

ACKNOWLEDGEMENTS

I would like to acknowledge Labatt Breweries of B. C. for co-sponsoring, with SFU, the 6th Annual B. C. Intramurals Conference. Assistance from C.I.R.A. and the B.C. P.E. P.S.A. is also gratefully acknowledged.

Special mention should be made of members of the B.C.I.R.A. executive committee who worked very hard to make this conference possible: John Calder, Rodger Lindstrom, Joe Van Snellenberg and Lawrence Vea.

*Ian McGregor*

Ian McGregor, Ph.D.,  
Conference Chairman,  
Department of Recreation,  
Simon Fraser University.



CLINICIANS

GUEST SPEAKERS

|                 |                                |
|-----------------|--------------------------------|
| Warren Campbell | Scarborough Board of Education |
| Phil Carlton    | Calgary Board of Education     |

CLINICIANS

|                       |                                  |
|-----------------------|----------------------------------|
| Don Martyn            | Alexander Elementary, Abbotsford |
| Dennis Goosen         | Cedar Valley Elementary, Mission |
| Al Thomas             | Mary Hill Jr. Sec., Coquitlam    |
| Jane Sherrill         | North Vancouver School Board     |
| Tom Hatcher           | Spencer Secondary, Sooke         |
| Bill Long             | Douglas College                  |
| Wayne Pealo           | University of Victoria           |
| Dr. Nestor Korchinsky | University of British Columbia   |
| Sybilla Bartram       | Mount Royal College, Calgary     |
| Mick Goodger          | Camosun College                  |

6th ANNUAL BRITISH COLUMBIA INTRAMURALS CONFERENCE

October 12 - 14, 1979

PROGRAM

Theme: Developing Quality Programs

Location: Island Hall Resort Hotel, Parksville, B. C.

FRIDAY, OCTOBER 12

8:00 - 9:00 p.m. Registration  
8:30 - ?? Wine and Cheese  
Exhibitor Displays  
Entertainment  
Opening Welcome at 9:30 p.m.

SATURDAY, OCTOBER 13

7:30 a.m. Early bird jog and/or swim  
8:30 - 9:00 a.m. Late Registration  
9:00 - 9:30 a.m. Guest Speaker: Warren Campbell, Scarborough Board  
of Education, Ontario.  
9:30 - 10:45 a.m. CLASSROOM SESSION: Programming  
1. Don Martyn, Coquitlam: Elementary School Programs. 1  
2. Dennis Goosen, Mission: Rural & Small School Programs. 7  
3. Al Thomas, Coquitlam: Secondary School Programs 8  
4. Dr. Nestor K. Korchinsky, UBC; and  
Wayne Pealo, UVic: Post-Secondary Programs 9  
10:45 - 11:15 a.m. Refreshment Break -- Exhibitor Displays  
11:15 am - 12:45 pm ACTIVITY SESSION: B.C.I.R.A. Olympics  
12:45 - 2:00 p.m. Lunch Break  
2:00 - 3:00 p.m. CLASSROOM SESSION: Leadership & Motivation  
1. Warren Campbell, Scarborough, Ontario 13  
2. Jane Sherrill, North Vancouver 44  
3. Phil Carlton, Calgary, Alberta 47  
4. Tom Hatcher, Victoria 57  
5. Bill Long, Douglas College, Richmond; and  
Sybilla Bartram, Mount Royal College, Calgary 59  
60  
3:00 - 3:15 p.m. Refreshment Break  
3:15 - 4:00 p.m. ACTIVITY BUZZ SESSION - bring your best activity  
1. Don Martyn and Dennis Goosen,  
Elementary School Activities.  
2. Jane Sherrill and Tom Hatcher,  
Secondary School Activities.  
3. Mick Goodger, Camosun College, Victoria,  
Post-Secondary School Activities.

. . . /cont.

SATURDAY, OCTOBER 13 (cont.)

4:00 - 6:00 p.m.            Unscheduled Activity Time.  
6:00 - 7:00 p.m.            No-host Bar Open.  
7:00 - 8:30 p.m.            BANQUET. Guest Speaker: Dr. Martin Collis, UVic.  
8:30 -     ??                Disco Evening.

SUNDAY, OCTOBER 14

7:30 a.m.                    Early bird jog and/or swim.  
9:00 - 9:45 a.m.            Guest Speaker: Phil Carlton, Calgary Board of Education   61  
9:45 - 10:45 a.m.           ACTIVITY SESSION: Best Games  
                              Selected Games from Saturday's Buzz Session.  
10:45 - 11:15 a.m.           Check out.  
11:15 am - 1:00 pm          FAREWELL LUNCHEON and T-SHIRT DRAW (bring your school  
                              shirt to add to the draw).  
2:00 p.m.                    Bus departs for Nanaimo ferry terminal to catch  
                              3:15 p.m. sailing

APPENDICES

Canadian Intramural Recreation Association (C.I.R.A.) Membership Program.   82  
B.C.I.R.A. Newsletter, Volume 1, #2.                                           84

INTRAMURALS PROGRAMMING

Don Martyn,  
Alexander Elementary,  
Abbotsford, B. C.

1. When is time available
  - before school, recess, lunchtime, after school.
2. How much time do you want to and can you reasonably put in
  - start slowly and see how it is before jumping in. Its easy to increase time, hard to decrease it.
  - what staff support do you have.
3. What age groups are you going to work with
  - the whole school: intermediate; primary.
4. What are your program objectives and goals
  - participation
  - competition
  - skill development
  - socializing
  - enjoyment
5. How tightly do you want to organize
  - referees (sports councils)
  - houses [(3-4)(co-ed teams, junior/senior)]
  - activities schedules
  - point systems.
6. How is your program going to be oriented
  - at what skill level...Newcomb versus volleyball (low skill/high skill)
  - how close will it follow your P. E. teaching skill progression
  - will it contain gymnastics, dance, etc.
7. How long will activities run before they are changed
  - are the games known by the students
  - how often do they get to play
  - should the system be flexible
  - one month blocks - three weeks - two weeks
  - continuous program
  - there are 20 - two week blocks  
10 - four week blocks
  - if your whole school is doing gymnastics (heavy equipment), is it easier to run a club in that time slot?



ALEXANDER ELEMENTARY INTRAMURALS

Don Martyn,  
Alexander Elementary,  
Abbotsford, B. C.

Time Allocations

- program runs mainly at lunch, after school, and some mornings
- 8:00 - 8:45 a.m.
- 12:30 - 12:55 p.m.
- 3:15 - 4:00 p.m.
- morning consists of track, cross country, and jogging clubs
- lunchtime - house games (low skill - 3 days) } each week
  - primary activities (1 1/2 days) }
  - teacher involved games (1/2 day) }
  - runs on a two-week cycle.
- after school - clubs in gymnastics
  - games (soccer, basketball, etc.)
  - dance, etc.

Goals

- participation
  - adapt games, rules, space to allow more to play
  - referees substitute every five minutes and everyone plays
- enjoyment, low competition
  - maximum activity
  - frequent change of activities
- socialization - modified games with low numbers
- skill development - follows skill teaching in P. E. class

Organization

- referees volunteer and are in a club
- three houses on a two-week cycle (see insert)
- some activities co-ed, some mixed senior and junior, some separated.

Points Systems

- 3 for win; 2 for tie; 1 for loss; 0 for default
- referees have a sheet which they keep each game for score and problems (see insert)

Program

- lunch time to follow skill work in class
- low skill for participation and enjoyment
- variations (e.g. gymnastics in February)
- after school - informal clubs where skill level of games is higher (everyone plays evenly)

Program (cont.)

- gymnastics club
- dance clubs (folk, square, rhythmic)
- activities change every two weeks but are flexible
  - 20 2-week blocks (see insert)

GAMES AND DATES

Name of Game \_\_\_\_\_

| MONDAY     | TUESDAY                                          | WEDNESDAY                                         | THURSDAY                                         | FRIDAY                 |
|------------|--------------------------------------------------|---------------------------------------------------|--------------------------------------------------|------------------------|
| PRIMARY    | Junior & Senior<br><u>GIRLS</u><br>RED vs. WHITE | Junior & Senior<br><u>BOYS</u><br>RED vs. WHITE   | Junior & Senior<br><u>GIRLS</u><br>RED vs. BLUE  | <u>TEACHERS</u><br>and |
| Mr. Martyn | Mr. Hystad                                       | Mr. Currie                                        | Mr. Hystad<br>Mr. Martyn                         | or make-up game        |
| PRIMARY    | Junior & Senior<br><u>BOYS</u><br>RED vs. BLUE   | Junior & Senior<br><u>GIRLS</u><br>WHITE vs. BLUE | Junior & Senior<br><u>BOYS</u><br>WHITE vs. BLUE | <u>TEACHERS</u><br>and |
| Mr. Martyn | Mr. Hystad                                       | Mr. Currie                                        | Mr. Hystad<br>Mr. Martyn                         | or make-up game        |

HOUSE POINTS - REFEREE SLIPMUST BE PUT IN MR. HYSTAD'S ROOM EACH DAY

(a) Name of Referee(s) \_\_\_\_\_

(b) Date \_\_\_\_\_

(c) Check one of the following:

 Junior Boys Senior Boys Junior Girls Senior Girls

(d) Circle ONE of the following and place the score in the boxes.

