

# Bulletin

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

September 1997, Vol. 22, No. 8

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Photo: Glenn Campbell

Students at O'Leary Elementary School in O'Leary, Prince Edward Island are caught lazing about, but in a most unusual way.



**CIRA**  **ACLI**

CANADIAN INTRAMURAL RECREATION ASSOCIATION  
ASSOCIATION CANADIENNE DE LOISIRS INTRAMUROS

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Recreation Association**



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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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# Changes...Changes...Changes...

## CIRA Office Moves

As an outcome of the decision taken in June, by the CIRA/CAHPERD Transition Team, to remain as two separate organizations, both the CIRA and CAHPERD national offices moved to different office spaces within 1600 James Naismith Drive. CIRA is located in **212-B** and CAHPERD in 204. The CIRA phone number remains the same 613-748-5639, but we have a new fax number **613-742-5467**.



## Staff Changes

Another outcome was the realignment of some staff. Carl Clements and Wendy Overton were "joint" employees working on programs and initiatives for both organizations. Now both have taken on tasks solely for CAHPERD. Our sincere thanks to both Carl and Wendy for their dedication and effort over the past few years for the work they did for CIRA, as well as on joint projects with CAHPERD. We wish them well with the new challenges they have assumed with their responsibilities with CAHPERD.



Currently the CIRA office is staffed by:

Rick Turnbull	Executive Vice-President
Hazel Marshall	Administrative Secretary
Rheo Pilon	Financial Administrator (P/T)
Rob Lamothe	Publications Fulfilment Clerk (P/T)
Denise Pittuck	Bulletin/Desktop Publishing (Contract)
Angèle Beauséjour	Administrative Assistant (will return Sept 8 from maternity leave)

## CORRECTION

The Bulletin, May 1997  
Page 11 Health News: AIDS Matching Quiz

Question 8 should read as follows —  
HIV is **NOT** spread by casual contact.

We are sorry for any misunderstanding our error may have caused. Thanks to Claire Nelson, Aids Educator at the Elgin-St. Thomas Health Unit for bringing this to our attention.



## Ability OnLine

Putting children and adolescents with disabilities in touch with the **WORLD!**

Ability OnLine is an electronic community where children and adolescents with disabilities and chronic illness can meet friends and mentors. A friendly and safe place where they can share information and experiences, from anywhere, and at any time, using a computer and modem connected to an ordinary phone line.

- uses modern technology
- provides online volunteers who are mentors and role models
- **Ability OnLine** receives/sends approximately 42,000 messages a month
- over 6,000 members are linked from numerous hospitals, rehabilitation centres, schools and homes

To reach **Ability OnLine**, you can use almost any computer or terminal with a modem. If you are calling from within the greater Toronto area, dial (416) 650-5411. Outside Toronto, long distance charges apply. Once you complete basic on-line registration, you can start using many of the features of **Ability OnLine** right away.

For more information, call directly by modem, or contact **Ability OnLine** at 919 Alness St., North York, Ontario, M3J 2J1, Canada or phone (416) 650-6207 during normal office hours.

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# A TRIBUTE TO OUR RETIRING DIRECTORS

**V**olunteers are at the core of the activities and projects of CIRA. The time, effort, dedication and commitment of these people is sincerely appreciated. We wish to recognize the involvement of the following Board members who have made excellent contributions to CIRA and are now moving on to other challenges.

## **ANGIE DiFONZO,**

**B.C./YUKON PROVINCIAL/TERRITORIAL DIRECTOR (1995-1997)**

As a Recreation Programmer at Kwantlen University College in Surrey, B.C., Angie's interest in intramurals and recreational activities comes naturally.

Not only has she been promoting CIRA in her province and territory, but over the years, she has been involved as a member of the Advocacy Committee, represented CIRA on the Alliance for Canadians With Disabilities, chaired the Membership Committee, and recently been a member of the 1997 National Conference Organizing Committee hosting the "In Concert 1997" conference this past May in Vancouver.

Angie has been active as a Student Leadership Program Trainer and sits on the Physical Activity Coalition within Education in B.C.

## **WADE GREGG,**

**MANITOBA PROVINCIAL DIRECTOR (1994-1997)**

Wade's first involvement in CIRA was as a member of the National Conference Committee that hosted the successful "Magical Medieval Tour" in May 1989. When Manitoba hosted the conference again in 1996, Wade was once more involved and hosted the conference at his school.

