

"The Voice of Intramurals in Canada"

«La voix des loisirs intra-muros au Canada»

June 2001, Vol. 26 No. 7

ISSN 1187-0818



Photo provided by Sylvie Forget

"Royal Tip Off", it educates while showcasing the sport of wheelchair basketball for one's entertainment. See page 8 for more details.

In this issue...

President's Message	2
Post-Secondary Spotlight	3
Activity Centre	4-5
The Leader	6-7
Royal Tip Off Program	8
Program Model	10
On the Wellness Front	11
Choices & Decisions: <i>taking charge of your financial life</i> ...	12



CANADIAN INTRAMURAL RECREATION ASSOCIATION
ASSOCIATION CANADIENNE DE LOISIRS INTRAMUROS

CIRA Board

President

Mike Boyles*
mboyles@ucalgary.ca

Past-President

Tim Rafter*
trafter@sjsd.net

Special Board Appointee

SLDP Chair
Jim Berry
ejberry@sympatico.ca

Special Board Appointee

HIP Chair
TBD

Special Board Appointee

Bulletin Editor
Lynn Kohlman
kohlman@travel-net.com

Provincial/Territorial Directors

Alberta/NWT

Corinne Paul
cimpaul@ucalgary.ca

British Columbia/Yukon

Barry Olsen*
barryo@infinet.net

Manitoba

Keith Redfern
kredfern@fgsd.winnipeg.mb.ca

New Brunswick

Shannon Ward
atherton@nbnnet.nb.ca

Newfoundland/Labrador

Rosemary Ryan Forsey
bandr.forsey@nf.sympatico.ca

Nova Scotia

Jennifer Skuffham
jen.skuffham@acadiau.ca

Ontario

Carolyn Nixon
cnixon@interlog.com

Prince Edward Island

Brenda Howard
robbie.howard@pei.sympatico.ca

Quebec

Hélène Laroche
hlaroche@fqse.qc.ca

Saskatchewan

Johnny Marciniuk*
jjmarciniuk@home.com

* Denotes a CIRA Executive Committee Member

President's Message



I hope that this issue of the Bulletin finds you healthy and well. Spring is in the air, but there has been little time to stop and smell the flowers; this spring has gotten off to a flying start. I had the opportunity to represent CIRA at the National Sport Summit in Ottawa, April 27 – 28. I felt extremely fortunate to be at the Summit representing an association that I truly love and believe in. I was very interested to see how the Active Living community would be welcomed at the sport summit given the recent funding cuts to ParticipACTION and the social rift that is sometimes present between elite sports and recreation.

I was encouraged though, when talking to Denis Coderre, the secretary of state for amateur sport, and others at the summit. Mr. Coderre is a visionary who sees a bright future for Canadian sport and all the benefits it can provide. Through amateur sport in Canada, we can achieve excellence as well as provide a healthier lifestyle for all Canadians. Mr. Coderre has three focuses: participation, excellence and capacity building. I was impressed to hear that our national sport leaders, athletes and administrators recognize the need for physical education in schools. It was underlined that children and youth need to learn movement skills in order to encourage participation in physical activity. This can lead to greater fitness levels and more participation in sport by youth at the grassroots level. It was proposed that if Canada is to excel in sport in the future then we need to improve the quality of physical education being offered in our schools throughout this country. All schools need to offer a physical education program that is composed of the three recognized elements for a quality program: intramurals, inter-scholastic sports and PE instruction by qualified instructors.

This recognition by the sport community is encouraging as was the rhetoric and vision presented at the summit. But talk is cheap, we need to see action. And action starts first from all levels of government, provincial and federal. Action in the form of sufficient funding for active living and sport associations and their programs; physical education for all levels of education and teaching by qualified professionals at all levels. This action needs to occur if we are ever going to see the opportunity and the vision of "physical education, leadership, intramurals and sport for all Canadian children and youth". I sincerely hope that the summit was not just all talk and that the "powers that be" and the different levels of government can create the environment where CIRA and others can truly make a positive impact on the lives of Canadians. I hope that you will do your part on a daily basis in your interactions with students and the people that you meet each day. All in all, the entire summit was a unique opportunity and it bodes well for the future of sport and active living in Canada.

Your CIRA Board of Directors met in Ottawa on the weekend of May 11-12. This Board is a great group of people who are committed and dedicated, and continually amaze me with their professionalism and concern for their students, schools and communities. We have some dynamic plans for the new school year with some great workshops and events planned across this country. Be sure to contact your Provincial/Territorial Director to see how you can get involved with CIRA in your province.

I'd like to personally wish everyone a great spring and may your days be safe, active and fun.

