delights"	Herwig Baldauf (905) 934-0441	Niagara Falls, ON



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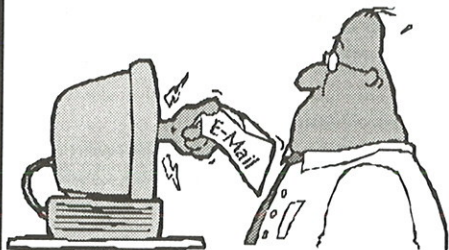
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