During the period between these conferences, he was a member of the Manitoba CIRA Executive and the assistant provincial Student Leadership Coordinator. He was active in promoting CIRA, intramurals and Student Leadership in the province, and involved in two highly successful "Far-Side of Intramurals" provincial workshops.

He is currently Physical Education Department Head at Churchill High School in Winnipeg, Manitoba.

## **GERALD SULLIVAN,**

**NEW BRUNSWICK PROVINCIAL DIRECTOR (1993-1997)**

It was as a Student Leadership Trainer in 1989 that Gerald first became involved with CIRA. He has continued on as a trainer since this first involvement, and done numerous workshops and presentations. He served on the National Student Leadership Committee for four years prior to taking over as the N.B. Provincial Director in 1993.

He was a member of the CIRA Executive Committee for two years, and sat on the MOGA Madness and Do It Daily... For Life! Program Development Committees for another two-year period.

Earlier in his career, he was recognized in 1992 by CAHPERD with the Young Professional Award, and his school received the QDPE Recognition Award in 1993, 1994, and 1995.

Gerald is a Physical Education teacher at Florenceville Middle School in Florenceville, N.B.

## **CHRISTINE PREECE,**

**ONTARIO PROVINCIAL DIRECTOR (1993-1996),  
BULLETIN EDITOR (1996-1997)**

Chris joined CIRA in 1984 and has been a member of Provincial and National Conference Organizing Committees, including the National Conference in Waterloo, "Games People Play" in 1990.

She has been involved as a Student Leadership Trainer, on the CIRA Executive Committee, on several provincial committees, and as the Ontario Provincial Director for three years. In the past year, she was the Editor of the CIRA Bulletin, and a member of the CIRA/CAHPERD Transition Team.

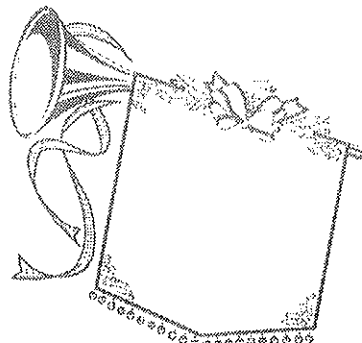
Chris was the creator and writer of the new Health in Perspective (HIP) Program, and a member of the National Advisory Committee for HIP. She is an active writer and member of several health, wellness, and environmental committees, both locally and provincially.

She is currently employed at the Lambton Health Unit in Point Edward, Ontario as a Health Promotion Officer.

Being a volunteer can be a rich and rewarding experience. It is an opportunity to step outside your day-to-day job and do something different — and to do something that has an impact and affects change.

The volunteers listed above have made a difference, and CIRA is sincerely grateful for their years of involvement and commitment to intramurals and recreation.

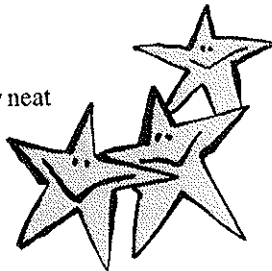
Thank you.



# Elementary School - Help is on the Way!

## Battle of the Homeroom Stars

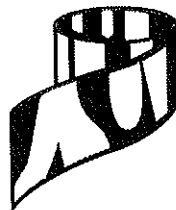
Sharleen Smith from Fort McMurray has been doing really neat things with her junior high intramural program. Her latest venture is called "Battle of the Homeroom Stars," and it involves students collecting points for their class by participating in crazy activities like the following:



- ▶ Hat Tossing
- ▶ Arm Wrestling
- ▶ Limbo Dancing
- ▶ Marathon Person
- ▶ Inside-Out Day
- ▶ The Duct Tape Challenge

### ▶ The Duct Tape Challenge

In this activity, a student on each team stands on a chair which is placed against a wall. His/her teammates then have five minutes to duct tape the student to the wall. Duct tape is allowed only on clothing (for example, tape on exposed skin or hair is an automatic disqualification.) After the five-minute time limit is reached, the chair is removed from under the student's feet (and quickly substituted with a gym mat) and the winning team is determined by which student stays "stuck" up against the wall the longest.

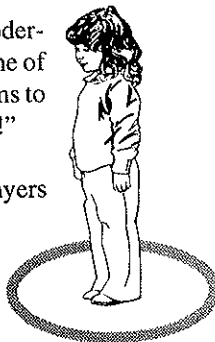
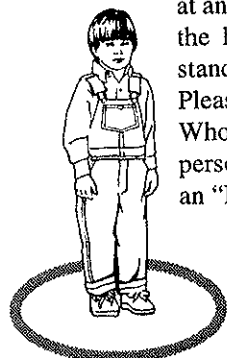


If you are interested in more details about the "Battle of the Homeroom Stars" activities, contact Sharleen at Dr. Karl A. Clark Elementary School at (403) 743-2444. She has a great handout on this activity!