Yours in Intramurals,


Mike Boyles, CIRA President

CIRA National Office
740-B Belfast Road, Ottawa, ON K1G 0Z5
Tel: (613) 244-1594 • Fax: (613) 244-4738
cira@intramurals.ca • www.intramurals.ca

Executive Vice President

Rick Turnbull
rturnbul@intramurals.ca

Administrative Assistant

Angèle Beauséjour
abeausej@intramurals.ca

Program Coordinator

Paula Hustoft
phustoft@intramurals.ca

Publications & Customer

Service Assistant

Anne Turpin
aturpin@intramurals.ca

Financial Officer

Kathy Hare
cira@intramurals.ca

Bulletin Editor

Lynn Kohlman

Desktopping

Angèle Beauséjour



AIR CANADA
is the official airline of CIRA

CIRA  **ACLI**

CANADIAN INTRAMURAL RECREATION ASSOCIATION
ASSOCIATION CANADIENNE DE LOISIRS INTRAMURAUX



Health
Canada

Santé
Canada

Post-Secondary Spotlight

Promoting your Campus Recreation Program

College Intramural Departments use many different ways to invite students to participate in intramurals. In visiting the Ontario colleges, these are some of the methods used by Intramural Departments to communicate with their students.

- a. Talk to faculty and make classroom visits to promote events and intramurals.
- b. Use phone-messaging service in residence and college to advertise events.
- c. Use intramural board in gym and main building.
- d. TV screen ads.
- e. Summer mailing to students – piggyback athletic, intramural, summer and orientation events.
- f. Use exclusive intramural bulletin boards – some only have one such board, while others have as many as twenty-five boards.
- g. ESL teachers open to having people talk about intramurals.
- h. Intramural Star of the Week – certificate given to student Their picture and a brief write up put in the student newspaper.
- i. Sandwich board in the foyer.
- j. Flyers and monthly calendars on trays in cafeteria.
- k. Dates printed in student agenda books.
- l. College wide e-mail.
- m. Athletic booth at registration.
- n. Student newspaper reporting on past events and promoting upcoming ones...
- o. Posters in classrooms for the bored students' drifting eyes.
- p. Posters placed throughout residence.



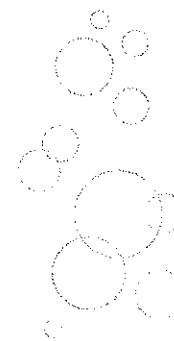
Personal contact is reportedly one of the best tools to promote intramurals. It is important for Intramural Departments to be available during the day for students to ask questions, and for Intramural Departments to personally invite students to participate and register. Strategic placement of Intramural Department offices is vital – this usually means being around the gym facility, or near student government offices (especially if they are in a high traffic area). If the facilities design is not ideal, then creative solutions ought to be found. Sir Sanford Fleming in Peterborough does not have a gym, and the Campus Recreation staff combats this problem by hosting “Wild Wednesdays” – noon hour games in the main foyer. These games include events such as: golf putting, human knots, spoon pass games, and putting up portable basketball hoops. Many prizes are provided and it serves as a useful way for personal contact between students and recreation staff.

Submitted by John Byl, Redeemer College.

***If you don't take time to do it right,
when will you find time to do it
again?***

Jack Donohue

Activity Centre



Bubble Craze! An Afternoon of Bubbly Action!

Bubble Craze is here! Its a hit with the primary kids, especially those in Kindergarten and Grade 1! Proven successful when parent volunteers help out at each station or circulate with each team! You can decide how to set up the teams based on the number of volunteers you have been blessed with! Good luck and have a SUPER SUDSY DAY!

Station 1- Crazy Colours!

Object: Students blow bubbles that have been mixed with tempera paint, onto large white pieces of paper! The design they make is incredible and half the fun is making sure the bubbles land on the paper! I had them in partners with one student holding the paper up high, while the other blew the bubbles.

Materials: paint shirts, bubble mixture with tempera paint mixed in, bubble blowers, large white sheets of paper, markers to write names with.

Station 2 - Bubble Relay

Object: Students blow a bubble and have it rest on the blower! They see how far they can walk before the bubble pops! You can set this up as a race, or as a cooperative challenge! Its a blast and trust me, it ACTUALLY DOES WORK!

Materials: pylons, tape measure for measuring, bubbles and blowers

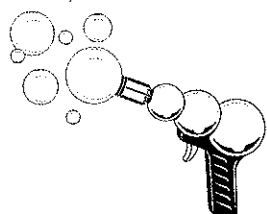
Station 3 – Bubble Books

Object: Students get to relax and look at books that are based on the theme of BUBBLES (either soap bubbles, or bubble gum!). This works well if there is a patch of grass, or shady area to sit.

Materials: A bunch of Bubble books, old blankets and cushions to sit on.

Station 4 – Free Bubble Frenzy

(Sometimes kids just need to let loose!)



