

INPUT

Promoting fun, active participation for all!

February 2010

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OUTSTANDING INTRAMURAL PROGRAM



10th Annual Outstanding Intramural Recreation Awards Application

Deadline
February 28, 2010

Greenbank Middle School - Ottawa Carlton District School Board

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Ideas, activities and articles are needed for future **INPUT** issues. If you have any ideas, suggestions, special events, etc., please send them to the CIRA Ontario office at the address above.

Nestlé



Good Food,
Good Life



A Message from the President

Making productive changes in our lives is important to do, but also challenging. A change means moving from one thing towards another. At our recent CIRA Ontario board meeting we decided to make a number of changes that we felt will help us serve the intramural community better. We will be providing more updates on these changes in the near future.

One item of immediate importance is changing the format of our INPUT. This is the last newsletter you will be getting by mail. We have produced five of these per year and we plan to up that to eight per year and to distribute them electronically – this will save thousands of dollars of printing and mailing costs and help us get the INPUT to you more quickly. Please make sure our office has your email address by emailing Anna at office@ciraontario.com and giving her your name.

In addition to producing the INPUT electronically, our plan is to have different CIRA Ontario board members take turns in sharing their expertise with you by each producing a full INPUT. We are excited about this change. The downside is we will miss Michelle Harkness' contributions as she has edited and produced the INPUT for, I am guessing a little, over 15 years. If you have an opportunity to thank Michelle that would be appreciated. Her email address is: michelle.harkness@mohawkcollege.ca CIRA Ontario wants to take this opportunity to thank her for many contributions to the CIRA Ontario community through her production of great INPUTs. Michelle has blessed the organization in a number of ways and a few years ago we changed the name of the CIRA Ontario Honour Award (given to an individual who has given much to the organization) to the Pat Doyle/Michelle Harkness Award. **C**

*John Byl, CIRA Ontario President
Redeemer University College*

ANNOUNCEMENTS

INPUT is changing to an electronic format. Beginning with the next newsletter, the Input will be sent to members' emails. If you are unsure if we have your email address please contact the CIRA Ontario office at office@ciraontario.com.

CIRA Ontario is pleased to announce **Nestle Canada's** continued support. Since 2004 Nestle Canada has provided CIRA Ontario with a financial commitment totalling \$260,000. Sincere thanks to Nestle Canada and Catherine O'Brien for her ongoing enthusiasm for fun, active, participation for all.

Mark the dates in your calendar. Ophea and PHE Canada will host the **2010 National Conference** in Toronto – October 21-23, 2010 at the Westin Harbour Castle Hotel.

Ophea has announced full support for the revised **Health and Physical Education (H&PE) Curriculum Grades 1-8**. The revised curriculum is based on the vision that the knowledge and skills acquired, benefit students throughout their lives and help them to thrive in an ever-changing world by enabling them to acquire physical and health literacy, and to develop the comprehension, capacity, and commitment

needed to lead healthy, active lives and to promote healthy, active living. Furthermore, Ophea believes the revised curriculum is the most significant health promotion initiative the province has ever seen and if fully implemented will positively impact the health and learning outcomes for Ontario's children and youth and ensure success for all students.

Canadian children are being described as heavier, fatter, weaker and less flexible than previous generation. The findings come from two reports contained in the first instalment of the **Canadian Health Measures Survey**, billed as the most comprehensive national survey ever conducted in Canada to determine how fit – or fat — the country has become since the last major review in 1981.

PHE CANADA'S 2010 Student Leadership Conference will be held at Camp Walden in Bancroft, September 15-19, 2010. The conference is open to College and University students (2nd year or higher) studying health, physical education, recreation, outdoor education, sport management, kinesiology, health promotion and applied health sciences. Visit www.phecanada.ca for more information. **C**

GETTING READY FOR TOMORROW – A NEW GENERATION, NEW NEEDS

“The advent of generational differences is upon us.” (Fleshner, 2008). “Managing and retaining employees is becoming increasingly difficult as the workforce becomes more diverse”. (Moody 2008) These concepts sparked the idea for a study to look into motivating new Intramural Program student employees/volunteers at Laurentian University.

The new generation, referred to as the ‘Internet / Net Generation’ was expected to appear for the first time in the 2008/2009 academic intake. The anticipation of the “Net Generation” spurred our departmental staff to execute a survey in order to determine direction for future operating decisions.

