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Great props to build excitement for an upcoming RPS tournament

In the photo: Domenik King (coop student), Russ Minnis*, Will Skeates (teaching student)

* Photo submission

Canada's Long-term Athlete Development Model

www.canadiansportforlife.ca

CS4L Canadian Sport For Life

Canadian Sport For Life is a movement to increase sport's contribution in Canadian society recognizing sport as an important part of everyone's life by promoting each child's healthy and logical development in a sport or physical activity.

In this website you'll find information explaining the importance of sport for all ages and stages by giving children the skills that they need to develop Physical Literacy for both healthy life long enjoyment and for sporting success. Whether you're a parent, a teacher, an athlete or coach you'll find details which will help you deliver quality programs.

What's New > Click

PARENTS
Your child and sport, is the importance of physical literacy, introducing you to sport to ensure opportunities for fun, fundamental movement excellence and lifelong activity. **LEARN MORE**

EDUCATION & RECREATION
Learn how LTAD as a basic philosophy can help integrate PE and school sports with recreation and club sport resulting in better experiences for students. ECEs will find information on Physical Literacy. **LEARN MORE**

ATHLETES & COACHES
All about LTAD for the athlete & coach. This Canadian-made framework focuses on athlete development with special reference to growth, maturation and development, trainability and sport system alignment and integration. **LEARN MORE**

Canadian Sport for Life documents the Long-term Athlete Development model adopted by Sport Canada and the Canadian Sport System. Each National Sport Organization (NSO) responsible for a specific sport is developing its unique LTAD model based on Canadian Sport for Life, and through its Provincial and Territorial counterparts is implementing the model across the country. Canada's LTAD model is shown in Figure 1 (below).





What's UP!

Recently I attended a conference on Canada's Long-term Athlete Development Model. I was struck by how important intramurals is, not only to the children we engage, but also to long-term athlete development in this country. I have included a couple of pages in this input to help you get a sense of this model.

One of the major themes in this model is developing physical literacy in the first twelve years of a child's life. They suggest fun be the focus for the ages 6-9, and the emphasis should still be on general sports skills suitable to a number of activities for ages 9-12. For the older students being active for life is key. Fun and a variety of engaging, physically active, and inclusive activities is what so many of our programs are about--this is certainly what CIRA Ontario is all about.

It is important to know how strong intramural programs can help Canada with its plan for Long-term Athlete Development. It is even more important that we make a positive difference in the lives of so many children under our care.

John Byl



Figure 1: Canada's Long-term Athlete Development Model

Fundamentals – Boys 6-9 & Girls 6-8

From ages 6-9 in boys and 6-8 in girls, children need to participate in a variety of well-structured activities that develop basic skills. However, activities and programs need to maintain a focus on fun, and formal competition should only be minimally introduced.

Objective: Learn all fundamental movement skills and build overall motor skills.

This is a critical stage for the development of physical literacy, and it is during this time that the foundations of many advanced skills are laid down.

Skill development for children this age is best achieved through a combination of unstructured play in a safe and challenging environment; and quality instruction from knowledgeable teachers/leaders/coaches in community recreation activities, schools, and minor sport programs.

- Skill development during this stage should be well-structured, positive and FUN, and should concentrate on developing the ABCs – of Agility, Balance, Coordination and *Speed, plus rhythmic activities.
- Hand and foot speed can be developed especially well by boys and girls during this stage and if this window of opportunity to develop speed is missed, body speed later in life may be compromised.
- This is a great age for children to take part in a wide range of sports – and they should be encouraged to take part in land-based, water-based and ice/snow based activities at different times of the year.



Nestlé

Good Food, Good Life



A Hop, Skip and a Jump: Enhancing Physical Literacy

A great resource for early
childhood educators!



A free 118 page downloadable
resource available at:
www.mtroyal.ca/wcm/groups/public/documents/pdf/wcmdev_017044.pdf

- It is important that all children including those with a disability, master fundamental movement skills before sport specific skills are introduced.
- Strength, endurance and flexibility need to be developed, but through games and fun activities rather than a training regimen.
- Learning to “read” the movements going on around them and make sound decisions during games are critical skills that should be developed at this stage.