RED vs. WHITE

RED vs. BLUE

WHITE vs. BLUE

(e) Problems \_\_\_\_\_

(f) Referee's signature \_\_\_\_\_

ACTIVITIES INTRAMURAL SCHEDULE

|      |            |       |                          |
|------|------------|-------|--------------------------|
| Oct. | 1-12       | _____ | Medical Warfare          |
|      | 15-26      | _____ | Crab Soccer              |
|      | 29- 9 Nov. | _____ | German Dodgeball (Spies) |
| Nov. | 12-23      | _____ | European Handball        |
|      | 26- 7 Dec. | _____ | Bucket Ball              |
| Dec. | 10-20      | _____ | Bloody Knuckles          |
| Jan. | 7-18       | _____ | Mickey Mouse             |
|      | 21- 1 Feb. | _____ | Crazy Cricket            |
| Feb. | 4-15       | _____ | Gymnastics               |
|      | 18-29      | _____ | Gymnastics               |
| Mar. | 3-14       | _____ | Barrage Ball             |
|      | 17-28      | _____ | Newcomb                  |
| Apr. | 8-18       | _____ | Beach Ball Volleyball    |
|      | 21- 2 May  | _____ | Chinese Soccer           |
| May  | 5-16       | _____ | Indoor Soccer            |
|      | 20-30      | _____ | Scoopball                |
| June | 2-13       | _____ | California Kickball      |
|      | 16-27      | _____ | OPEN _____               |

DEVELOPMENT OF A MODEL FOR INTRAMURALS AT RURAL & SMALL SCHOOLS

Dennis Goosen,  
Cedar Valley Elementary,  
Mission, B. C.

My concerns for arriving at an intramural model for small and rural schools is just that - a concern. It does not make me terribly knowledgeable in the area, but certainly identifies me as interested in helping the situation. I do not, at present, have a model that works successfully for small and rural schools. I do, however, have some insight into the obstacles teachers in school settings such as these run into. I do not know anyone in my travels who has successfully come up with a good model.

It is for these reasons that my presentation will be an over-view of the many obstacles we seem to run into in this area, followed by a brainstorming sessions in which the group will attempt to find answers to these obstacles. From there, perhaps a workable model can be constructed.

The ideas generated at this session will be assembled and will appear in the next B.C.I.R.A. newsletter (Vol. 1, #3).

## PROGRAMMING SECONDARY SCHOOL INTRAMURALS

Al Thomas,  
Mary Hill Jr. Secondary,  
Coquitlam, B. C.

This session will be of interest to teachers involved in starting up or improving intramural programs at the secondary level. It will deal with various benefits and problems associated with running a program at this level.

Various intramural models will be presented, discussing the pros and cons of each. The presentation will encompass the following topics: getting students involved; promotion; administration; scheduling; activities; officiating; athletics vs. intramurals; novelty activities and staff involvement.

A detailed handout of the presentation can be obtained from the author.

Wayne Pealo,  
University of Victoria.

The evaluation methods used by most campus recreators too often become a one sided view of the recreation program. These traditional systems are usually implemented at the end of the program session and generally consist of value judgements made by the participant only. However, there are several other sources of information which are critical to the overall evaluation of the program and should seriously be considered.

We must first ask ourselves why are we evaluating? Our mandate as campus recreation co-ordinators and directors, is to provide the college or university community with a wide variety of physical, cultural, social and educational programs, and to enhance the lives of the community through recreational pursuits. Perhaps two key words here are "positive" and "enjoyable". One of our goals should be to provide a positive and enjoyable learning experience to each participant involved in our programs. How do we measure the satisfaction of these participants? We must evaluate to ascertain whether we have accomplished this goal. It is necessary to evaluate to improve programs, to heighten the experience, to measure the effectiveness of our overall program and to help us to get the maximum useage out of our facilities.

The second consideration is what do we evaluate? The most common response to this question is we evaluate the program. But we need to go further than this. It is necessary for us to evaluate not only the program, but the instructors, the different approaches to instruction, our delivery system and the effectiveness of the department as a unit. This is an immense task, but unless we take this upon ourselves, we are not effectively meeting the needs of the participants.

There are three basic steps to program evaluation<sup>1</sup>.

1. State the objectives in clear, observable terms. This identifies the target so you can tell whether you are hitting it or not.
2. Spell out the procedures and techniques by which you expect to reach these objectives.
3. Build in evaluation measures and feedback devices to monitor progress and assess outcomes in terms of the stated objectives.

Once we have followed these steps, we can then determine what information we would like to know.

From the participant we need to know if they were satisfied with program content; atmosphere of the class; quality of instruction; location and accessibility of the facility; length and number of classes; cost of the program; as well as how they found out about the class and if they plan to participate in future programs. There are several other areas we might want to explore such as registration procedures, new and additional programs, how publicity could be improved and any other applicable comments.

From the instructor, we should seek information on attendance; program content; problem areas within the facility, equipment, general class delivery; job related procedures; staff training and any other worthwhile comments on the program or facility.

As supervisors, we should observe the actual class activity to determine if participants and instructors are involved, attentive and productive. We should try to ascertain if the instructor is communicating

---

<sup>1</sup>Isaac, S. Handbook in Research and Evaluation, Edits Publishers, San Diego, California, 1971, p. 11.

ideas effectively, if the class content or subject matter is conducive to the objectives of the recreation program, if the general atmosphere of the class, group interaction and facility are conducive to the program objectives and finally, if the instructor is well prepared for the class. From all this information, we can draw a fairly accurate picture of how successful the program was, and identify any problem areas.

Our next problem is how to collect the information. A standard evaluation form which is easy for the participant to answer and easy for the evaluator to interpret is undoubtedly important. The form must not take a long time to fill out and should be completed at the beginning of a class. It should take 5-10 min. for the participant to answer.

If the evaluation form is distributed one half to three quarters of the way through a program session, then we will get a better representation from the class, as this is generally the time when most people drop out. If we implement it at the end of the session, we usually only hear from the people who were satisfied with the program. However, we want to hear from the ones who have dropped out, to find out what went wrong and how we can improve the program.

It is necessary for us as program personnel to get out and observe the program. We need to have our feedback in conjunction to that of the instructor and participant. This way we get a total picture of what has happened during the program session. Generally, two visitations is sufficient to observe how the program is going.

In conclusion, I believe it is up to us as campus recreators to get an accurate account of how our programs are conducted. As we implement new evaluation systems, our programs get better, the satisfaction of the participants increase, new programs are implemented and our facilities become efficiently and effectively operated. The time and money invested

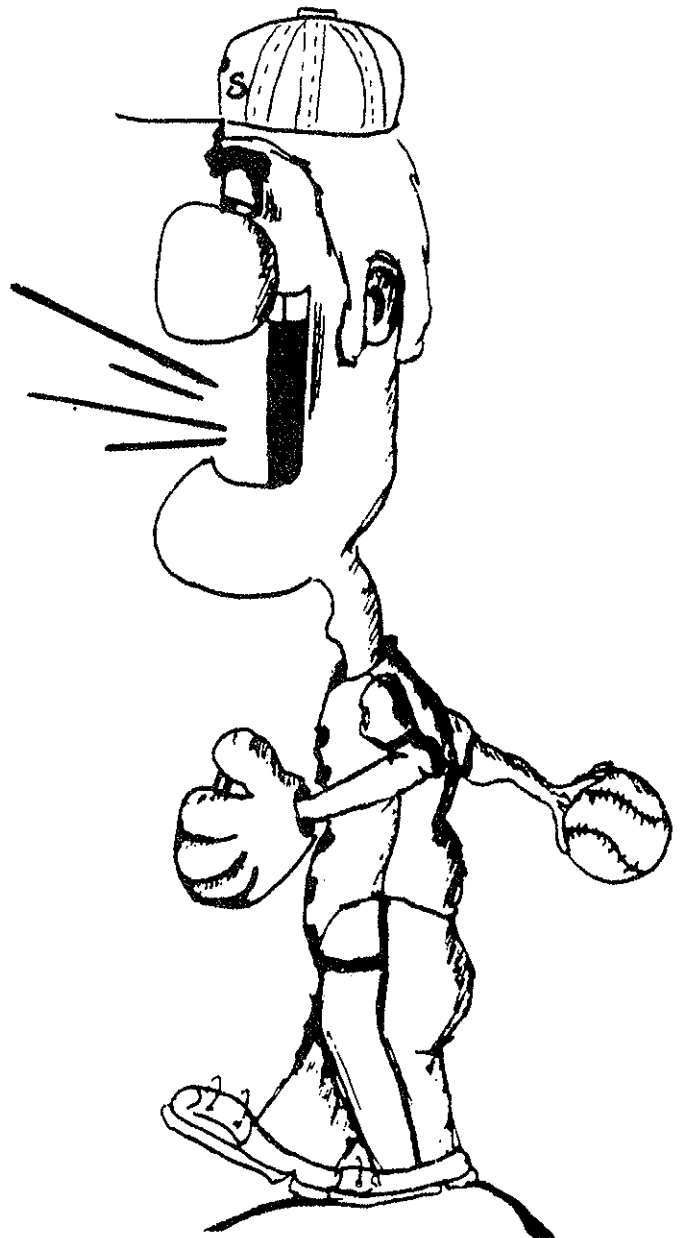
to do a good job of evaluating programs is well spent. The time has arrived when understanding about program superiority must be based on facts. The major consideration is to make sure all staff are aware of the procedure and participate in the evaluation process. Be sure to explain it carefully, and leave no questions unanswered. It is never too late to start.