While past and present student employees seemed interested primarily in monetary rewards, the question remained about which motivators would work best for the “Net Generation”. Data was collected from a group of first year students to determine if the new generation did indeed require different motivators. Questions on this survey covered the demography of students, preferred reward systems, and ranking of potential (non-tangible/tangible) rewards.

The results of the sample are shown below.

The top 4 ranked reward choices for both physical and non-tangible rewards showed no clear indicator of preference, but it is obvious that the “Net Generation” desires more than just money/wages to become and stay engaged. The sample students displayed interest in receiving a combination of both physical and non-tangible rewards as motivation to become and remain Intramural Sports Program student employees/volunteers.

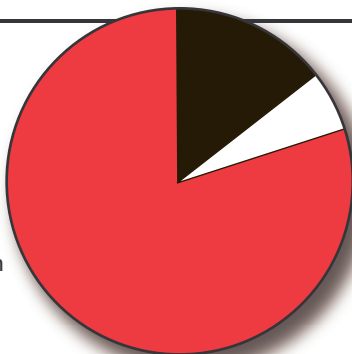
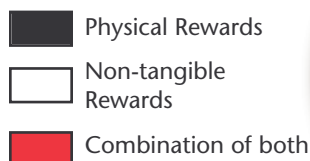
It is felt that a subsequent survey at the beginning of each school year, of the student employee group, would ensure the provision of the right type of motivation for each unique group. The current study helped the Laurentian University Intramural Program staff to address resource allocation and staffing initiatives for the coming year as a direct result of real data.

It is suggested that other school/organizations use the same process to determine motivators for their specific group(s) as well.

By: Ainsley Farr, Intramural Program Staff, Laurentian University (Department of Active Living). ©

RANKED CHOICES OF REWARDS

Physical Rewards	Rank	Non-Tangible Rewards	Rank
Awards (metals/plaques)	1	Appreciation Night	1
Letters of Reference	2	Special Event Nights	2
Wages	3	Commendations in the Student’s File	3
Gift Certificates	4	Recognition in Student Newspaper	4



Note: Results indicate that students would like a combination of physical and non-tangible rewards as a form of motivation.

IDEAS FOR action

LOST

POOL PARTY

Television show Lost ends this spring after six seasons. Celebrate the end of the show's run with a lost themed pool party.



RESOURCE file



The Capital One Rocks and Rings program is designed to introduce the sport of curling to elementary school children by bringing the curling rink to the school gym. To learn more visit www.rocksandrings.com. Physical and Health Education Canada (PHE Canada) is pleased to present the



WeMuv™ National Physical Activity Classroom Challenge. This innovative program is an excellent way to build classroom and school spirit while encouraging an active and healthy school community. WeMuv™ is for individuals and classrooms and was created to encourage a balance between active and sedentary playtime.

The WeMuv™ National PA Classroom Challenge has been designed for elementary grade teachers and students. Teachers who register their classroom to compete in the challenge will receive access to WeMuv™ PHE Canada approved lesson plans to support their participation and Daily Physical Activity (DPA) requirements. Prizes are available to grades 3 to 6 classrooms competing in the challenge. The program and lesson plans were tested and approved by more than 20,000 students and teachers in 2009.

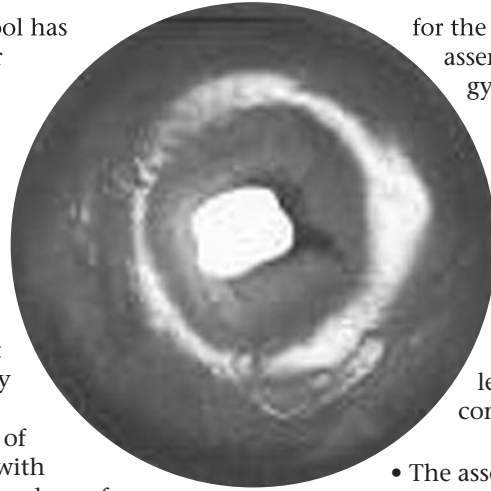
Register your class today! Don't miss this opportunity to compete for some great prizes and to become Canada's most active classroom.