Object: Students experiment with all different types of bubble blowers (not the ones that you put your mouths on!). Which one makes the largest bubble? Which makes the most bubbles?

Materials: A variety of hand-held bubble wands (found at any dollar store or toy store), a big container to hold the LARGE mixture of bubbles that you have prepared (I used a Kindergarten water table!)

Station 5 – Popsicle Stop!

Object: Whats a day in the sun with bubbles, without popsicles? Kids enjoy freezies and a sit down in the shade before the fun continues!

Materials: Boxes of freezies (some children at my school were not able to eat the artificial fruit freezies, so its good to send a letter home asking parents)

Station 6 – Bubble Blower Bonanza

Object: Students are taught how to create their very own bubble blowers out of pipe cleaners! (Basically, anything will work as long as it is a closed shape!) Let them test it out to see if it works!

Materials: Pipe cleaners (approx. 3 per child), a bucket of bubbles for testing the blowers, extra volunteers!

Extra Stations? You can add your own stations if you wish (i.e. such as chalk drawing etc.), however, spending 15 minutes at each station was PLENTY for my group of kids! That gives you an 1.5 hours and clean up time! Its a good part of the afternoon!

WHERE TO FIND YOUR BUBBLES? You can either make your own bubbles or you can buy the large containers at the local grocery store! Loblaw's was selling huge containers for \$3 each jug!

If youre feeling particularly adventurous, here is a bubble recipe for you!

1. Combine water and detergent. Stir well, but do not shake.
2. For stronger bubbles, add cup corn syrup or glycerin, or more detergent.
3. Experiment with different brands of dishwashing detergent until you find one that works best for you.

BUBBLE WEBSITES:

Here are some extra website for some cool ideas!

<http://www.sdahq.org/sdakids/bubbles/>

<http://bubbles.org/>

<http://www.sci.mus.mn.us/sln/tf/b/bubblegeometry/bubblegeometry.html>

<http://www.zurqui.com/crinfocus/bubble/bubble.html>

Submitted by Kate Drummond, Monsignor Paul Baxter Catholic School, Nepean, Ontario.

Activity Centre (cont'd)

The Sponge

Key concept: Manage your stress
Objective: By the end of the activity, the participants will

- learn the skill of relaxation; and
- understand how relaxation affects the heart.

Time: 10 minutes
Age: 13-18 years
Setting: Indoors or outdoors (enough space for the participants to lie down)
Materials Required: None
Preparation: None
Method: Instruct the participants to:

- Lie down on your back on a flat surface. Close your eyes. Picture yourself as a sponge lying in a puddle on a hot, sunny day. Breathe slowly and deeply.
- Start by thinking about your right foot. Curl the toes. Tighten the muscles. Point the right foot out, then up, then let it go loose.
- Do the same thing with your left foot. Curl the toes, Tighten the muscles. Point your left foot out, up and let it go loose.
- Feel the muscles in your left leg. Tighten your left calf. Tighten your left thigh. Pull up your knee. Can you bring your knee to your chest? Let your leg go down straight again. Relax your whole left leg.
- Now feel the muscles in your right leg. Tighten your right calf. Tighten your right thigh. Pull up your right knee. Bring your right knee to your chest. Let your leg go down straight again. Relax your whole right leg.
- Feel the lower part of your body going limp. Now turn your mind to the trunk of your body. Tighten your bottom, hold, and let go. Pull your stomach in as far as you can, hold, and let go. Arch your spine, pushing your chest out, and let go. Shrug your shoulders, then relax.
- Now get in touch with your hands and arms beginning with your right side. Stretch out the fingers on your right hand. Make a fist. Let your right hand go. Tighten the muscles in your right forearm. Then let them go.
- Do the same with your left side. Stretch out the fingers on your left hand. Make a fist. Let your left hand go. Tighten the muscles in your left forearm. Then let them go.

- Now feel the muscles of your face. Smile. Purse your lips (as if you were going to kiss someone). Frown. Squeeze your eyes tightly shut and move your eyeballs in two complete circles. Then relax them. Yawn slowly.
- Your whole body should feel relaxed. Let yourself float like a sponge that has soaked up water. Breathe in and out slowly four times. Feel your heart beat.
- Take a deep breath and hold it as you raise your arms slowly over your head. Stretch like a cat. Breathe out. Shake loose, Stand up slowly.

This exercise is based on the scientific fact that after you tighten up a muscle by squeezing it hard, it's easier to relax the muscle (to let it go completely limp). As the muscles relax one by one, your whole body feels less tense.

Wrap-Up Questions

- Were you able to relax?
- What would be a good setting to try this on your own?
- Why is it important to relax?
- Why is relaxation good for your heart?

Answer

Stress causes our blood vessels to constrict and our heart to pump faster. Relaxation allow the blood vessels to relax and therefore the blood flows more freely. The heart pumps more slowly and efficiently.