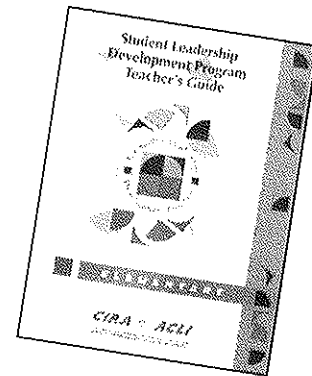
## Excuse Me Please (aka Pardon Me Please or Party on Please)

This "uniquely named game" was submitted by Tracy Loder-Stephen. She used to have the kids say "Pardon Me Please." One of her tougher Grade 6 boys (who apparently never listens and seems to hear only what he wants to) thought she said "Party On Please!"

On the gym floor spread out some hula hoops. Choose some players to be the energetic "Its." The rest of the students will be running around trying to avoid getting caught. A player can be safe by standing inside a hula hoop but only one person can be in a hoop at any time. You can only stand safely inside the hoop for five seconds. If someone is standing in a hula hoop you'd like to jump into, you say "Pardon Me Please" (or whatever variation you like!) and the person must leave. Whoever is in the hoop must jump out immediately, leaving the other person inside "safe." If you are tagged by an "It" you are instantly an "It" and the person who tagged you gets a free walk away.



Reprinted from *Sprinter*,  
A newsletter of the HPEC of the Alberta Teachers' Association  
July, 1997



The **Elementary Teacher's Guide** is 191 pages of practical information, activities and worksheets on everything from starting a leadership group in your school to practical ways of developing leadership skills for students and effective teamwork skills.

### Regular Price:

CIRA Members	\$26.00
Non Members	\$29.00

To order, contact CIRA by —  
Telephone: 613-748-5639  
NEW Fax: 613-742-5467  
e-mail: [cira@rtm.activeliving.ca](mailto:cira@rtm.activeliving.ca)

# Back to School Sale!

## 30% Savings

As a back-to-school special, CIRA members who order the **Elementary Teacher's Guide** prior to **OCTOBER 15th** will receive a 30% discount! This is a limited time offer.

**\$18.00**  
(plus GST and handling)

# Program Model - Discover the Connection

## Discovering the connection between intramurals and a successful school environment

Several years ago after attending my first CIRA conference and talking with several delegates, I realized that I was a victim of MSMS (Minor Sports Mentality Syndrome). This common disease is found mostly in children but can be easily caught from adults. It is seldom fatal, in a physical sense, and the only known cure is heavy doses of FUN and GAMES in a FRIENDLY environment. Since that time, I've made it a point of reading CIRA's philosophy on a regular basis.

I presently teach at a K-5 school with just over 400 regular students from grades 1 to 5. Our lunchtime intramural schedule is as follows every week:

Monday	Grade 2
Tuesday	Grade 4
Wednesday	Grade 3
Thursday	Grade 5
Friday	Grade 1

Our program runs from the second week of September until early June. Excluding holidays, P.A. days, Christmas concerts and special programs we have an active intramural program for 30+ weeks of the year.

We have an active leadership program that includes 15 grade fives. Three leaders are assigned to each grade of Intramurals for the year. The leaders begin by taking daily participation attendance for our Winit Award program, setting up equipment and observing how I run the program. By Christmas they are including a warm-up activity to the program. In the new year they have charted their next 10 weeks of Intramural games that they will run under my supervision. By the last term they have developed the respect of the children and are completely in charge of the daily intramural program.

Last year we had attendance that exceeded 6,000 students. That was an average of 40 students per day, 200 per week, or half the school each week. These are numbers that our parent council sits up and notices.

### How do we accommodate these large numbers in an active program?

We play only large group type games that are easily adapted from everyday games. End soccer, four corner soccer, Doctor Doctor, beachball volleyball, Newcombe ball (two games cross court), Indiana basketball (3 on 4 instead of 2 on 3), Ultimate gator skin, hit ball, gymnastics, floor hockey, etc.

With the younger students we often run simple Intramurals that are extensions of their regular gym classes, eg. tag games, relays, scooters, flying turtles, gymnastics and parachute activities.



All games are co-educational and scores are rarely kept. THE OBJECT OF THE GAME IS TO SCORE NOT KEEP SCORE. Many of the games are extensions of the physical education classes and work as an enrichment for those who attend. All games are adapted to the less skilled students. Getting these children happily active in your program will, in the end, tell how successful your program is.