#### References

Sattler, P. T., Graham, P. J., Bailey, D. C., Operational and Theoretical Aspects of Intramural-Recreational Sports, Leisure Press, Box 3, West Point, New York, 1978.

*Tricks, Routines, Gimmicks  
for  
Intramurals*

Warren Campbell,  
Scarborough Board of Education.



WHAT OTHER DEPARTMENTS IN THE SCHOOL

CAN DO

ART DEPARTMENT

- posters
- silk screening
- logo's
- murals

FAMILY STUDIES

- laundry
- receptions
- making awards
- repairing uniforms

ENGLISH DEPARTMENT

- articles
- advertising
- programs
- newsletter

TECHNICAL DEPARTMENT

- scoreboards
- displays
- equipment
- special projects for senior students

BUSINESS & COMMERCE  
DEPARTMENT

- typing material
- selling
- printing
- newsletter

MUSIC DEPARTMENT

- play at functions

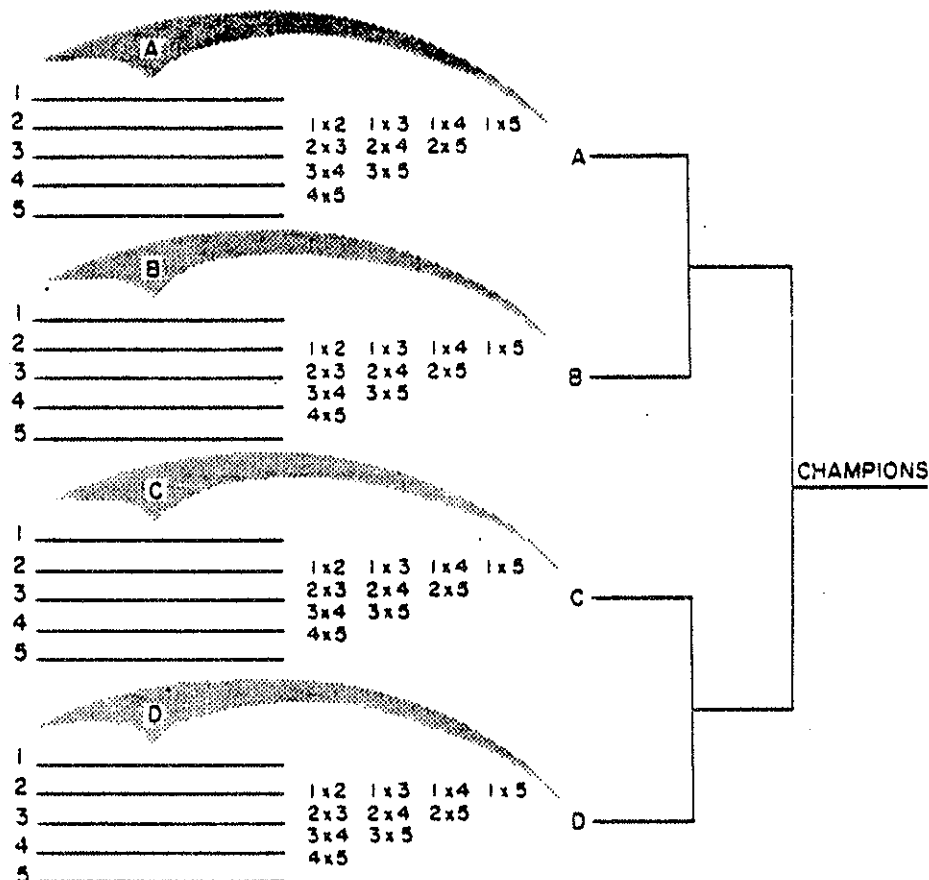
MATH. DEPARTMENT

- statistics
- computer work

STUDENT SERVICES

- encourage students  
to participate

## ROUND ROBIN - SINGLE ELIMINATION COMBINATION



An excellent way to involve a large number of teams. By circling the winner of the round robin games an on the spot record of the team standings can be readily available.

## GRADE 9 PLAY DAY

Play Days are common activities in K to 6 schools. Why not try the same type of program in your grade 9 intramural program. Utilize such events as a Three-legged, Wheelbarrow and Potato Sac Races. If held indoors you can utilize a Charlie Chaplin race, an obstacle course or many other activities.

## HOW TO PROMOTE STAFF PARTICIPATION

- (1) In some tournaments, i.e. Men's Paddle Ball, a male student must choose a male staff member.
- (2) Co-ed tournaments - a male student must have a female staff member while a female student must conscript a male staff member.
- (3) Students always like to compete against staff teams or watch such competitions.

## FUND RAISING

A Teachers' Cake Auction - Lily Schooley - Ottawa H.S. of Commerce. Have the teachers bake cakes and bring them to school to be auctioned off to the highest bidder. Any group may pool their money. This can be done at noon hour in the cafeteria.

## INTERHOUSE FLAGS - Dorothy Enright - E.S. Hearst High School

This school in a small community has their own official-size flag. At the end of a league championship the flag of the winning house is flown outside on the flagpole. The community is involved in this school and looks forward to the results.

## INTRAMURALS

### INDY 500 TRIKE RACE - Sue Walker, Canterbury H.S.

A course is set up in the gym and down the hall. The course contains obstacle pits, U turns, traffic circles, jumps, etc. The event is run as a relay event - 5 members per team and one tricycle. Each member upon completing the course must pass on his racing colours and his helmet to the next competitor. First team with all members across finish line wins.

## WINTER ACTIVITIES

For those intramural enthusiasts who can't get gym space during the winter months.

WINTER SOCCER - Lynda Geale - a regular soccer game in the snow.

SNOW SHOE RELAYS - utilize the football field.

## FITNESS GIMMICK

A giant skipping rope - see how many of a particular intramural team can skip at once. You will get all kinds of activity and manoeuvres to build up the numbers.

Local rules must stipulate how many rotations of the rope constitutes a skip or skipping.

## AN INTRAMURAL ARCHERY TOURNAMENT - Cathy Smith

Utilize balloons (a different colour for each team). Pin the balloons of the two teams involved on a backstop. Each team has 10 arrows. One student shoots, goes to the end of the line. When all arrows are shot the arrows are collected and the broken balloons are counted.

Scoring - 1 point for every balloon hit in your own team colour.

- 1 point for the other team if you hit their balloon.

This provides a lively and amusing competition as you "hear" every point made.

## A FITNESS GIMMICK "BEST BREATH IN THE SCHOOL" COMPETITION

- Louise Bennett - Wexford C.I.

During a particular week set up a booth in the main foyer of the school. Students are encouraged to take the test and have their Vital Capacity checked and recorded. The winner is titled The Individual With The "Best Breath in School" and awarded a T-shirt or certificate, etc.

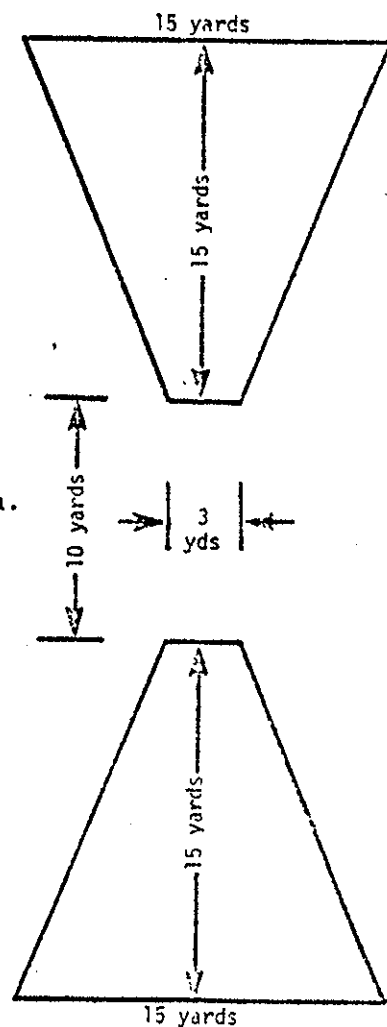


## COMPETITIVE FRISBEE - Bill Canning, UCLA

Set up the following competitive Frisbee Game.