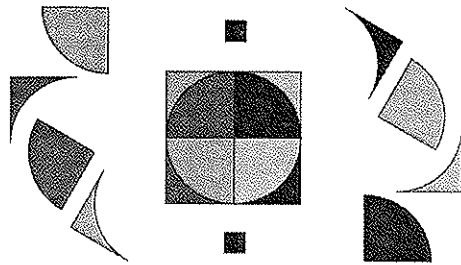
Tip to the Facilitator

- Encourage the youth to practice on their own. They might like to put on relaxing music, dim the lights or use a specially prepared relaxation tape.
- Stress is the number one reason given for smoking. Try to encourage smokers to learn the skill of relaxation as an alternative to smoking. There are resources in your community to help with relaxation skills for smoking cessation.
- Reinforce with youth the healthy, constructive ways of managing stress as opposed to unhealthy, destructive coping techniques.

The concept for this activity has been drawn from the following source with permission of the Canadian Wildlife Federation: Western Regional Environmental Education Council. Project Wild Activity Guide. Ottawa, 1998.

Adapted from Manager your Stress, Feel the Beat Leader's Manual: Promoting Health Health for Youth Aged 13 to 18, Ottawa-Carleton Heat Beat Youth Committee, 2000.

February 2001
Vol. 9 No.7



Success Story - Building Blocks for the Future

The following article is a success story about Kristin Romeril who we featured in the February 2001 CIRA Bulletin (p.9)

As one of the Health In Perspective (HIP) Peer Leader at Lord Beaverbrook High School, Kristin is actively involved in the program implementation and a driving force in its success in Calgary.

Kristin, won't have to worry too much about the cost of university after she was awarded a \$50,000 scholarship for her efforts for implementing a program to boost self-esteem of elementary and school students.

Congratulations Kristin!

Ingenuity pays off for student

by Robin Summerfield, Calgary Herald, April 25, 2001

A Calgary student has earned financial freedom for her university education – a \$50,000 scholarship – for initiating a program to boost the self-esteem of local elementary school girls and help keep them from smoking.

Eighteen-year-old Lord Beaverbrook student Kristin Romeril is among 20 winners of TD Canada Trust's annual Scholarship for Outstanding Community Leadership.

The scholarship covers full-time tuition at the Canadian college or university of her choice and \$3,500 each year for four years for living expenses.

"I'm still a little bit in 'shock", Romeril said from her southeast Calgary home.

"It means total freedom. I don't have to worry one minute about money for school".

Using the CIRA- Health in Perspective resources, the Grade 12 student implemented a HIP program in 1998

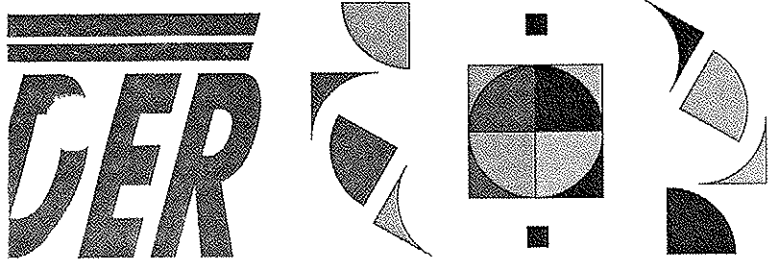
after seeing an upsetting lack of self-worth and negative communication among Grade 5 and Grade 6 girls during her volunteer job at an elementary school.

"It was a different way of life. They didn't have trust in each other, they didn't communicate very well and the boys weren't really nice to them...I just really wanted to make a difference," said Romeril.

Working with the Calgary Regional Health Authority, which provided \$1,000 grant the first year, Romeril implemented a self-esteem and healthy living program for young girls and trained other high school girls to lead discussions.

In its first year, the program reached 40 girls at Fred Parker Elementary. This year, 160 Calgary elementary girls from a number of local schools participated in the 12-week program.

"It never felt like work. It's part of who I am," said Romeril, who plans to attend the University of Victoria this fall to study psychology.



Leadership

“having an intentional, positive influence on the lives and behaviours of others”.

Egg Drop Challenge

The Student Council of Lincoln Avenue School in Cambridge, Ontario held an egg drop challenge for the student body. The challenge was held on April 11th during the noon hour. Each homeroom was able to submit one egg (decorated and named) for the challenge. All students at the school participated in the planning elements involved in the challenge.

Students Cory and Ross were the organizers for the event. They designed hall posters, developed and distributed the rules to each homeroom, and painted the target onto which the eggs were to be dropped. In addition, these two student leaders were responsible for the planning of the event. Each egg was judged by three criteria: the egg name, the decorating of the egg, and the egg's survival from the drop.