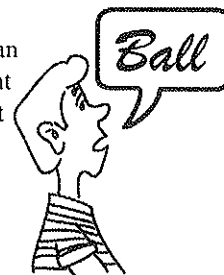
Finally allow me to add that you should eliminate as many rules as possible. LET THE CHILDREN PLAY.

Submitted by Pat Doyle  
John Darling P.S., Kitchener, Ontario  
email: lacrosse@ionline.net  
Fax: 519-749-0225

## Back to School Mixers . . . .

### "TABOO WORD GAME"

This is an easy ice-breaker or game that can be played simultaneously with another event in progress. The time limit can be as short as you want it, or can last for the entire event. Each person is given one sticker on which a simple word is written (ie ball, friends, hungry, mall, weather, or other words significant to the event) to wear on the front of their shirt. That word then becomes taboo to the person wearing it. If they are caught saying their taboo word, the "catcher" then takes the sticker and is taboo from saying that word in addition to the word(s) already worn. The person with the most stickers wins.



### "TABOO ACTION" VARIATION

This game can also be applied to actions. Instead of using stickers, however, each person receives a penny, paperclip, or other simple object. The taboo action may be crossing any body part (crossing one's legs, arms, fingers, eyes, etc.). Another taboo action may be smiling, or laughing in any way. People who have lost their penny can easily join back in by catching someone doing "the taboo". Again, the person with the most objects wins. This is a fun game that keeps people alert while paying attention to another game/event.



Submitted by Liberty Hansen  
Recreation Assistant  
Kwantlen University College, Surrey, B.C.  
e-mail: liberty@kwantlen.bc.ca

# Games, Games, Games. . . .

Here are "new" resources developed by volunteers from CIRA Ontario. Following their successful "Not Just Another Games Book", they decided to publish two new titles — "Another Games Book" and "Mass Appeal". Here are a couple of samples from each resource. There are many activities and games that you can add to your intramural programs to give it more pizzaz.

## Zoo Keeper\*

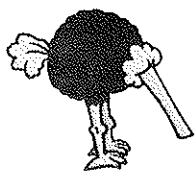
Listed below are a series of activities with an animal theme. Ideally suited for junior grades, "Zoo Keeper" is best offered in the fall or spring. Plan a trip to the zoo as a highlight of the theme.

### • Zoo Suits

Invite students to dress up like their favourite zoo animal. Award prizes for the best costumes.



### • Ostrich Fight



Two or more players enter a circle marked on gym mats, crouching down and holding onto their ankles. Players try to bump the other ostriches out of the circle. The game can also be played by holding onto the right ankle with the left hand behind the back.

### • Camel Back Tag

In pairs, one person is the camel and the other the rider. The rider mounts the camel piggyback style with a piece of masking tape stuck to their back. Riders try to get as many pieces of tape as they can from the other camels. The last rider with tape on their back wins.

## Pick up Tag\*\*

This game is best played outdoors on a large playing area such as a football or soccer field. Ensure all "pick up" rules are reviewed and understood before beginning.

The number of participants is unlimited. Alter the playing area according to the numbers involved. For large groups, play side to side utilizing the entire playing field.

On the signal, all participants try to get across the field without being caught. A player is captured when an "it" picks them up entirely off the ground, feet and all. "Its" are designated before the game starts and the number will vary depending on your space and number of participants.

"Its" must always put players back down in a safe manner, feet first with their upper body supported. Grabbing of clothes not allowed. Failure to comply with result in an "it" being removed from the game.

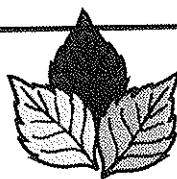
As the participants cross the field each time, the number of "its" slowly grow. Player who have made a successful crossing of the field must wait until action is completed before making another crossing. The "its" quickly learn to team up and capture runners collectively.

The game continues until all the runners are caught.



## Leaf Olympics\*

This can be run as a noon hour activity or as a play day. Offer 6-8 events and award winners "medals" - gold, silver and bronze spray painted leaves. Here are just a few suggested activities.



Standing Long Jump

Jump into a pile of leaves from a standing position.

50 M Hurdles



Hurdle over several small piles of leaves.

Shotput

Shotput a garbage bag full of leaves.

Hammer Throw

Fill panty hose with leaves and see how far they can be thrown.

## Chaos\*\*

If you want to create a little excitement and energy in a group, organize a game of "Chaos"! The game is ideally played with 50 or more participants in an open field or double sized gym.