### The Rules

1. Each team consists of two boys and two girls.
2. The game is played to a score of 21 points, the winning team must win by two points.
3. A point is scored by successfully landing the Frisbee into the opposing team's area.
4. Points are scored only when:
  - a. The Frisbee lands within the boundaries.
  - b. The Frisbee is illegally caught.
  - c. Players throw out of turn (they must alternate).
  - d. The Frisbee touches a player in bounds, then lands out.
  - e. The Frisbee touches a player out of bounds, then lands in.
5. Illegal catch:
  - a. Caught with more than one hand.
  - b. Trapped against the body or ground.
  - c. Two players on the same team simultaneously catch the Frisbee.
6. No points are scored when:
  - a. The Frisbee is caught legally (one hand).
  - b. The Frisbee lands outside the boundaries.
  - c. The Frisbee is released beyond the 3-yard restraining line.
7. Boundaries:
  - a. Restraining lines = 3 yards long, 10 yards apart.
  - b. Back lines = 15 yards from restraining lines, 15 yards long.
  - c. The field should be set up cross wind; the teams switch sides on 5's.



STROBA PARCOURS

1. Select your workout level.
2. Note time at beginning of each workout. Note time at finish. Calculate total time of workout.
3. At end of each workout calculate heart rate. (15 sec. X 4)

Workout Levels: (E, F, and G are very easy. Most students should start no lower than D)

| A        | B        | C        | D        | E        | F        | G        |
|----------|----------|----------|----------|----------|----------|----------|
| Skip 100 | Ex. 1    | Ex. 1    | Skip 100 | Skip 100 | Skip 100 | Ex. 1    |
| Ex. 1    | Skip 100 | Skip 100 | Ex. 1    | Ex. 1    | Ex. 1    | Ex. 2    |
| Skip 100 | Ex. 2    | Ex. 2    | Ex. 2    | Ex. 2    | Ex. 2    | Ex. 3    |
| Ex. 2    | Skip 100 | Skip 100 | Skip 100 | Ex. 3    | Ex. 3    | Skip 100 |
| Skip 100 | Ex. 3    | Ex. 3    | Ex. 3    | Skip 100 | Ex. 4    | Ex. 4    |
| Ex. 3    | Skip 100 | Skip 100 | Ex. 4    | Ex. 4    | Ex. 5    | Ex. 5    |
| Skip 100 | Ex. 4    | Ex. 4    | Skip 100 | Ex. 5    | Ex. 6    | Ex. 6    |
| Ex. 4    | Skip 100 | Skip 100 | Ex. 5    | Ex. 6    | Skip 100 |          |
| Skip 100 | Ex. 5    | Ex. 5    | Ex. 6    | Skip 100 |          |          |
| Ex. 5    | Skip 100 | Skip 100 | Skip 100 |          |          |          |
| Skip 100 | Ex. 6    | Ex. 6    |          |          |          |          |
| Ex. 6    | Skip 100 |          |          |          |          |          |
| Skip 100 |          |          |          |          |          |          |

(Progress to a 6-10 minute workout)

Select your own type of skipping. You may want to skip differently for each 100 or change for each workout session. If 100 skips is not enough then increase the number to 125 or 150.

Exercises (You may want to change the number of repetitions to suite you)

1. Alternate Toe Touches 30
2. Sit Ups 15
3. Inverted Bicycling 30
4. Side Leg Raises 10 each side
5. Push Ups (Your choice of style) 15
  - Hands and toes
  - Hands and knees
  - Against wall from standing arm's length away
6. Trunk Rotation 15 each way



### Organization of a Co-Ed Athletic Banquet

Here's a novel way and the basic organizational set up for an expense free Athletic Banquet. The idea behind this program is this:

Each student attending the Banquet will purchase one of the printed tickets (samples enclosed) - these tickets are printed in the proportion shown on the sample sheet, are cut and piled face down. The student purchases (\$1 per ticket) his/her ticket blind and is then required to bring the items listed on the ticket. The \$1 is used to purchase beverages, etc.

There are mountains of food so that healthy young appetites are not sent home discontented. There is an area at the bottom of the ticket where a number can be noted and a general file of name and items to bring can be listed.

According to the Luiks' you may or may not have to use a checking system.

I have included all of the instructions for student and staff organizers in charge of:

|              |                                                                                               |
|--------------|-----------------------------------------------------------------------------------------------|
| Promotion    | The Physical Plant                                                                            |
| Food         | The Program Entertainment                                                                     |
| Ticket Sales | Plus a memorandum to all school coaches and letters from the principal to potential donators. |
| Door Prizes  |                                                                                               |

CEDARBRAE COLLEGIATE INSTITUTEM E M O R A N D U M

May 7,

To: All School Coaches  
From: A. Luik, Boys' P.E. Dept.  
Re: Athletic Banquet, Wednesday, May 28, 1975 at 6:00 P.M.

N.B. In order for the SUCCESS of this event would you call a team meeting at your earliest convenience and encourage the members to attend. Remind them of the following points:

- (1) Each team is responsible for submitting a cake into the "Cake Parade".
- (2) Food will be "pot luck", (your allotment is determined by your ticket).
- (3) The banquet is co-ed.
- (4) Cost \$1.00 - tickets sold during lunch periods in the cafetorium. Please indicate your intent and return as soon as possible.

- Yes, I can attend and will call a team meeting.
- No, I cannot attend but will call a team meeting.

NAME \_\_\_\_\_

TEAM \_\_\_\_\_

P.S. Staff do not require tickets.

## CO-ED ATHLETIC BANQUET

Date: Wednesday, May 28, 6:00 p.m. - 9:00 p.m.

The banquet will run from 6:00 - 9:00 p.m. plus the clean-up (1 hour).

We will have seven areas of responsibility, Mr. Luik acting as the co-ordinator of the committees. We will operate so that the senior students would be responsible for the entire program with staff acting as consultants.

### 1. PROMOTION

Staff consultant - 1.  
Student leader - 2.

Responsibilities - to promote the banquet by all possible means at least 2 weeks in advance of the banquet.

- (1) Regular morning announcements.
- (2) Posters
- (3) Display in trophy case - reserve well in advance - suggestions for display:
  - (i) slides of athletics, continuous show therefore need automatic slide projector.
  - (ii) photos of athletic events.
  - (iii) information regarding banquet.
  - (iv) display of nominees for junior and senior athlete of the year - take pictures well in advance so that they will be ready 2 weeks before banquet - see camera club.
  - (v) Coaches - inform to call a team meeting and encourage all to attend - refer to attached sheet - are coaches going?
  - (vi) Gym classes - inform all P.E. teachers to promote banquet in class.
  - (vii) Print out special invitations to administrative personnel - V.P.'s, principal, nurses, head caretaker, S.A.C. president and any other people that could be included.
  - (viii) Hold progress meeting twice per week with the students on committee to make certain of jobs getting completed.
  - (ix) Set up trophy case and bulletin board well in advance.

Ando Luik, Cedarbrae C.I.

Arvo Luik, Victoria Park S.S.

CO-ED ATHLETIC BANQUET

Date: Wednesday, May 28, 6:00 p.m. - 9:00 p.m.

The banquet will run from 6:00 - 9:00 p.m. plus the clean-up (1 hour).

We will have seven areas of responsibility, Mr. Luik acting as the co-ordinator of the committees. We will operate so that the senior students would be responsible for the entire program with staff acting as consultants.

2. PROGRAM

Staff consultant - (2) G.A.A.  
Student leader - (2) B.A.A.

Responsibilities

- (1) Plan the athletic banquet program.
- (2) Design cover.
- (3) Printing of program and distribution - (approx. 300 copies).
- (4) Work with master of ceremonies to determine how awards should be presented.
- (5) Set up M.C. and awards tables.
- (6) Engraving of all trophies.
- (7) Acquiring all awards - letters, jr., sr., and gold award.
- (8) Note - we used white table covers on M.C. and awards table.
- (9) Draws made throughout the evening.
- (10) Use master sheet for name of draw ticket holder.

## CO-ED ATHLETIC BANQUET

Date: Wednesday, May 28, 6:00 p.m. - 9:00 p.m.

The banquet will run from 6:00 - 9:00 p.m. plus the clean up (1 hour).

We will have seven areas of responsibility, Mr. Luik acting as the co-ordinator of the committees. We will operate so that the senior students would be responsible for the entire program with staff acting as consultants.

### 3. ENTERTAINMENT

Staff consultant - (2)  
Student leader -

- Responsibilities
- (1) Music - pre and during dinner
  - (2) A.V. displays
    - (a) slides
    - (b) films
    - (c) photographs
  - (3) Skits
  - (4) Others
  - (5) "Cake Parade" - each team was responsible for baking a cake to represent their activity. The cakes were placed on display in the cafeteria on a table at the entrance to the staff lunch room. During the dinner the cakes were paraded by the team reps. and they were to explain how the cake was made, the ingredients, amount of time spent on it, and what it represented. A group of 4 people judged the cakes.
  - (6) Organize cake parade

CO-ED ATHLETIC BANQUET

Date: Wednesday, May 28, 6:00 p.m. - 9:00 p.m.