Learn to Train – Boys 9-12 & Girls 8-11

From ages 8-11 in girls and 9-12 in boys, to the onset of the growth spurt (usually around the ages of 11-12), children are ready to begin training according to more formalized methods, but the emphasis should still be on general sports skills suitable to a number of activities. While it is often tempting to over-develop “talent” at this age through excessive single sport training and competition (as well as early positioning in team sports), this can be very detrimental to later stages of development if the child is playing a late specialization sport: it promotes one-sided physical, technical, and tactical development and increases the likelihood of injury and burnout.

Objective: Learn overall sport skills

This is the most important stage for the development of sport specific skills as it is a period of accelerated learning of coordination and fine motor control. It is also a time when children enjoy practicing skills they learn and seeing their own improvement.

- It is still too early for specialization in late specialization sports. Although many children at this age will have developed a preference for one sport or another, for full athletic development they need to engage in a broad range of activities, playing at least 2-3 different sports.
- While competition is important, it is learning to compete that should be the focus – not winning. For best long-term results 70% of time in the sport should be spent in practice, with only 30% of the time spent on competition.
- This is an important time to work on flexibility.
- Develop endurance through games and relays.

Things to think about:

This is the time to develop and refine all fundamental movement skills, and learn overall sport skills. The brain is nearing adult size and complexity and is capable of very refined skill performance. Late developers (those who enter puberty later than their peers) have an advantage when it comes to learning skills as the Learn to Train stage lasts longer for them.

By this age children have developed clear ideas about the sports they like and in which they feel they have success, and this should be encouraged. The focus should be on playing at least 2-3 sports in different seasons. Focusing only on one sport year-round should be discouraged.

THANK YOU!

From the St. Lucia Project

Dear Andy,

I am just back from my time in St Lucia, and I wanted to thank you and CIRA, on behalf of the St Lucia Learning Project, for your generous donation of the CIRA resources.

Becoming a teacher in St Lucia is a different process than it is here in Ontario. There, one finishes high school, teaches for a couple of years, and then is invited to go to teachers' college for another two years before becoming certified. The gym teacher at Canaries Primary school, Brad Tissot, is heading off to teachers' college in September.

He had the opportunity to work with our volunteer, Herb Goodhoofd, a teacher at EC Drury HS in Milton. Together, they did some of the activities from the CIRA books (CIRA Ontario donated) during the teaching week, July 5 - 9, and I'm sure Brad will carry the ideas with him as he continues his training.

Rather than keeping the books, he chose to leave them at the school. The teacher replacing him next year was in for a couple of days that week, and I know he knows the CIRA resources are there waiting for him.

Thank you again for your generosity.

Valerie Shepherd
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"THAT'S 'INTRA'TAINMENT"

CIRA Ontario Annual
Conference

April 8 & 9, 2011

YMCA Geneva Park,
6604 Rama Road, Orillia

TWO for ONE SPECIAL

Bring someone with you to the conference that has never attended a CIRA Ontario conference before and all they pay is a \$45 CIRA Ontario membership – the conference is FREE for them.

See page 8
for more details

Game Ideas

by Sarah Eerkes

Over Fifty different schools applied for the CIRA Intramural Award, which recognizes their intramural success. After reviewing their applications, one theme included in most of the applications was the various games that worked well in their programs.

A lot of the schools such games as volleyball, soccer, and basketball – often modified to be more inclusive. The following schools mentioned unique games or activity ideas that have worked well in their intramural programs:

One of the games that a lot of schools have mentioned is having a Student vs. Teachers game. This brings a lot of school spirit and the students have a lot of fun playing and watching.

Edenbrook Hill: We have a Speed Stacking Tournament. The students are always practicing and trying to get the best times.

Silver Heights Public: We offer a Hula Hoops club and swing Dance Club which are non-threatening environments for the grade sevens and eights to have fun.

Vradenburg Junior Public: We have a Capture the Flag Junior Class Tournament at lunch hours, with one class playing against another on a park area on the outskirts of the school yard.

Ecoles St-Jean-Baptiste: Our students were able to create their own game and the students love to play this game they created.

Helen Detwiler: We added an intramural of snow toys and have had no snow issues yet.