To play, divide the participants into four teams. Instruct each group to choose a team name and send to a different corner of the field or gymnasium.

On the word go, each team tries to get to the opposite corner of the playing field as quickly as possible. The first team to get all of their team members to the opposite corner is victorious. The game gets its name from the chaos created in the middle of the playing area as the players charge to the opposite side of the field.

When the group has successfully completed the first round, suggest using different modes of transportation. How about hopping on one foot, somersaulting, galloping, skipping, wheelbarrowing or crawling?

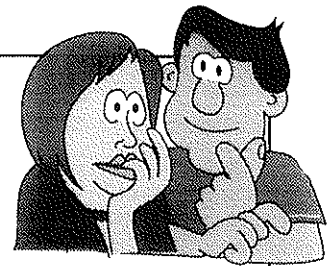
### To order your copy from CIRA

Another Games Book —	\$20.00 CIRA Member
	\$ 25.00 Non-member
Mass Appeal —	\$15.00 CIRA Member
	\$ 20.00 Non-member

\* From "Another Games Book"

\*\* From "Mass Appeal"

# Lifestyle Choices for Wellness



Lifestyle means different things to different people. We all make choices on how we want to live which is dependent on many factors. These include attitudes and beliefs about living, past experiences, values, priorities, the influence of others, and so on. People's present lifestyle reflects with reasonable accuracy what their health will be in the future. The choices we make each day have a tremendous impact on your health. Over time, the cumulative effect these choices can affect the quality of your life. Today, most illnesses and premature death are the result of lifestyle practices, such as:

- smoking can lead to cancer of the lung
- lack of exercise can lead to obesity/overweight and high blood pressure
- a diet high in fat can lead to high cholesterol
- coping poorly with stress can lead to ulcers and heart disease

You will hear lots about "health". What does this mean? Health is a resource for living the kind of life we want and optimal health is part of wellness. Wellness can be defined as a process of achieving one's potential in life, health, happiness, and productivity. If we work towards optimal health, we can achieve a high level of wellness. This optimal level of wellness includes:

- absence of illness
- enjoyment of life
- participating in supportive and satisfying relationships
- low illness risk
- continuous development of abilities
- maximum energy for daily living
- commitment to the common good

**A wellness lifestyle is a way of living that emphasizes you as a whole person. Examples of wellness behaviours include:**

## ➤ Active Living

Enjoy a variety of physical activities as much as possible. There is overwhelming research evidence to show that exercise can significantly reduce health risks. Research has shown considerable health benefits of moderate physical activity, one study with stress and exercise (Malec 1997) has proven that a minimum of two days of aerobic activity for at least 30 minutes can provide positive benefits such as feeling good, increased energy, improved digestion, improved sleep and decreased depression.

## ➤ Making healthy food choices

A sensible and nutritious diet is the backbone of general good health and wellness. Following Canada's Food Guide to Healthy Eating can provide all the essential nutrients needed. If one follows the 80:20 rule which suggests making 80% of your choices as healthy ones and the other 20% be other choices, you will achieve balance in your eating.

## ➤ Stress Management

Stress is believed to be associated with 90% of all disease and is the number one health concern of most Canadians. Effective and long term stress management includes a wide variety of skills and lifestyle practices.

## ➤ Getting adequate sleep and rest

We all need adequate rest and sleep in order to re-energize our bodies and to relieve the tensions and stresses of everyday life. Most people need 6-8 hours of quality sleep each night.

## ➤ Encourage smoke and drug free environment

Doctors believe that 90% of all lung related disease is tobacco related.

## ➤ Moderate alcohol consumption

Heavy alcohol consumption has been linked to some cancers.

## ➤ Having an optimistic outlook on life

A well person tries to achieve a balance in each of the wellness dimensions. A program that address these areas is TRYM GYM, a lifestyle change program for weight control that operates out of the University of Calgary, Fitness and Lifestyle Centre. The 12 week program focuses on three major factors:

### • Behavioural Change

A self managed approach to developing new skills to promote a healthy lifestyle.

### • Nutrition

A practical, healthy approach to good nutrition. Individual meal plans are developed for each participant using Canada's Food Guide to Healthy Eating.

### • Physical Activity

Participate in fun classes designed to encourage a more active lifestyle.

A multi-disciplinary team of health professionals that includes a nurse, dietitian and fitness professional facilitate the program. For more information, call 403-220-4374.

