

Planning a Successful Intramural Program

ORGANIZATIONAL TIPS

The Nuts and Bolts of How to Start

I. DECIDE YOU ARE GOING TO RUN AN INTRAMURAL PROGRAM

- ❖ **You only get one chance to make a first impression.**

II. SET GOALS AND OBJECTIVES

Could be to develop:

- Physical skills
- Physical fitness
- Knowledge and understanding
- Social skills
- Attitudes and appreciation

III. EVALUATE YOUR SITUATION

- A. Type of students – bus, disabled, etc.,
- B. Number of students: ratio boys to girls
- C. Facilities and equipment available
- D. Money available for equipment
- E. Time available – noon, after or before school, evenings, and weekends, recess.
- F. Staffing supervision
- G. Age of students

- ❖ **Assessing needs now, will build a strong program for the future.**

IV. ACQUIRE ADMINISTRATIVE SUPPORT

- A. For program goals and objectives
- B. For budget commitment
- C. For release time for person running program
- D. For facility time

- ❖ **Help maintain intramural priority by keeping administration posted through information and involvement. i.e. Invite administrators to visit and to participate in intramural programs.**

V. ACQUIRE STAFF INVOLVEMENT

- A. By emphasizing the value of the program to all staff members.

- B. By sharing workload in program with other staff members. (planning, supervision, announcing)
- C. By maintaining good relationships with caretakers as they are key facilitators (open doors, clean areas)

❖ **Make staff feel their contributions are important and necessary.**

❖ **Parents can be involved by offering and providing support – manufacturing items and assisting with funds.**

VI. PLAN YOUR PROGRAM

- A. Decide leadership system i.e. Council, teacher(s), both.
- B. Make long-range plans i.e. 3-year plan – begin small and build.
- C. Plan yearly agenda and schedule of events.
- D. Decide how long each activity will run – keep interest high.
- E. Decide grouping for participation:
 - A. Everyone who comes, signs up
 - B. Home rooms, classes, faculties, etc.
 - C. House system
 - D. Individual
 - E. Free grouping--by choice

❖ **Plan a personal “time out”.**

VII. ORGANIZE EQUIPMENT

- A. Assess and use all available resources.
- B. Be innovative. i.e. Use volleyball nets for indoor tennis.
- C. Establish routines for distribution and control.
- D. Develop system for maintenance and care of equipment.
- E. Where possible, select good quality equipment.

❖ **Everything in its place and a place for everything.**

VIII. DECIDE ON USE OF AWARDS

- A. YES/NO – depends on philosophy of program, amount of motivation required.
- B. Suggest an emphasis on improvement, participation, sportsmanship, fun awards.

IX. RULES

- A. Have rules clearly outlined and accessible.
- B. Allow participants some input on rules to be used (depends on age)

❖ **Modify rules to meet situation (adapt to age and abilities).**

❖ **Should allow for maximum participation for all individuals.**

❖ **A good sport is good for sports!**

X. DECIDE ON USE OF OFFICIALS

OPTIONS

- A. No officials – (call your own)
- B. Officials – Students, teachers, or a combination

POINTERS

- 1. Keep officials well informed.
- 2. Provide leadership for officials (direction, support, guidance) via clinics, workshops.

❖ **Take the responsibility and do it right.**

XI ADVERTISE YOUR PROGRAM

- 1. This is a good opportunity to involve other staff members (art, music) students and parents.
- 2. How? --- Posters, jingles, slogans, P.A. systems, bulletin boards, assemblies. Use all available media.

❖ **Post information early – at least one week in advance.**

XII EVALUATE YOUR PROGRAM

- 1. Observe participants. (objectives met?)
- 2. Look at program structure. (variety? Organized?)
- 3. Encourage evaluation from student leaders, helpers, officials, program assistants, and participants. (Written? Verbal?)
- 4. Evaluate content. (activities) (Challenging? Enjoyable? Activity ratio?)
- 5. Evaluate commitment:
 - A. Yours (personal) (sufficient?)
 - B. Participants (involvement?)

XIII ESTABLISH RECOMMENDATIONS FOR THE FUTURE

- 1. Summarize the evaluations to plan future programs.

❖ **Be flexible – there's always another way!**

Source: CIRA Series #1