The banquet will run from 6:00 - 9:00 p.m. plus the clean-up (1 Hour).

We will have seven areas of responsibility, Mr. Luik acting as the co-ordinator of the committees. We will operate so that the senior students would be responsible for the entire program with staff acting as consultants.

4. FOOD

Acquisition of the food, dinnerware and distribution.

This group must work with ticket sales and cafeteria set up crew for smooth operation.

Staff consultants (2)

Student leaders (2)

Responsibilities

- (1) Collecting and serving all food; main course and dessert.
- (2) Beverages - (purchased Lola drinks from Fresh Maid 447-6131)  
(18 per carton at \$1.05.)  
Need at least 2 beverages per person.
- (3) Coffee urns - 2 needed from kitchen plus coffee
- (4) Cream and sugar - plastic cups
- (5) Dinnerware - plastic knives, forks and spoons and plastic coated plates.
- (6) Napkins

## CO-ED ATHLETIC BANQUET

Date: Wednesday, May 28, 6:00 p.m. - 9:00 p.m.

The banquet will run from 6:00 - 9:00 p.m. plus the clean-up (1 hour).

We will have seven areas of responsibility, Mr. Luik acting as the co-ordinator of the committees. We will operate so that the senior students would be responsible for the entire program with staff acting as consultants.

### 5. TICKET SALES

Staff consultant - (1)

Student leaders - (1) plus members of G.A.A. & B.A.A.

### Responsibilities

(1) Promote sale of tickets

(2) Print tickets - see attached copies

- since we ran a "pot luck" dinner we had tickets in groups of 6.

1st - buttered rolls for 6

2nd - casserole for 6

3rd - cold cuts for 6

4th - salad for 6

5th - hor's d'oeuvres for 6 (cheese, olives, pickles, etc.)

6th - cold cuts for 6 (repeat)

- the students were to bring food in non-returnable containers.

- tickets should be numbered.

- sell till day of banquet

(3) Check for S.A.C. card, note name, number & S.A.C. card number on master sheet (by year) and on ticket.

CO-ED ATHLETIC BANQUET

Date: Wednesday, May 28, 6:00 p.m. - 9:00 p.m.

The banquet will run from 6:00 - 9:00 p.m. plus the clean-up (1 hour).

We will have seven areas of responsibility, Mr. Luik acting as the co-ordinator of the committees. We will operate so that the senior students would be responsible for the entire program with staff acting as consultants.

6. DOOR PRIZES

Staff consultant - (1)

Student leader - (2)

Responsibilities

- (1) Type letter of introduction for students that are canvassing for prizes (see attached copy).
- (2) Canvass local merchants, especially sporting goods stores.
- (3) Canvass all departments in school.
- (4) Submit list of merchants who donated prizes to Program Committee for acknowledgements on program.
- (5) Send letter of thanks and copy of program to groups who donated prizes.
- (6) Telephone local clubs (2 weeks in advance) for complimentary tickets, etc.
 

|                   |                   |
|-------------------|-------------------|
| Toronto Metros    | Toronto Royals    |
| Toronto Tomahawks | Toronto Argonauts |
|                   | etc.....          |

## CO-ED ATHLETIC BANQUET

Date: Wednesday, May 28, 6:00 p.m. - 9:00 p.m.

The banquet will run from 6:00 - 9:00 p.m. plus the clean-up (1 hour).

We will have seven areas of responsibility, Mr. Luik acting as the co-ordinator of the committees. We will operate so that the senior students would be responsible for the entire program with staff acting as consultants.

### 7. PHYSICAL PLANT

Staff Consultant: (1)

Student Leader: (1)

Note: Use a team for set up and clean-up.

Swim team has done an excellent job in the past.

- (1) Set up sufficient tables and chairs
  - additional 4' x 4' (card tables) and long dinner tables can be ordered from the Board. These tables are preferable to the convertible types.
- (2) Table covers from Board - (need minimum of 2 rolls) - order early - 2 weeks prior.
- (3) Wine bottles and candles for tables.
- (4) P.A. & Spot lights - can be arranged through Tom Peters for \$15.00
  - need spots on M.C. table and awards table on stage
  - need 3 mics. - one for each M.C. and one for presentation of awards on floor with lecturn.
- (5) Clean-up of cafetorium and return converter benches to proper places.

MIXED ATHLETIC BANQUET

May 28th, 6:00 p.m. Pot Luck

"PLEASE BRING"

1 salad, tossed, etc., for six people

Bring food in non-returnable container. Upon arrival take your food to the smorgasbord table in the cafeteria.

No. \_\_\_\_\_

MIXED ATHLETIC BANQUET

31.

May 28th, 6:00 p.m. Pot Luck

"PLEASE BRING"

12 Buttered Rolls

Bring your food in non-returnable containers. Upon arrival, take your food to the smorgasbord table in the cafeteria.

No. \_\_\_\_\_

MIXED ATHLETIC BANQUET

May 28th, 6:00 p.m. Pot Luck

"PLEASE BRING"

Hors d'ouvres for six - pickles, olives, cheese

Bring food in non-returnable container. Upon arrival take your food to the smorgasbord table in the cafeteria.

No. \_\_\_\_\_

MIXED ATHLETIC BANQUET

May 28th, 6:00 p.m. Pot Luck

"PLEASE BRING"

Casserole for six people

Bring food in non-returnable containers. Upon arrival take your food to the smorgasbord table in the cafeteria.

No. \_\_\_\_\_

MIXED ATHLETIC BANQUET

May 28th, 6:00 p.m. Pot Luck

"PLEASE BRING"

Cold Cuts for six

Bring food in non-returnable container. Upon arrival take your food to the smorgasbord table in the cafeteria.

No. \_\_\_\_\_

MIXED ATHLETIC BANQUET

May 28th, 6:00 p.m. Pot Luck

"PLEASE BRING"

Cold Cuts for six (2)

Bring food in non-returnable container. Upon arrival take your food to the smorgasbord table in the cafeteria.

No. \_\_\_\_\_

MIXED ATHLETIC BANQUET

May 28th, 6:00 p.m. Pot Luck

"PLEASE BRING"

1 salad, tossed, etc., for six people

Bring food in non-returnable container. Upon arrival take your food to the smorgasbord table in the cafeteria.

No. \_\_\_\_\_

MIXED ATHLETIC BANQUET

May 28th, 6:00 p.m. Pot Luck

"PLEASE BRING"

Casserole for six people

Bring food in non-returnable container. Upon arrival take your food to the smorgasbord table in the cafeteria.

No. \_\_\_\_\_

CEDARBRAE COLLEGIATE INSTITUTE

550 Markham Road, Scarborough, Ontario

431-2020

April 16,

To Whom It May Concern:

On the evening of May 28th, Cedarbrae Collegiate Institute is holding its eleventh annual Athletic Banquet, wherein all the athletes and their parents enjoy a pleasant meal and pay tribute to the accomplishments of their peers.

It is my hope that you will aid us in promoting the Athletic Banquet by donating a gift certificate for a modest sum, which would be used as a door prize. Your business will profit from the publicity as well as giving the opportunity to make a larger and more substantial sale.

Your co-operation and generosity will be appreciated.

Yours truly,

J. E. Grabb,  
Principal

## CEDARBRAE COLLEGIATE INSTITUTE

550 Markham Road, Scarborough, Ontario

M1H 2A2, 431-2020

June 2,

Dear Sirs:

On behalf of the Girls' and Boys Athletic Association of Cedarbrae Collegiate Institute, I would like to thank you for your generous door prizes which attributed greatly to the success of the evening.

Once again many thanks.

Sincerely yours,

Boys' Athletic Association

## TIPS FOR INTRAMURAL PROGRAMS

O.P.H.E.A. Conference Presentation

by Warren Campbell, October 1978

### 1. Teacher Involvement

To get teachers involved in the intramural program we have them compete against the winning intramural teams. This year the teachers are earning points (i.e. they act as a class) and are working towards achieving a participation banner in the intramural house league. We started this year with points awarded to teachers running in our Inter-house league running program, then soccer, then field hockey and soon participation in the fitness circuit at noon. Our point system is based primarily on participation. Fewer points are awarded for winning.

Beth Glemon  
Lincoln Area Sr. S.

### 2. Three Point System

While awarding the usual two for a win, and one for a tie, it is advantageous to award extra points for attendance and participation. The team(s) in a contest that has the most players is awarded additional participation point. We set the team attendance at 80% (if a team has 10 players 8 attenders would be necessary, extra points would be awarded for the extra 2).

Tom Green  
Queen Elizabeth, Chatham

### 3. Awarding Points in Intramurals

Award a full set of points to each participating team prior to the contest. Deduct points for failure to have full attendance.