*Submitted by Liz Young, R.N.  
Program Coordinator Trym Gym, University of Calgary  
Fax: 403-284-5867  
e-mail: llyoung@ucdasvm1.admin.ucalgary.ca*

# Special Report - RX from the IHRSA\*

## Physical Activity In The Lives of Girls

This past March (1997) saw the release of *Physical Activity and Sport in the Lives of Girls*, a groundbreaking report that focuses on the many ways that physical activity and sports have become integral and valuable parts of the lives of young females. Among the report's many important findings:

- Regular physical activity can reduce girls' risk of developing many of the chronic diseases of adulthood.
- Female athletes perform better academically, and have lower school dropout rates, than their non-athletic counterparts.
- Regular physical activity can enhance girls' mental health, reducing the symptoms of stress and depression, and improving self-esteem.

This new report—which has particular relevance for clubs that cater to children—is the result of a collaboration involving the President's Council on Physical Fitness and Sports (PCPFS), and the Center for Research on Girls and Women in Sport at the University of Minnesota. It was prompted, in part, by the explosive growth in young women's participation in interscholastic athletics precipitated by Title IX, and by the dearth of data on the subject.

It's the first published document to consider the topic from an interdisciplinary perspective. Its authors are experts in the fields of physiology, psychology, sociology, and mental health, which makes it possible for them to describe the "complete girl," rather than just one aspect of a girl's experience. The report considers: the benefits that girls derive from participating in physical activity and sports; the barriers that may prevent them from reaching their full potential;

and conversely, the conditions and environments that help them to achieve that potential.

The number of young women participating in interscholastic athletics in the U.S. has climbed from only 300,000 in 1972 to 2.5 million today—largely because of Title IX, federal legislation passed in the early '70s that prohibits sexual discrimination in educational settings. More funds, programs, and instructors meant more opportunities for girls, but also revealed how much more needed to be known and done. For years, girls' involvement in physical activity and sports has been neglected by parents, educators and researchers in the biomedical and social sciences. And, while boys and girls do share some common traits and experiences with respect to physical activity, it's become clear that there are physiological, emotional, and social components that are unique to girls. Thus the need for this trailblazing study.

The news, as one might expect, is both good and bad, optimistic, but, at the same time, sobering. Title IX, more physically fit role models for girls, greater media coverage of women's sporting events, a growing public understanding of the health ramifications of regular exercise, and a host of other factors have made young women more aware of, interested in, and likely to pursue athletic activities. However, the sexual disparities—in resources and opportunities available to boys and girls—remains, and the number of young women who still aren't participating, to any significant extent, in physically challenging activities is huge.

The authors of *Physical Activity and Sport in the Lives of Girls* note that childhood and the adolescence are critical times—in terms of laying the foundation for lifelong physical activity—but concede that/ unfortunately, too many young people, especially girls, aren't nearly active enough. *Physical Activity and Health: A Report of the Surgeon General*, which was released last year,

**Editors Note:**  
While this article reports on US statistics and trends for girls and young women, there are similar trends and disparities for Canadian girls and young women.

reports that nearly one-half of all young people between the ages of 12 and 21 aren't vigorously active on a regular basis, and 14% are completely inactive.

The authors of the new report conclude that much more needs to be done—there needs to be greater sensitivity and vigilance, additional research, richer resources, and greatly expanded efforts—if girls are to enjoy the same physical activity and sports opportunities as boys. Parents, scholars, and health and fitness professionals, including IHRSA club operators, need to keep pace with the dramatic growth and diversification of girls' involvement in these activities.

Many club owners have long understood that, in many respects, women are prospects, and members, just like men . . . but that, in many other ways, they're quite different. With interests, abilities, preferences, needs and aspirations that make them unique consumers. Operators have acknowledged, and responded to, those differences in minor, and more major, ways—e.g., from a strength-training class for women, to a large multipurpose, women's-only facility. In the same way, all children can benefit from some of the equipment programs, and amenities that a club offers, but, if they're to profit from it most—especially in the case of girls—the reality of their needs has to be considered and addressed.

*Physical Activity and Sport in the Lives of Girls* is not just the name of a new report. It is also a worthy goal.

The full report and the executive summary of *Physical Activity and Sports in the Lives of Girls* is available on the Internet at: <http://www.coled.umn.edu/KLS/crgws/pspfs/pcpfs.html> (Editor's Note: This is an excellent site. Don't miss it!)