THE GOLDEN BAGEL AWARDS

Over the years, our school has held various end-of-year awards assemblies; although many of these events have been “very nice”, they were not necessarily entirely successful at capturing the essence of the spirit of our school. As well, students who did not receive awards often left feeling that the assembly was “only for the good kids” and even a “waste of time”. Three years ago, with these points in mind, members of our Student Council created a new end-of-year Student Activity Awards Assembly that has since become known as – The Golden Bagels.

Here are a few of the highlights of our last two Golden Bagel Awards Assembly:

- The assembly begins with heavy fog from our tech committee, flashing lights, cool music, confetti, and of course, the raising of the Golden Bagel to the rafters of our school gym (the bagel is a huge inflated tube – painted to look like yummy whole wheat with several poppy seeds).
- The opening also includes a video made by one of our creative media students (topics include “the evolution of the bagel” or “it ain’t easy being a bagel”)
- Student Council – as award presenters – wear Golden Bagel aprons and chef hats.
- Every student who receives an award goes to the podium and collects the following items: a nice plaque, a Golden Bagel on a royal blue ribbon (a real bagel “shalaqued” with varnish to protect it for years to come!) and a fresh bagel from our “short-order-cook” who tops the bagel with butter, jam or cream cheese, and puts it in a nice little zip-loc



for the winner to eat after the assembly (no eating in the gym of course).

- Awards at this event include best club, best committee, best new activity, most improved activity, student commitment awards for each grade, senior point awards for ongoing leadership, and a teacher commitment awards.
 - The assembly also has Oscar style nomination slides – for many of the awards – fun visuals to keep the presentation moving.
 - We also have the “Not-So-Golden Bagel Awards” which are our humorous awards. Categories change from year to year, include such favourites as Best Name (you probably have some good ones in your school), Best Hair, Most Identical Twins, Worst Imitation of the Principal. Lots of on-screen visuals are crucial here!
 - The last 10 minutes of the 40 minute (no longer!) assembly are devoted to a year-end slide show –which is simply a power-point presentation of as many faces and events from the year – accompanied by our choir singing the school song and/or a groovy play list of hip tunes.
 - After the assembly, all students (not just the winners) are invited back to the lunchroom for free (we got a sponsor from a local bakery) bagels and cream cheese.
- No assembly is perfect. But like any student activity, it we try to create an event that can appeal to a wide range of students and staff, and have a nice balance of quality, sentiment and creativity, we’re on the road to creating memories that will last a lifetime. Keep the faith. **C**

Source: Josh Sable,
Tanenbaum Community Hebrew Academy of Toronto

SPECIAL EVENTS – CREATING A SENSE OF BELONGING

“The intimacy and intensity of energy among a large number of people is the specialness of special events which has the ability to inspire our collective imagination and create a focus of activity which we all can share.”

Fun to plan, exciting to attend, an extraordinary moment to remember, these are the things that make special events special. The Olympics, The World Series, The Super Bowl, The Kentucky Derby, and The Indianapolis 500 are not just sporting events to us, they are spectaculars that break the routine of everyday life and give us a cause to celebrate.

And celebrate we do. We write songs, make signs, collect souvenirs, wear special cloths to special parties, and form our own mini-traditions which we observe religiously each year. We get caught in a national fever so intense and pervasive that none of us can escape it. Even the noncelebrants are forced to recognize the day as the media calls our attention to every detail and gets us intimately in all aspects of the event.

It is this intimacy and intensity of energy among a large number of people that is the specialness of special events. It alone, of all the program forms, has the ability to inspire our collective imagination and create a focus of activity which we can all share. What other format can so easily draw a bond between those standing on the periphery and those intimately involved at the core? What other program format can draw the attention of so many and give them a feeling of belonging, even if it is only for one brief moment? The answer is no other. Only special events can accomplish this.

As educators, we are asked each day to create an atmosphere which will nurture in our students the basic values of our society, among these are a sense of loyalty to the group, a desire to help others, a subjugation of self for the greater good, and an obligation to be involved in group governance. This is a lofty assignment. It cannot be achieved by one person, nor can it be achieved via any one particular means.

The task becomes somewhat less monumental, however, when we realize that each of these values can result when people feel that they belong and that our task is not necessarily to address each of the values separately but, to create an environment where they will develop naturally. Special events are a useful tool in this process. The many levels of involvement that can be created in any given event can provide the sense of belonging each person needs regardless of his or her status in the group.