R. Pullen

4. A Winter Activity

Most people have used "earth" or "moon" balls outdoors for mass participation. Try using an earth ball outdoors in the winter it provides an additional facility and is lots of fun.

Mary McLaughlin  
Pembroke Sr. P. S.

5. Supervision and Field Space

Supervision and the number of playing areas are always a problem with house leagues. Play across the length of a field and play five games at the same time. The games intersect, however, the students get accustomed to this situation. One teacher can supervise all five games.

Brad Whittaker  
Dalewood School

6. A Money Raising Idea - "Slave Leg Auction"

Have male and female legs from knees down behind a blanket and have an auction right after school. On the following day the slave must carry the buyers books, etc., or right after the auction they have to do the tasks of the individuals who purchased their services.

Ronda Kememy  
Northview Heights C. I.

7. Mud-Tug

This is a tug-of-war over a specially constructed mud hole.

Marion Lamson  
Morningstar Drive S. S.

8. Snow Mountains

The objective is to pile snow as high as possible in 10 minutes. The number of team members can be unlimited. The equipment used will be hands only, no shovels or scoops, etc.

Cathy Reece  
Earl of March S. S.

9. Slow Bike Race

Two wheel bikes are used and contestants start at the sound of the whistle. The only rule states that you must be on the bike, free from assistance and your feet must not touch the ground. After one minute (or other pre-arranged time) the winner is he/she who has travelled the shortest distance.

Joyce Potter  
Sarnia Central C. I.

10. Kids Day

The gym is set up with a variety of games we played as young children - set up similar to a circuit.

Some Examples:

1. Chinese Skipping - two sticks on the floor controlled by two students who hit the sticks on the floor at a certain beat moving them apart and together. The skipper has to jump in and out of the sticks to the beat of the music.
2. A Course Made of Pylons - students use either a tricycle, a wagon or an upright scooter to go around the pylons.
3. Hoola Hoops.
4. A Donkey Ball Game Against the Wall - ask any child?
5. Pogo Sticks - stay on and count the number of bounces.
6. Hop and Skip - a ring put around one foot. Attached to it is a two foot rope with a weight (ball or sock with stones in it). The student starts by swinging the weight around the ringed foot. The other leg must jump over it. The momentum keeps the weight moving. (Ed. Note: This contraption can be purchased commercially and was invented by a Scarborough child.)

Pat Vivian  
McArthur High School

11. Introduction to the Intramural Program

All grade 9's come to the gym. They are put into relay teams by handing out a different colour name tag to each person as he/she comes in. You then have automatic colour coded relay teams (eight colours work well). Set up fun relays - e.g. backwards skipping, three-legged races, leap frog, pass the orange under the chin, etc. An experienced B.A.A. or G.A.A. member can lead each team. Scores are recorded for first, second and third place wins. The program ends up with talk on intramurals and how a person can receive points towards an athletic letter, etc.

Susan Patterson  
Lake Port, St. Catharines

12. Play Day Ski Race

Equipment: Plastic skis.

Situation: One team member steps on skis and the second person pushes this team member to a pre-arranged finish line. (Ed. Note: Be sure it is on snow.) The pusher runs back to the start where he/she immediately steps on the skis and a third team member pushes him to the finish line. This is repeated until all team members are at the finish line.

Don Callen  
Spruce Court P. S.

13. Jog-A-Thon

Limit this race to 50 laps or 12 miles. Runners seek out sponsors and get pledges per lap. The money goes to the athletic banquet, etc. Emphasis is on going out and running. Both staff and students are involved. T-shirts are awarded to the top 25 money raisers. The running should be completed within one week.

I. Woodburn  
Westwood S. S.

14. Fitness Run

The whole school meets in a central location for announcements. Staff and students run through the town (i.e. 1/2 to 3/4 of a mile). We change the route each week. This race is started off with a police escort. In a small town like ours we are finding housewives and businessmen are joining the group. Five hundred plus people take 10-12 minutes each day and run through the town. Classes can plot the distance they run each day on a map and work their way across Canada. This activity ties in with Geography. When it rains or poor weather occurs we do the "Health Hustle".

Art Luker  
Bracebridge S. S.

15. Around the World in 90 Days

All children (K to 8) run a prearranged course around the school to accumulate a number of kilometers. Try to reach a destination in 90 days. Leaders of various houses check the children's plane tickets (i.e. their score cards). The course is marked off in kilometers so children will keep pace with society.

Fran Kenny

16. School Fund Run

This is a run in downtown Niagara Falls. Approximately 90% of the school is involved and 100% of the staff, caretakers and secretaries. Everyone receives a diploma and we offer to silk screen a T-shirt for .25¢. School is dismissed early and hopefully the news media covers the program.

S. Nielson  
Niagara Falls C. V. I.

17. Novelty Track and Field Meet

This activity can be done indoors or, outdoors when the weather is fine. It is a good mixer.

Event:

- (a) A Shot Put (Flower Put) - Made from Kleenex.
- (b) Discus - Made from paper plates.
- (c) Long Jump - You jump over a partner.
- (d) Sprints - Three-legged race, wheel-barrow race, or hopping plus any number of take-offs on the regular events.
- (e) Javelin - by throwing a straw.
- (f) Baseball Throw - Using a ping pong ball, a ball made from Kleenex, or nerf ball.
- (g) Long Distance Running - backwards.

Janice Wasik  
Knollwood Park

18. Disco Volleyball

This is simply volleyball played to disco music.

19. Dance Innovation - Bring a Dance Step

Each person contributes a step to a routine that will be done to pre-selected music.

Ragine Giniotis  
Harbord C. I.

20. Beach Ball Volleyball

This can involve any number of participants. Keep the ball up in the air as long as possible. There are no out of bounds and you can use the walls, ceiling, etc. Main rule: One person cannot hit the ball twice in a row. When serving help is allow to get the ball over the net. The game is to points and is scored like a regular volleyball game (i.e. if the ball falls to the floor, a point is scored.). You can use several variation in this game. An example of this is restricting the type of hit, i.e., just a bump or with head only, etc.

Carrie Borczon  
M.S.S.B.

21. Intramural Volleyball

I often play volleyball with a time limit rather than the 15 points winning arrangement. We play for 10 minutes and the team with the most points is the winner. In the event of a tie, I have a final volley (no serve) to decide a winner. This set up allows more opportunity for participation. Also I place no limit on a number of players on a team.

Michael Steel  
St. Paul School

22. Four Court Volleyball

This involves four teams and you need two volleyball nets that would cross each other in a perpendicular arrangement. The object of the game is to score a point in any one of the opposing three courts. You can change the rule, i.e., unlimited number of Volleys are allowed as long as it goes over legally. You can vary the number of people on the court. The plus factor is that four intramural teams are able to play. You can rotate their positions if you wish.

Michael Steel  
Gena Taggart  
Henry Munroe Middle School

23. Quoitvolley

This game is played with a quoit ring and a volleyball court. Use volleyball rules. You must throw the ring frisbee style (backhand). The ring must be caught and thrown by the same hand. A game is to 15 and I have found that this activity is great for a co-ed program in grade 11 and 12.

Don Robinson  
Lord Dorchester S. S.

24. Basketball Golf

Set up shots at each basket giving the description and par value. The rules are similar to miniature golf with a maximum of six shots at each area. The person with the lowest score wins. Have the students set up their own course and set up their own par value.

Example:

| <u>Hole #</u> | <u>Description</u>          | <u>Par</u> |
|---------------|-----------------------------|------------|
| 1             | set shot from foul line     | 3          |
| 2             | 5 ft. right handed set shot | 2          |
| 3             | 15 ft. set shot             | 3          |
| 4             | left handed lay-up          | 2          |

Carrie Johnston, Seaforth  
Dave Fraser  
Winston Churchill C. I.

25. Basketball "Hot-Shot" Contest

You set up a number of points from which people will shoot at a basket. Three tries are allowed at each station or there is a time limit established. The individuals with the best scores will shoot in a play-off situation at a specified date. This event can be run over several days/weeks as people carry on the competition at a time that is convenient to them. Please note that each competitor has only one attempt at the program. At the end of the competition time, the results are posted. Competition can be set up by age, grade, classes or from a qualifying round.

A. Barr  
Terry Cooper  
Elgin Avenue School

26. Scoop Ball

The simpler the rules, the better. This game can be played as a modified lacrosse game.

Sheila Perry  
Broadview P. S.

27. Frisbee Football

The rules of this game are similar to those of borden ball. The teams use a frisbee and adhere to the 3 second, 3 metres, 3 step rules.

28. Jogging Club

The jogging club packs a lunch and everyone jogs to the nearest park. We eat our lunch at the park and play on the swings and equipment before returning to the school "jogging can be fun".

Mary-Anne Krzyzanowski  
Courtland S. P.

29. Hop Scotch Tournament

A hop scotch tournament is for primary children. This event is carried on during recess. It can be organized by the grade 8 students and run by these same students. No special supervision is necessary as there is a yard duty teacher normally on duty in the regular recess.