On the day of the Egg Drop Challenge, Principal Jim Berry participated by dropping the eggs and their containers onto the target from the roof of the school. Mr. Stewart, the art teacher, was photographer for the event.

Prizes were awarded for first, second and third place. An additional prize for runner-up was also awarded. The winners were announced at a whole school assembly. The day was enjoyed by all and was a tremendous success.

Egg Drop Challenge Rules

The egg your class enters in the challenge must be raw. Anything else will disqualify your team.

All entries must be on the table near the front office by 8:30 am.

Each home room may submit one entry only.

Your class must clearly identify their homeroom on the entry.

The egg you submit must be signed and decorated.

Your class is responsible for providing the materials needed to complete this project (including the egg).

The poster specifies that the egg must be supported by a container. Students that involve the aspect of a parachute and not a container, must realize that the winner will be chosen from entries that have survived the fall and followed the rules.

Submitted by Sue Woosnam-Battler, Student Leadership Chair - Ontario.

New CIRA Special Board Appointee Jim Berry - Student Leadership Chair

Jim Berry, who is a principal at Lincoln Avenue Senior Public School in Cambridge Ontario was appointed to the Student Leadership Chair position.

Jim has been involved with CIRA since 1983 and has served as the provincial Student Leadership Chair for Ontario for the past couple of years. Jim was actively involved in the revision and rewriting of the Elementary and Secondary Student Leadership Program Guides. Jim was also part of the writing team for some CIRA Ontario name and activity resources.

**Welcome
aboard
Jim!**

Royal Tip Off Program

In 1994, the Ottawa-Carleton Wheelchair Sports Association created a community program. It was designed as a means of increasing awareness of issues confronting persons with physical disabilities and to educate the public about their abilities and potential to contribute to the community.

Called the 'Royal Tip Off', it educates while showcasing the sport of wheelchair basketball for one's entertainment and promotes the organization's teams and players as well. To date, more than 10 000 students have enjoyed participating in the program.

This program is of increased importance with more and more students with disabilities attending their community schools. Situations often arise that are difficult for the student with a disability and his/her peers and teachers. Allowing and encouraging able-bodied students the opportunity to use wheelchairs helps them begin to understand what it means to have a disability. It also builds awareness of accident prevention, and helps able-bodied students to accept a person with a disability for what he/she has to offer. The Royal Tip Off program provides the opportunity for friends to participate in sport, together as equals!

How is all this accomplished? Over a one-week period, students will be provided with the use of wheelchairs to play and experience life in a chair. Teachers are encouraged to utilize the wheelchairs in physical education classes, intramurals, and all other facets of student life. At week's end, members of the organization, which include both persons with a disability and able-bodied people, will visit to share their life and sport experiences and challenge students and teachers to a wheelchair basketball game.

The program focuses on three basic principles:

Awareness	a discussion of personal attitudes and feelings as well as person first terminology.
Knowledge	basic information on inclusion, physical activity, movement skills, wheelchair transfers, wheelchair design, and wheeling technique.
Tools, Resources	facility assessments in schools and modification options initiated to improve, accommodate, and integrate students into an Inclusive educational program.



Some schools may decide to run the event around a theme. Examples of such are:

- The Disability Awareness Week
- Education Week Activities
- Active Living Themes
- Intramural and Physical Education Week
- School Open House

Upon registering to participate in the program, the teacher receives an information package. The package includes a variety of materials to be used in class, such as: the history of wheelchair basketball, understanding and appreciating individual needs, an awareness quiz (along with the answers!), activities and discussion topics, rules of the game, introduction to wheelchair basketball – warm-ups and play, basic game rules, wheelchair basketball unit plan, myths about people with disabilities, general etiquette, and words with dignity.

Ottawa Schools 'Tip Off' – A Teacher's Perspective

For the past several years, the grade six students at T.D. McGee Catholic School have had the privilege of participating in the "Royal Tip Off" program. This has proven to be a valuable experience not only for the students in grade six, but also for the other students and staff.

Prior to the arrival of the wheelchairs, students had the opportunity to take an awareness quiz, which had them answering a series of true/false statements. We chose to take the quiz as a whole class, discussing each statement as we went along. Statements such as 'someone who uses an electric wheelchair can drive a motor vehicle' or 'a person can have a disability and not be handicapped' certainly spur on the discussion.

The students participated in a variety of disability awareness activities throughout the week. In addition, students (and their teacher) had the opportunity to spend a portion of the day in a wheelchair, both indoors and outdoors at recess times. Physical education classes for the week were designated for learning the skills required to play wheelchair basketball. Students were thrilled by their

Royal Tip Off Program

experiences and changes in their attitudes were visible. There was a heightened awareness throughout the school environment.

The entire school community enjoyed the culminating activity, a game against members of Canada's National Team.