A special event can be an invitation to the novice to become involved in the group effort of a responsibility of the experienced individual to provide for the greater good. It can be a common ground between two typically alienated groups where they form a relationship for a short time or a period of reaffirmation for those who are loyal members. It can be all of these things simultaneously. Whether it will be or not is a matter of planning and presentation.

While it is impossible to create the ambiance of the great sporting traditions in your own gym, it is not impossible to create the enthusiasm and energy that is indicative of these famous special events. If the activity is well planned is can light a spark in the student body that has the potential to become a blaze of interest and excitement for everyone. Success in the venture depends on four simple rules:

1. **Plan an event with which students can identify** – If the intramural program has never featured a special event, choose a national event which the students understand and enjoy and scale it down to fit your particular circumstances. Schedule the “Wiffleball World Series” or a “Mini Indianapolis 500” using bicycles or tricycles or an “Iron Kid Triathlon” where the participants run, jump rope,

continued...

RESOURCE *file*

NATIONAL GOLF IN SCHOOLS PROGRAM

This unique and affordable program introduces students (Grades 1-6) to the game of golf. To find out how you can start a program in your school visit nationalgolfinschools.com.



GREENGYM

GreenGym is an outdoor gym, very similar to an indoor gym. Robust, weatherproof and colourful, it does not use weights for resistance, but rather one's own body weight. The devices are inviting, and look more like friendly playgrounds than intimidating fitness equipment. GreenGym parks provide a great opportunity for all community members to enjoy fitness and healthy active living for free. You can place GreenGym parks anywhere with a goal to provide outdoor fitness exercise that meets the needs of your community.

For more information
www.greengym.ca



IDEAS FOR action

FIVE BIRDS AND GOOD INTENTIONS

Five birds are sitting on a telephone wire. Two decide to fly south. How many are left? Most people would say three. Actually, all five are left. You see, deciding to fly isn't the same as doing it.

If a bird really wants to go somewhere, it's got to point itself in the right direction, jump off the wire, flap its wings, and keep flapping until it gets there.

So it is with most things. Good intentions aren't enough. It's not what we want, say, or think that makes things happen; it's what we do.

I frequently think of writing thank-you, birthday, and congratulatory notes. Unfortunately, only a sad few of these good sentiments ever make it to paper. Still, if I don't look too closely, I can delude myself into thinking that based on my good thoughts I'm a gracious and grateful person. A truer and less admirable picture of my character is drawn by my actions.

In the end, we either do or don't do. We either make the time to do things we want to and should do or we make excuses. As Alfred Adler said, "Life happens at the level of events, not of words. Trust movement."

What do you want to do? Do you want to take a course, change your job, lose weight, make new friends, or spend more time with and appreciate more the ones you have?

What's stopping you from jumping off the wire and flapping your wings?

Source: Michael Josephson



and "Hot Wheel" themselves along a prescribed course to win. Schedule a team marathon where teams of 28 compete for the grand prize or divide the student body in half and have one team challenge the other to a 24-hour volleyball or softball game that can accommodate everyone.

2. **Secure the participation of as many different groups within the student body as possible** – Often the success of a special event is based on the number of individuals who participated as well as the quality of the experience they had. This is especially true if one of the purposes of the special event is to help build a sense of school spirit and belonging.

3. **Be sure there is something planned for everyone who would like to participate** – Special events are for everyone; therefore, it is important that the activities that are selected accommodate everyone who wishes to participate.

4. **Build-in the unusual and the extraordinary** – To be special, events must stir our imagination. They can't appear to be just another round robin tournament or free throw competition.

Special events should be impossible to ignore, difficult to refuse and addictive once you participate. They can be this and more if the Intramural Director uses his or her imagination and exploits the inherent qualities of this unique program form. **C**

Source: Faye Burchard & Diane Bonanno

TRAFFIC JAM

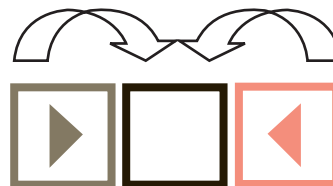
Set up as shown. The object is for the X's to change positions with the O's. Use plastic bases to mark the positions. There is one unoccupied base in the centre.



Legal moves:

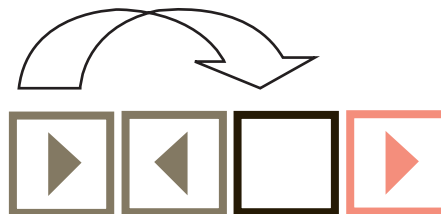
A player may move into an empty space in front of them.