Phil Rocco  
Welland Separate School

30. Ball Routine Competition

Students perform in small groups. They develop a 2 to 5 minute ball routine using the music they choose. This idea may be expanded to include trick dribbling and ball handling. Once again the use of music is optional however it should be encouraged.

Sandra Hitchen  
Renfrew County School Board

31. Skippy Dipping

This is a skipping contest in which individuals compete in any number of different competitions:

1. Forwards.
2. Backwards.
3. Jolly Peppers.
4. Cross-Arm.
5. Group Activities - i.e. a larger number on one rope. Bonus points can be awarded for any number over 12 people on a 20' rope. Student officials can monitor the ropes. This makes an excellent noon hour activity.

32. Intramural Skipping

1. Endurance skipping for time. This can involve the whole house or grade. Each competitor skips for a timed period. The final standings are calculated from the total number of skippers on one team and their total accumulated time.

Terry Olaskey  
Tecumseth South

33. Tricycle Races

Tricycle races with teacher drivers representing houses can create a lot of interest and enthusiasm in your program. (Ed. Note: This will be enjoyed by students of all ages and the teacher race should be followed up with student involvement.)

Jackie Helen Myers  
General Vanier S. S.

34. Try Ladies Arm Wrestling

Ed. Note: Why Not Co-Ed. Arm Wrestling?

Heather Gough  
MacNab S. S.

INTRAMURALS IN THE 80's

Jane Sherrill,  
North Vancouver School Board.

*What is the status of Intramurals in the public schools? What is the direction for intramural programmes?*

*Many research reports point out elementary intramural programmes well underway, but conflicts still exist with interscholastic athletics and intramurals at the high school level.*

*Other problems associated with offering intramurals center around lack of facilities, insufficient time, lack of funds and inadequately trained personnel. It is my opinion that all of the above reasons can be solved and must be resolved for the 80's.*

*From very early in life children receive a steady diet of competitive sports experiences. The experiences do a commendable job of teaching various sports skills as the children can learn the basic skills very quickly. However, the children are also exposed to highly competitive, win-oriented participation setting.*

*The "play for fun" objective has been lost.*

*The average skilled child quickly learns that winning is the important objective and if they are not able to contribute positively to that end they become an unwanted burden to the program. The haunting question for all of us is what happens to the child that doesn't*

*make the team, the child that feels he doesn't have the skill.*

*What sports participation options are available to these children?*

*As the 80's approach many teachers find themselves in the role of:*

- Physical Education teacher,*
- Athletic Coach*
- Intramural Director*
- Classroom teacher*

*How does this individual-often the same person-cope with the dual roles? The athletic team identifies strongly with skilled athletes while the intramural programme may provide the teacher with opportunities to identify with the average skilled students. Intramurals should not be placed in a low priority slot below athletics. Students want quality programmes and treatment in all phases of their school education, including intramurals.*

*It has been suggested that with each passing day we all move closer to changing some of the things we did in the past. Usually it is because we get bored with the same ho-hum lifestyle and begin seeking new challenges and fresh means of entertainment. Regardless of when change occurs, or in what amount, it is safe to say that it happens.*

*Intramurals in the 80's will have to create new ideas, but also find new twists to old routines.*

*A teacher must motivate children and stimulate excitement through his/her own enthusiasm.*

A good intramural experience doesn't just happen!

A teacher must bring out the inventiveness of each student, remembering that the DOING in intramurals is more important than the finished product.

If children are truly involved in the process - thinking, creating, participating, appreciating, learning, they will be satisfied with and take pride in the intramurals.

Intramurals - A key to sports participation opportunities regardless of physical skill level.

"Participate, don't spectate, play intramurals."

Why not these slogans and others for Intramurals in the 80's?

## LEADERSHIP AND MOTIVATION IN A QUALITY PROGRAM

Phil Carlton, Consultant

\*Materials: From the Calgary Board of Education, Physical Education Department, Curriculum Action Project

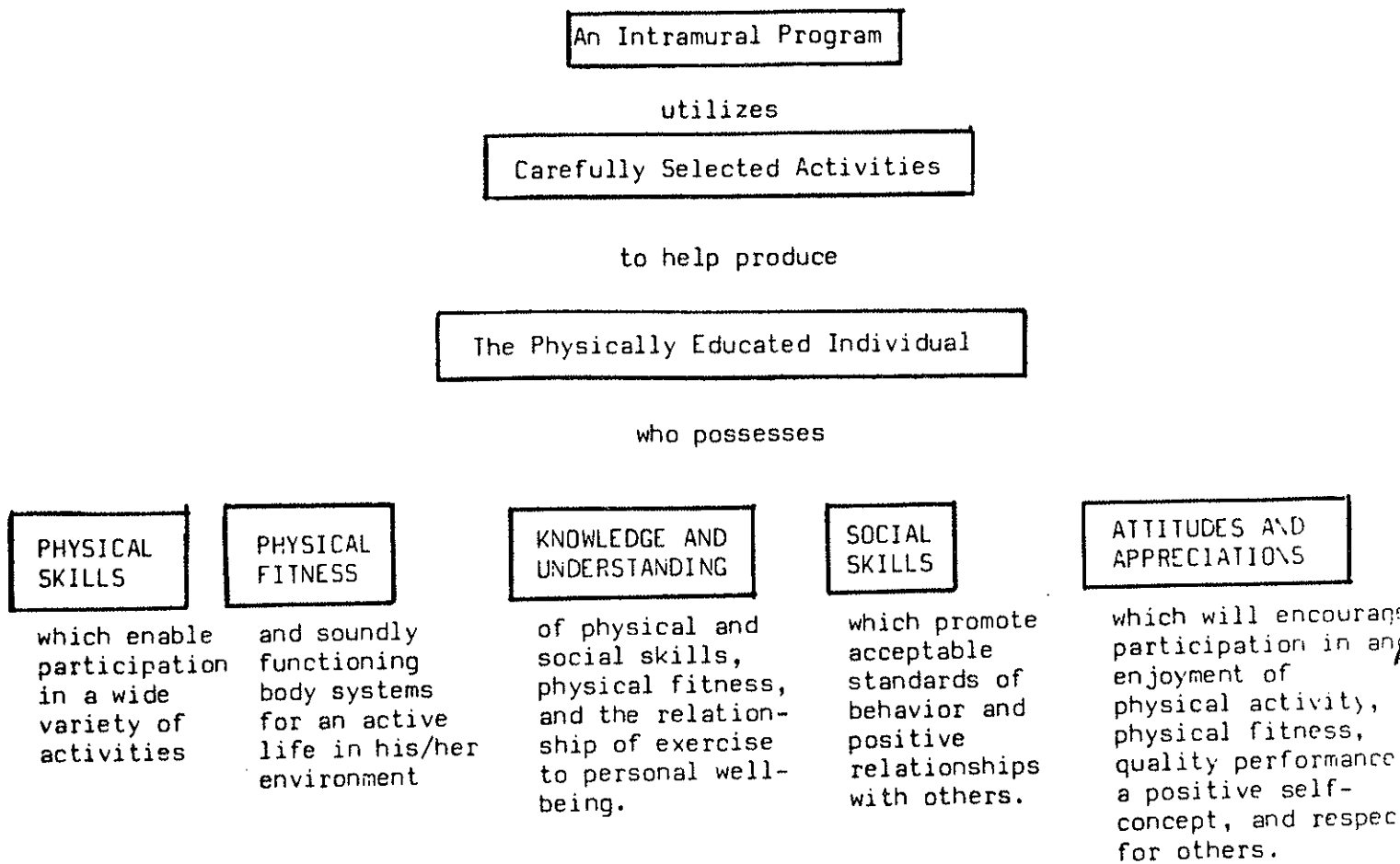
To develop a quality intramural program someone on staff must take the initiative to develop leadership and motivation for a successful program. To develop a balanced quality program the Intramural Director or Initiator should have a clear picture of why an intramural program is important and what the dimensions of the program are.

The Intramural Director then takes a leadership vote in involving, students, teachers, administrators, caretakers and parents to develop a quality program. As well as developing quality officials.

Using an intramural council or facility that a select group of children, the Intramural Director sets out to promote the program. By using slogans, displays, adds. One can motivate by having intramural grow out of class instruction, by attempting to include all aspects of intramurals - leagues, clubs special days, self-motivation. If one can operate many games with short seasons - children will tend to stay motivated, especially if we create opportunities for children to participate daily. Pictures of kids in action is a terrific motivator as is changing team members for different sports. The bottom line is what effect will my program have on the development of the child. Am I providing a quality program that meets the needs of our children? Am I providing the leadership that makes the program effective? Do I provide the necessary motivation to stimulate the children to appreciate physical activity in a quality intramural program?