Lynn Kohlman

Students in grades 7 and 8 at Lester B. Pearson had an opportunity to play wheelchair basketball from October to December. An intramural schedule was set up. Students played 20-minute games at lunch hour. Play was five on five, with substitutions being made on the fly. It was highly successful. The students loved it. At the end, a grade 7 only tournament and a grade eight only tournament were held. At the conclusion of the tournaments, the winning teams were able to challenge the teachers to a game.

In addition to intramurals, students played wheelchair basketball in physical education classes. Students were also able to use the chairs for a full day as part of the social studies program.

In all, the program was lots of fun for all!

Rob Chiasson

A Word from the Students

Wheelchairs, wheelchairs
They may be things
But they have owners
And THEY have feelings

Anyone and everyone
Can end up in a chair
We just need to remember
There is still a PERSON there.

Julie, Grade

Being in a wheelchair for 75 minutes and one recess was fun, but if I had to be in a wheelchair for life it wouldn't be as much fun.

I have changed the way I think. When I see a person with a disability, I won't stare, instead, I will give them a friendly smile and think that I am no different from them. I wonder how they move around in a small space because I found it very hard to move around the class.

When I went outside, it was hard to go up hills because I would tip backwards. My hands and arms got tired. I wish that the younger kids would be more respectful, because they were calling me names and pushing my wheelchair without asking.

When we played wheelchair basketball with the three athletes, I found that people with a disability could be strong and competitive. I think that when we first see someone with a disability we don't want to be near them, but when we get to know them we realize that they can be as much fun as we are.

Being in a wheelchair was a great experience for all of us. If every able-bodied person could try a wheelchair for a day, I think that they would understand the life of a person in a wheelchair a little bit better.

Andrea, Grade 6

Being in a wheelchair would not be all bad though. It would give me a chance to exercise my arms, and there are things that I could still do, like singing, reading, playing violin, and lots more.

Kaley, Grade 6

I also have learned to have a greater respect for people who depend on wheelchairs everyday.

Cassandra, Grade 6

Being in a wheelchair has made me feel different about people with disabilities. Maybe people with disabilities can't walk or play like I can, but I know that it doesn't mean that they are not human. I think that if other people, not just kids, would spend some time playing a game or talking and laughing with a person with a disability, they probably wouldn't call people with disabilities names that put people down.

Jade, Grade 6

I found out that our school is not all that wheelchair accessible. There are no buttons to open the doors and a person in a wheelchair can not reach the doors themselves. When you try to write on the board in class, you have to get someone to write for you because you can't reach the board yourself.

Marina, Grade 6

Outside it's not so easy. My shoulders started to hurt, my hands were blistered and black from the dirt on the wheels.

Charlie, Grade 6

One really fun thing was getting to play wheelchair basketball. I learned how to pass, shoot, and dribble in a wheelchair. We played a game against members of Canada's National Team.

I feel a lot different about people in wheelchairs. I now have a lot more appreciation for people in wheelchairs.

Ben, Grade 6

For more information about what is available in your area, contact the Canadian Wheelchair Basketball Association at (613)-260-1296 or visit their web-site www.cwba.ca

Program Model

Sainte-Bernadette in Top Shape!

Six years already! The result of a partnership created in 1994 between the University of Ottawa School of Nursing and the Region of Ottawa-Carleton Health Department and in keeping with a Comprehensive School Health approach, école Sainte-Bernadette (300 students) stands out with its physical activity oriented "École en santé" (Healthy School) Project. Indeed, for the last 5 years the school has been awarded the Quality Daily Physical Education (QDPE) Recognition Award. At Sainte-Bernadette, a "École en santé" (Healthy School) (means providing 150 minutes of physical activity per week to all students and having a vibrant coordinating committee* with a common goal in mind, a vision of a healthy school based on increased physical activity. The theme was chosen following a needs assessment conducted with parents and students, with expertise from the School of Nursing and the Health Department.

This project has remained alive over the years through the partners' commitment and because students are doing activities of a social nature that they find enjoyable and that have the advantage to involving the whole school in their educational activities. Within a Comprehensive School Health model is a winning action plan centered on Quality School Health and offering something for everyone. Activities conducted in school address the 4 components of Comprehensive School Health are:

Education (course programs)

- An artwork contest in which students developed a "École en santé" (Healthy School) logo;
- A maximum amount of quality daily physical education time incorporated in the curriculum;
- The hiring of a physical education teacher;
- An activity bank;
- A Terry Fox Run, a picnic, swimming, the planting of 2000 tulips by students, family in motion, etc.

Physical Environment (school environment)

- Landscaping and functional layout of the school yard: tulips, play structures, etc.;
- Funds allocated by the school to buy equipment;
- Tulips donated by the NCC.