For example:



A person may move around a person who is FACING them into an empty space.

For example:



A ROUND OF CIRCLE GAMES

Winkum

Equipment – Chairs for half of the group plus one

How to Play: This is a simple and active game that works well in a “boys vs. girls” competition. In a circle, the boys sit on the chairs, and the girls stand behind them, the girls must have their hands behind their backs.

The girl behind the empty chair makes eye contact with one of the boys and winks at him. That boy must get out of the chair and race to the empty chair. The girl behind him simply needs to tag the boy before he leaves the chair.

If the boy gets up and to the empty chair the boys win a point. The girl behind the vacated boy becomes the new “winker”. If the boy is tagged then everyone trades places and a boy becomes the “winker”.



Bug Ball

Equipment: A large marked circle, homemade “bugs”

How to Play: “Bugs” can be made from the “stuff” found in your storage room, or with a little effort, some of the discarded pieces of equipment no body wants. Cut a basketball in half, fill the inside with a scrap “gator” ball and screw this top to a scooter board or a homemade base. You have a “bug”. Divide the class into four teams around the outside circle. Each team should have ¼ of the circle divided by cones. All players throw gator balls at the “bug” to try and get it through their opponents’ goal.



Circle Soccer

Equipment – twelve pylons, six coloured soccer balls, six sets of the same coloured pinnies, and six sets of markers (Coloured popsicle sticks)

How to Play: This game is best played outside in a large circle with lots of players. Place twelve cones around the edge of the circle. The space between each two cones is a goal. Divide the group into six teams, and give each team their own coloured ball. The goalie stands between his/her cones. When a team scores the goalie gives a coloured marker to the scoring team. Players attempt to score on any of the other goals. The first team to score on the other five teams, collect five different coloured markers and sit behind their goalie is the winning team. Teams can only score once on any other team.



IDEAS FOR action



Materials needed:

18 poly spots (numbered 1-18),
18 cones (numbered 1-18),
soccer balls (one for each student), and a large outdoor field/area.

First of all, you will need to set up a course before class starts.

Each poly spot marker represents a tee and each cone represents a hole.

The object of the game is to use your leg and foot as the golf club, the soccer ball as the golf ball, the poly spot as the tee and the cone as the hole. In order for it to count, the ball must hit the cone. Students should try to hit the cone with their soccer ball with the fewest number of kicks possible.

Use a shotgun start to minimize waiting time. For example, if you have 36 students, two students start at each tee.

Suggested Grade Level: 6-12



A Round of Circle Games

101 Circle Games for Kids of All Ages

Author: Andy Raithby

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INPUT GOES PAPERLESS

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– PROJECT SUCCESS – NINE STEPS TO TAKING ACTION

Team Up – your project will be better if you work with friends and other students.

Get Started - talk to students and teachers about their ideas on how to make school more interesting and engaging. Conduct a survey to find out how students see a particular problem. Find out how others have worked to create change around an issue like yours. Check out what other students have done or search for ideas of your own. Make a list of potential projects and choose one great idea. Learn more about the issue you want to tackle. Brainstorm with your group to come up with original, creative ideas.

Create a Project Plan – After choosing a project, create a plan of action including timelines, budget and who will do what.

Know your Goals and how you will carry out the plan. Be clear on what the specific action or idea that your group agreed to take on. Think about how you could make this idea workable. Consider your school culture and environment and make projects fit the current needs of your school.

Take Action – go ahead and start your project. Get other students involved and use assemblies, meetings and P.A. announcements to promote and recognize your project.

Keep Track of your Efforts keeping notes as you go along. A record of events will help you keep track of remaining tasks, as well as accomplishments. Clip stories from school and community newspapers. Take pictures or film your event in action.

Assess Success and debrief after you finish your project. Think about what you have done to see if you achieved your goals. Identify possible next steps and consider continuing your project if possible.

Share Your Ideas, successes and even the pitfalls you encountered. People can learn from what you have done.

Celebrate Your Successes! Celebrations can let others at your school see the possibilities open to them and may encourage them to get involved. You deserve acknowledgement for all the work that you have done!

Source: CASAA 

10th Annual Outstanding Intramural Recreation Awards

Application Deadline
February 28, 2010

Visit the CIRA Ontario website for the award criteria.



2009 Winners