*Sandra Perlmutter is the Executive Director of the President's Council on Physical Fitness and Sports (PCPFS). Reprinted with permission from CRI; June 1997.*



\* International Health, Racquet and Sportsclub Association

# Omnikin- A low skill, fun activity for any age

The game of Kin-Ball is an exciting cooperative game designed to develop both fair play and team work. It is easy for everyone to learn and enjoy. Developed by Omnikin, Kin-Ball was first introduced in Quebec, where more than 3,000 schools are currently playing the game.

## ► General Information

- The ball is actually a balloon inside a cloth cover. Do not use around sharp objects that could cut the ball.
- The ball is inflated with a compressor (a shop vacuum will work too, but not a regular ball pump. An adaptor is used on the air hose to make it easier to fill.
- Do not let students lay or bear weight on the ball.
- Do not let students kick the ball as it is meant to be played with the upper body. (If a player kicks it and someone else is using their hands, you could get finger injuries.)
- Players can use their hands or head to propel the ball in a dribbling, volleying, bumping, serving action, or heading the ball.
- Caution young or small players to use their whole arm if using a serving action. If they serve off the hand, they could hyperextend their elbow and experience some pain. The ball while very light, is quite big.

## Off the Wall Omnikin - a variation

- Two team of equal numbers
- Tape or natural mark on the wall approximately 10 feet off the floor.
- Players can dribble like basketball, volley or bump as in volleyball or head the ball like soccer. Players can pass but should not trap the ball and hold it. You may have to say you can't put 2 hands on the ball if players slow the game down by holding it too long before passing.
- Points are scored by hitting the ball below the line on the wall. No 2 handed throws are allowed on the wall.
- Depending on the length of wall you using you could use 1 to 3 defensive players protecting the wall. The idea is to have a large zone to protect. Do not allow all players to guard the wall.
- If you score you must run back to centre and cannot cross the line until the ball or a player on the ball carrying team crosses centre.
- The game is low skilled; as long as players can propel the ball they can play. The ball travels much quicker in the air.
- No kicking the ball!



### To order your Kin-Ball, contact the CIRA Office

#### Now available in two sizes → 3' and 4' balls!

- |                              |                       |            |
|------------------------------|-----------------------|------------|
| • 3' Kin-Ball                | (includes 2 bladders) | \$199.99 * |
| • 4' Kin-Ball                | (includes 2 bladders) | 235.99 *   |
| • Replacement Bladders       |                       | 49.99 *    |
| • Air Pump                   |                       | 84.99 *    |
| • Official Rules Pocket Book |                       | 7.99       |
| • Kin-Ball Rules Manual      |                       | 11.99      |
| • Videocassette              |                       | 29.99 *    |

\* 8% PST applicable on these items for Ontario residents

#### CIRA

1600 James Naismith Drive  
Gloucester, Ontario K1B 5N4  
Telephone: 613-748-5639 NEW Fax: 613-742-5467  
e-mail: cira@rtm.activeliving.ca

## The 19th Annual Intramural/Student Council Secondary School Leadership Workshop

Hosted by Ryerson Polytechnic University  
**February 7 — 8, 1998**

Enhance Leadership Skills,  
Develop Cooperation and Responsibility

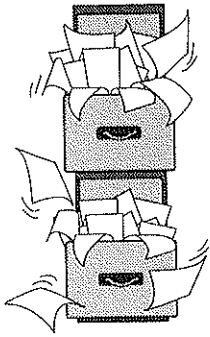


Don't miss this tremendous opportunity to  
share your ideas, get great new ones and  
build your team!

### GET INVOLVED

Registration Fee: \$35.00/person

For more details  
Contact Jennifer Myers at 416-979-5096



# The CIRA Files

1997 marks the 20th anniversary of the Canadian Intramural Recreation Association. While there have been many highlights over the years, here are just a few from the early years.

## 1968

- Intramural workshop at St. Francis Xavier University in Antigonish, N.S., organized by Dave Wilkie
- Ontario Intramural Directors' Workshop at Geneva Park, Orillia, Ontario

## 1970

- Peter Hopkins, University of Waterloo, began to publish the Canadian Intramural Newsletter with 200 subscribers
- Intramural workshops were being organized in B.C. and Alberta for intramural practitioners

## 1970s

- A significant number of Canadians belonged to the National Intramural Association (now named the National Intramural-Recreational Sports Association) in the United States and attended their annual convention

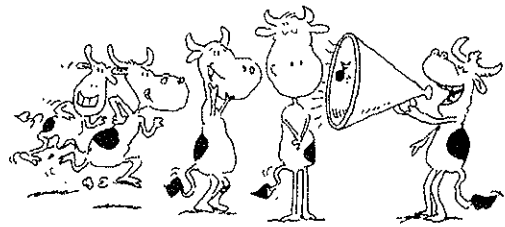
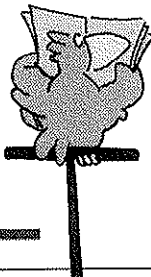
## 1977