Social Support (community support)

- Implementing the Quality Daily Physical Education Program;
- Introducing a mandatory physical education uniform, consisting of a T-shirt with the program logo and black shorts, which has helped to promote a feeling of belonging;
- Visits by Olympic and Paralympic athletes;
- Fundraising campaign;
- Parent volunteers who are involved and motivated;
- School Recognition at the festivities for the 150th anniversary of the City of Gloucester.

Support Services

- Needs assessment;
- Annual impact assessment;
- Participation in "École en santé" (Healthy School) is included in the teaching staff's professional skills assessment.

And the list goes on! This year, Sainte-Bernadette has taken part in the opening of the Trans Canada Trail and sponsored a Canadian athlete at the 2000 Olympics in Sydney.

Strengthening the family component by fighting inactivity at home will be the challenge in 2001.

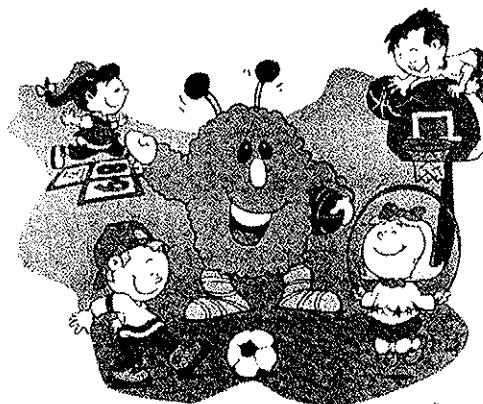
The impact on students' healthy lifestyle is evaluated every year. This allows the coordinating committee* to make adjustments to the action plan based on feedback provided by parents and teachers. All partners are treated as equals, all decisions are taken by consensus and tasks are shared evenly among members. All for one, one for all! United we stand, so to speak! Teachers say that students have improved academic performance. They pay more attention in class and there are less peer conflicts.

At Sainte-Bernadette, working in partnership to create a healthy physical and social environment has brought benefits that go far beyond educational objectives! This Gloucester, school located in an area where francophones are scattered, has allowed the community to get together and be vibrant under the same roof!

Congratulations to the school community and thanks to the school's students who are all bursting with energy.

* N.B. The Coordinating Committee is comprised of the Principal, two teachers, one of which is a physical education teacher, two students, a public health nurse and a parent.

This article was taken from the Teachers' Communiqué with permission to reprint.



On The Wellness Front

Exercise can lessen cancer risk: Study

by Tom Arnold

Regular physical activity can reduce the risk of colon and breast cancer, a new Canadian study has found.

The study's main recommendation — adopt a moderate to vigorous regimen of physical activity to help prevent the often fatal disease — is expected to become a key part of cancer prevention messages from provincial cancer agencies, along with the Canadian Cancer Society and Health Canada.

Cancer Care Ontario, which commissioned the study, immediately adopted the new measure, the first such public health recommendation regarding cancer prevention in Canada.

"We've had it for heart disease and we've had it for diabetes," said Dr. Richard Schabas, Ontario's former chief medical officer of health. "It is a well established part of the public psyche, but it has not been for cancer because the evidence has been slower in coming.

"We've not had any public health recommendations from the field of cancer to link the benefits of physical activity to reduce your risk of getting cancer," added Dr. Schabas, head of preventive oncology for Cancer Care Ontario. "So for Canada, this is a significant step forward in public policy around cancer prevention."

The new findings are published in the current issue of *Chronic Diseases In Canada*.

About 132,100 new cases of cancer were diagnosed last year, and an estimated 65,000 Canadians died of the disease. Of those, about 17,100 were new cases of colon cancer and 6,500 people died from that disease last year.

"It is a good-news message for the public in terms of their own personal responsibility but it is detracting from the

government's irresponsible actions in terms of managing cancer care today," said Pat Kelly, a spokesperson with the Cancer Advocacy Coalition of Canada.

"It's a smart thing to try and prevent cancers when they are having such a hard time treating them. Right now we have to send people out of the country to be treated, we can't retain the oncologists we do have, we have an ageing population of health care providers in cancer care and the cost of chemotherapeutic agents is often used as an excuse by government to prohibit the transfer of new therapies to clinical practice."

An international team of cancer experts from Canada, the United States and Europe were brought together by Cancer Care Ontario to review scientific evidence regarding physical activity and a variety of forms of cancer, including colon, breast, prostate, lung, testes and endometrium, or cancer of the uterus.

The report found that evidence suggesting physical activity helps prevent colon cancer is very convincing and most likely a benefit for breast cancer as well. It also concluded that regular exercise may reduce the risk of getting prostate cancer. Research remains insufficient to make a determination about other cancers, it also found.

Though more research is needed, Dr. Schabas said the success of exercising to prevent colon or breast cancer is primarily related to hormonal changes in the body caused by regular workouts.