St. Isodore: We have a skipping club running one day per week to help the students become more active. We also have a Kid's marathon Running Club which meets for 30 minutes once a week. They have tracking sheets and are awarded one km for every 30 minutes they run.

Frank Ryan Catholic: A highlight activity is Homeroom vs. Homeroom crash mat basketball.

Robert Little Public: We have walking Wednesdays and a walking bus program.

Oscar Peterson Public: We have a yoga club where girls are invited to the gym to participate in a yoga session. They learn a variety of sequenced yoga poses, but also learn to strengthen their body, calm their mind and improve their overall well being. We have a marathon club where students are invited to run first a 250 m field. Each time a student completes this, they receive a popsicle stick. When they collect 20 popsicle sticks, they can exchange it for a 5 km tag, and when this goal is reached, they move to 10 km, etc.

McCrimmon Middle: We introduced a Wednesday lunch hour Girl's Fitness/Activity club, which helped address the issue of having more girls in the club.

These are all unique game ideas that help keep a school's intramural program exciting and interesting so that students will want to participate.





What Is SPIKES?

SPIKES is a developmental volleyball program designed for both elementary and secondary school students where volleyball is taught in a funfilled, non-competitive environment.

How Does It Work?

SPIKES clinics are delivered across the province by Ontario Volleyball trained clinicians. During the sessions, the clinician will lead, demonstrate and instruct your physical education classes.

Why Should Your School Participate?

SPIKES...

- Uses lighter, softer balls and lower nets, which guarantee early success for everyone
- Emphasizes the value of fair play, respect and team work
- Teaches essential life skills such as leadership, conflict resolution, and self confidence
- Encourages lifelong sport and activity
- Promotes volleyball as an activity for the physical education curriculum and interschool sport

Clinics Include...

- Full or half day programs for the school
- Lesson Plans
- Mikasa Squish volleyball
- 15-20 minute interactive teacher workshop

Our Resources – Available to Purchase!

- **FUNDamentals** manual for ages 6-9
- **Learn to Train** manual for ages 9-12
- **Train to Train** manual and Drill Cards for ages 12-14



SPIKES ACTIVITY

Chicken Tag

Objective:

To not get tagged by the taggers.

Equipment:

2 to 3 Pool noodles as taggers, and 2 to 3 rubber chickens.

Instructions:

1. Choose 2 to 3 children to be taggers. Taggers can only tag children with the pool noodle below the waist vs. using their hands.
2. Choose 2 to 3 children to be "free up" tagged children. They are identified by holding the rubber chickens.
3. On signal to begin, children are moving around the gym away from the taggers. When children are tagged they must sit down and "cluck" like a chicken.
4. To re-enter the game, a child with a chicken has to pass the chicken to the "clucking" child. Now the "clucking" child holds the chicken and both can continue to move around the gym to avoid taggers.
5. Rotate taggers.

Variation:

- A) Children are to perform an underhand throw with the chicken when freeing the "clucking" children.