- January 20th: First meeting with key volunteers and Labatt's to discuss the forming of a new organization
- May 5th & 6th: The Canadian Intramural Recreation Association was formed with financial backing for 3 years from Labatt's Breweries
- Peter Hopkins, University of Waterloo, was elected as the first President of the association, and the members of the initial Board were: Doug Amey, Al Brawn, Warren Campbell, Dave Copp, Michel Duguay, Martin Hendy, Emil Hrenchuk, Nila Ipson, Rick Turnbull, and Dave Wilkie
- The first year's revenues were \$8,132.25, with \$8,000 of that coming from Labatt's. The year-end surplus was \$414.91
- There were 250 members nationally

### It's YOUR Bulletin!

#### We want to hear from you!

As a CIRA member you have the opportunity to share your "new" activities, favourite varieties of an old game, your intramural program highlights, a review of a recent game/ activity resource you've found or anything of interest, with hundreds of other CIRA members and intramural practitioners. Call, write, fax or e-mail - remember, it's YOUR Bulletin!



## WE NEED HELP!

We have lost contact with the following CIRA Life Members. If anyone can supply us with a current address and/or phone number, we would appreciate re-establishing contact.

Les Omotani  
Bruce Eagles  
Ron Kraft  
Phillip Allen  
Valdis R. Palens  
Tim Tollestrup  
Harold Mori  
Richard Wilson  
Danielle Lacroix  
Linda Harack

Alberta  
New Brunswick  
Alberta  
Alberta  
Ontario  
Alberta  
Alberta  
Alberta  
Québec  
Saskatchewan



## Did you know . . . .

- Cars and light trucks can produce as much as 70% of the pollutants contributing to creating smog in major cities; and they are the leading single source of climate change emissions?
- For distances up to 5 km, cycling is recognized at the fastest of all modes of transportation from door to door? Despite this, most urban autos make more than 2000 trips annually that are 3 km or less!

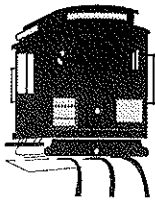


**Go for Green!** has taken on the challenge to encourage active living and environmental citizenship through active transportation. For information and resources regarding this **Go for Green!** initiative, please call (613) 562-5310.



# Provincial/Territorial and National Conferences

Date	Topic	Contact	Location
October 16-18, 1997	OPHEA Annual Conference	Sophie Vertkas OPHEA (416) 426-7120	Geneva Park Orillia, ON
January 30-31, 1998	CIRA-Ontario Conference "Polar Bears Ice Holes and Other Chillin' Delights"	Herwig Baldauf (905) 468-3293	Niagara Falls, ON
February 7-8, 1998 (NEW DATE)	19th Annual Intramural/Student Council Secondary School Leadership Workshop	Jennifer Myers (416) 979-5096	Ryerson Polytech Toronto, ON



## MOVING?

## DON'T LEAVE US BEHIND!



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1600 James Naismith Drive  
Gloucester, Ontario  
K1B 5N4

Tel: (613) 748-5639 NEW Fax: (613) 742-5467  
E-Mail: [cira@rtm.activeliving.ca](mailto:cira@rtm.activeliving.ca)



CANADIAN INTRAMURAL RECREATION ASSOCIATION  
ASSOCIATION CANADIENNE DE LOISIRS INTRAMUROS

Name: \_\_\_\_\_

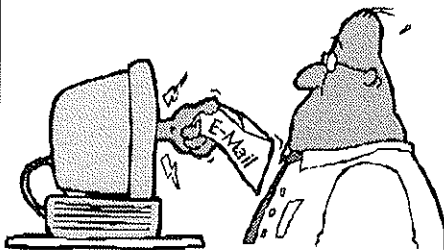
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City: \_\_\_\_\_ Province: \_\_\_\_\_

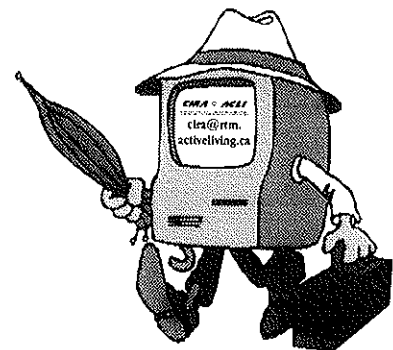
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