"People should engage in at least 30-45 minutes of moderate to vigorous physical activity most days," he said. Moderate to vigorous workouts differ based on age.

New CIRA Provincial/Territorial Director Shannon Ward - P/TD New Brunswick

Shannon works at Gesner Street Elementary School in Oromocto, N.B., which is near Fredericton. She has been teaching physical education for three years and is actively involved with many extracurricular activities at her school.

"Intramurals, athletic clubs after school, and special sports events are activities that I plan and organize. I am also very interested in the Student Leadership program and I have a Leadership club at school," say Shannon.

Shannon joined CIRA last year and is also a member of

the N.B. Physical Education Society. She has taken over from Derek Washburn as the New Brunswick P/T D and is excited about this position and expanding the reach of CIRA in NB.

"I am learning more about the programs CIRA offers and I look forward to communicating with other teachers and recreation professionals not only in my home province, but across Canada."

E-mail address: atherton@nbnet.nb.ca



choices & decisions

taking charge of your financial life™

A Resource for Educating Today's Students and Consumers

Imagine a multi-media Educator's Kit that can be used to support a variety of curriculum areas such as:

- Business Studies
- Family Studies
- Guidance
- Career and life management
- Math
- Marketing

Imagine a flexible, modular educational kit on:

- Financial planning and budgeting
- Money management skills
- Setting goals and making choices
- Career planning and decision making

Imagine that this resource is **FREE!**

Choices & Decisions: taking charge of your financial life is ALL of the above.

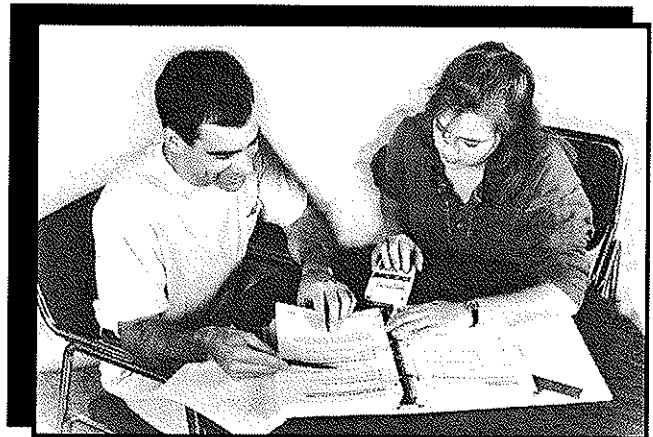
Designed in 1996 for Canadian high schools to teach money management skills to youth, this Educator's Kit has just been revised and updated. This easy-to-use, educator-ready resource has received very favourable response from students and teachers from all across Canada. Over 3000 copies of this resource have been distributed free, from St. John's to Whitehorse.

An Educator's Kit with 14 Compelling Lessons

The kit consists of a Teacher's Guide and corresponding student materials in the Lesson Plans. The Teacher's Guide provides goals, objectives, teaching notes, suggested resources and web site addresses. The Lesson Plans provide overheads, quizzes and student activity worksheets which allow students to practice what they are learning in class.

This modular resource lets educators choose any or all of the lessons they believe would be most helpful for their students. The lessons require very little preparation, no special training, and can be used to support your curriculum needs.

According to their teachers, the reaction of students who used the program were overwhelmingly positive – 64% reported positive reactions; 3% negative.



An Interactive CD-ROM That's Both Educational and Fun

The CD-ROM can be used as part of the Educator's Kit to reinforce the lessons taught and give students of all ages an engaging way to gain more practice. The CD-ROM can also be used independently to offer students and consumers an entertaining experience as a way to develop financial management skills.

The CD-ROM offers participants these learning experiences:

- **The Money Management Intelligence Game** teaches the art of budgeting and financial decision-making. Players solve the financial problems and help achieve money goals of six different characters or couples in real-life situations.

- **The Get Out of Debt Quiz Show** tests the player's knowledge of money matters. Game contestants start in debt, earn points with correct quiz answers, and try to get out of debt in this fun game.

- **Electronic Calculators** help the user evaluate credit cards, loans, retirement options, personal budgets, and even how to make a million dollars. The user can input his personal data into the calculator, save and print for future use.

"A very well prepared resource ... a must for career and personal planning teachers".

–Martin Runge, Quensel, BC

This kit is available free, courtesy of Visa Canada Association and is distributed by the Canadian Intramural Recreation Association. CIRA also distributes physical activity resources designed for use in the educational community.



To obtain your **free** copy of the educational kit:

1 - fax CIRA (613) 244-4738 and we'll fax you an order form

OR

2 - order through the CIRA Web site - www.intramurals.ca

- click on the C & D logo.

Free



CANADIAN INTRAMURAL RECREATION ASSOCIATION
ASSOCIATION CANADIENNE DE LOISIRS INTRAMUROS