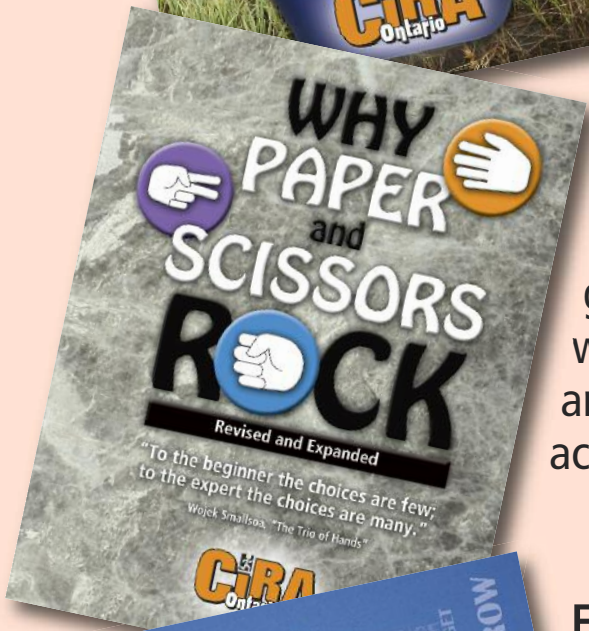
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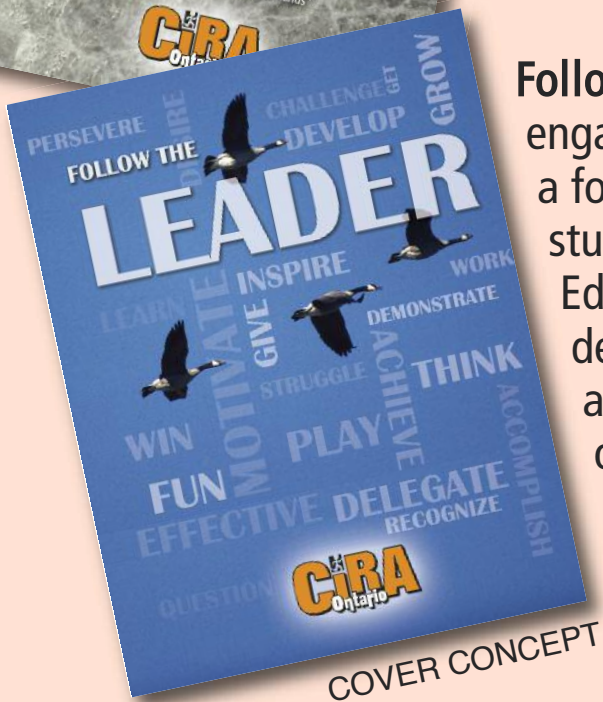
RESOURCES FROM CIRA ONTARIO



REPLAY – A fabulous new resource written to assist schools and recreation facilities with fun and safe games that can be used for environmental and ecology units and to promote the green movement. The games are easy to control and don't cost a lot of money as they all use recycled and reused everyday materials. Fun and interesting environmental facts and quotes that help stimulate discussion appear throughout the book.



Why Paper & Scissors Rock (3rd edition) – This resource includes 51 Rock Paper Scissor games and some Bonus Challenges. There are warm-ups, tag games, sport variations, group and individual games; as well as some bonus activities. Rock, Paper, Scissors; Choose Wisely!



Follow the Leader – This upcoming book is full of engaging and experiential physical activities with a focus on developing leadership skills in your students. It is set in the context of Ontario Education expectations, includes important debriefing questions, and key fact sheets on various facets of leadership.

Get your copy today by calling the CIRA Ontario office at **905-648-2226** or by purchasing it online from the CIRA Ontario website at: www.ciraontario.com

COVER CONCEPT



THAT'S 'INTRA' TAINMENT

Intramural Recreation Conference

Friday & Saturday, April 8 & 9, 2011
Geneva Park, Orillia

PRICING

Early Bird (Before Jan 31)	\$205 (plus taxes) entire conference \$90 (plus taxes) for Saturday
Late Bird (After Jan 31)	\$230 (plus taxes) entire conference \$115 (plus taxes) for Saturday
Membership	\$45 (plus taxes)

* You must be a member to attend the conference, if not a member, add membership prices to the total.

* If you take along a non-member, who has never attended a CIRA conference before, they go for free; all they have to pay is the \$45 membership fee!

REGISTRATION INCLUDES: One night accommodation, Friday Evening Banquet and two meals, Speaker, complementary wine and cheese, and all workshops

- If Registering only for Saturday: Lunch and all workshops

KEYNOTE SPEAKER....

The CIRA Executive Committee is assembling a group of dynamic speakers to cover a broad spectrum of subjects relating to intramurals, recreation, and daily physical activity. The conference is ideally suited for teachers, health promoters, intramural co-ordinators and recreation professionals.

SESSION MAY INCLUDE:

Replay or Experiential Leadership	Hoops or Noodles
Everybody Move!	Intramurals or Student Leadership
Literacy and PE	MAC or Transition
Bilingual	CATCH
Leading and Coaching	Family Fitness Night
Games from many Lands	Rock Paper Scissors
Out of the Box	

TO REGISTER:

Online, go to: www.ciraontario.com/ehr/page/conference_online

Mail or Fax download form at:

www.ciraontario.com/ehr/page/conference_info

If you have any questions, please contact us at 905-648-2226
or ciraontario@gmail.com

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