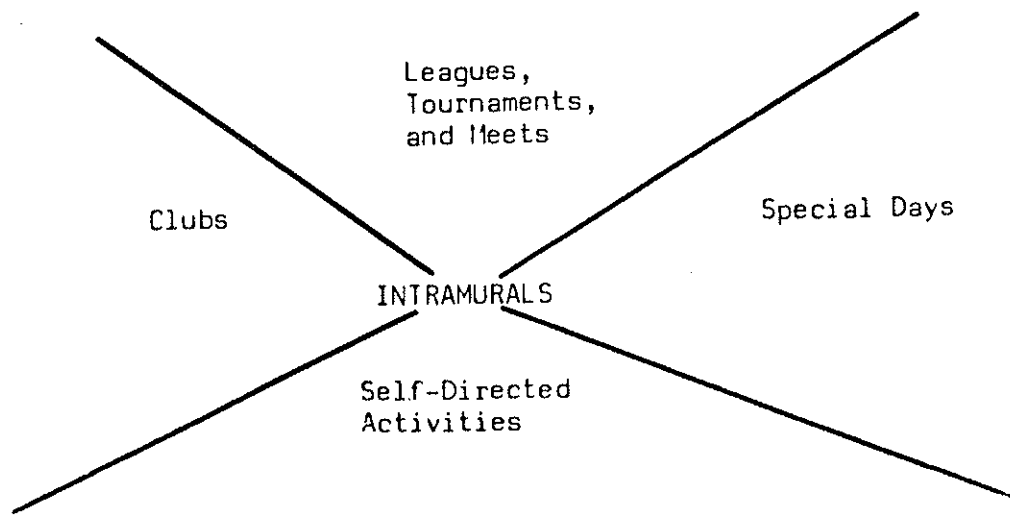
I. WHY IS THE INTRAMURAL PROGRAM IMPORTANT?

A. As an integral part of a balanced physical education program.



II. THE DIMENSIONS OF INTRAMURALS IN PHYSICAL EDUCATION

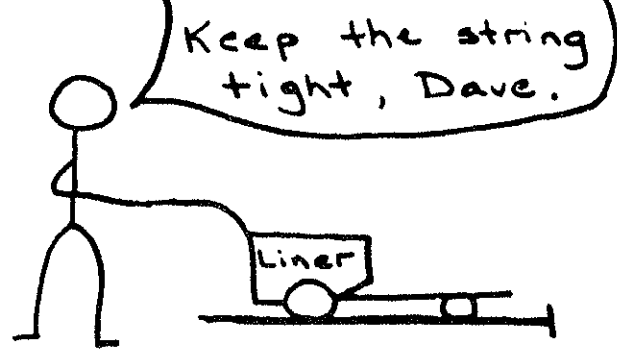
Intramurals may be classified under four dimensions as illustrated in the following diagram. Activities in this handbook are, therefore, organized and presented in this manner.



You Are  
 NEEDED To:

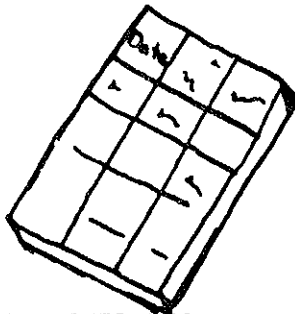
- Referee
- Score Keep
- Keep Statistics

OFFICIATE



LINE FIELDS

Play  
 Scoop  
 Games



DRAW CHARTS, POSTERS, SCHEDULES

12:45; Time to get the  
 ball, bibs and whistle.



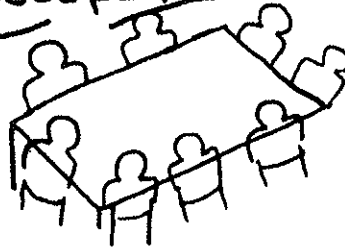
CHECK OUT EQUIPMENT

Who would like  
 to work on a novelty  
 trophy for scoopball?



MAKE AWARDS

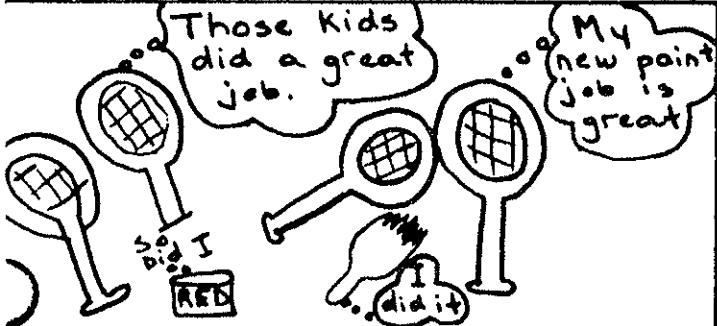
Could we use  
 the scoops?



INVENT OR ADAPT ACTIVITIES

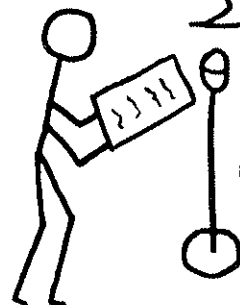
Those kids  
 did a great  
 job.

My  
 new point  
 job is  
 great



PAINT, MAINTAIN, AND INVENTORY SUPPLIES

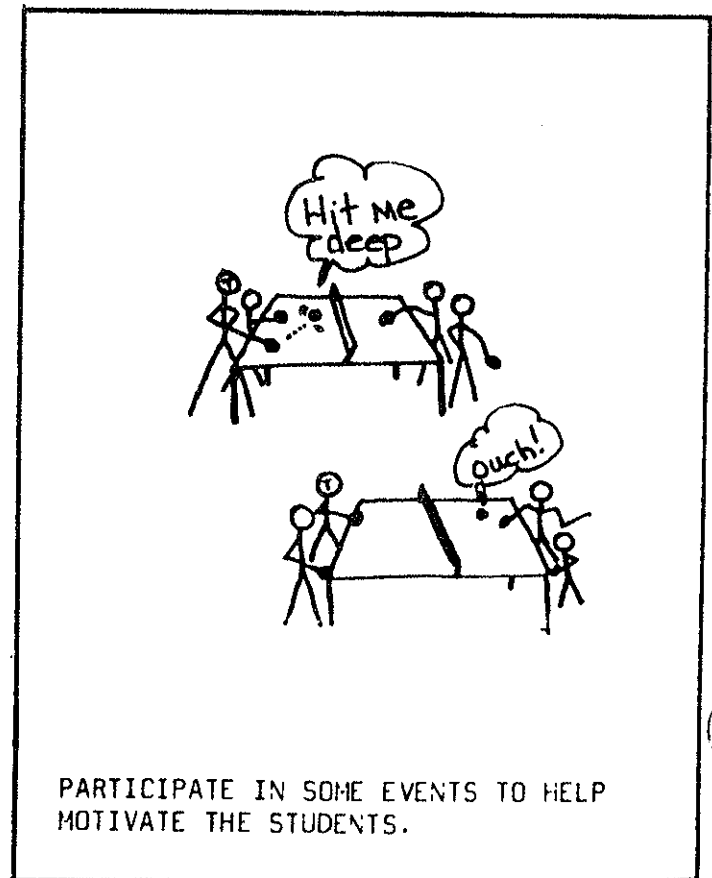
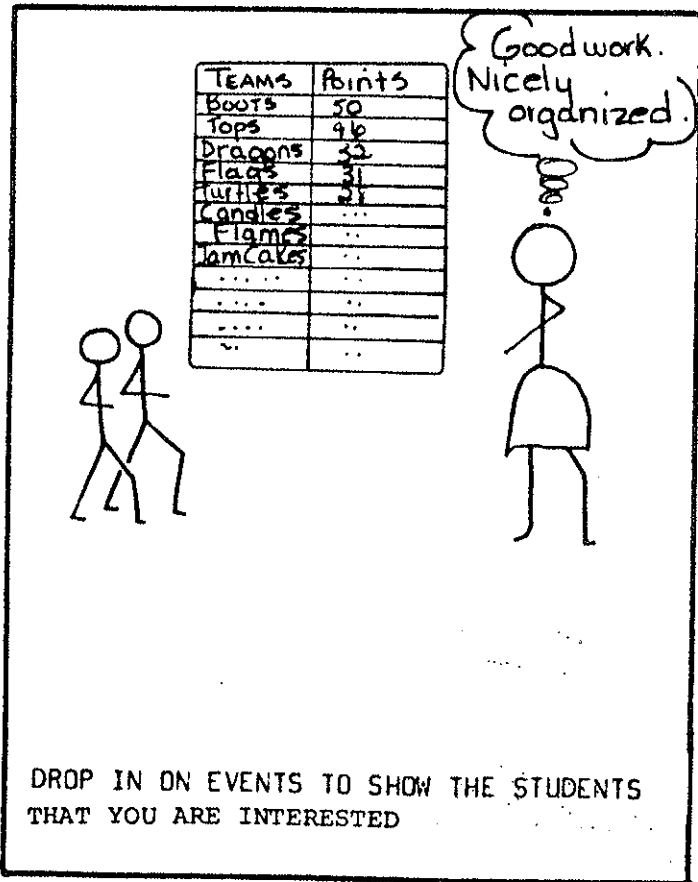
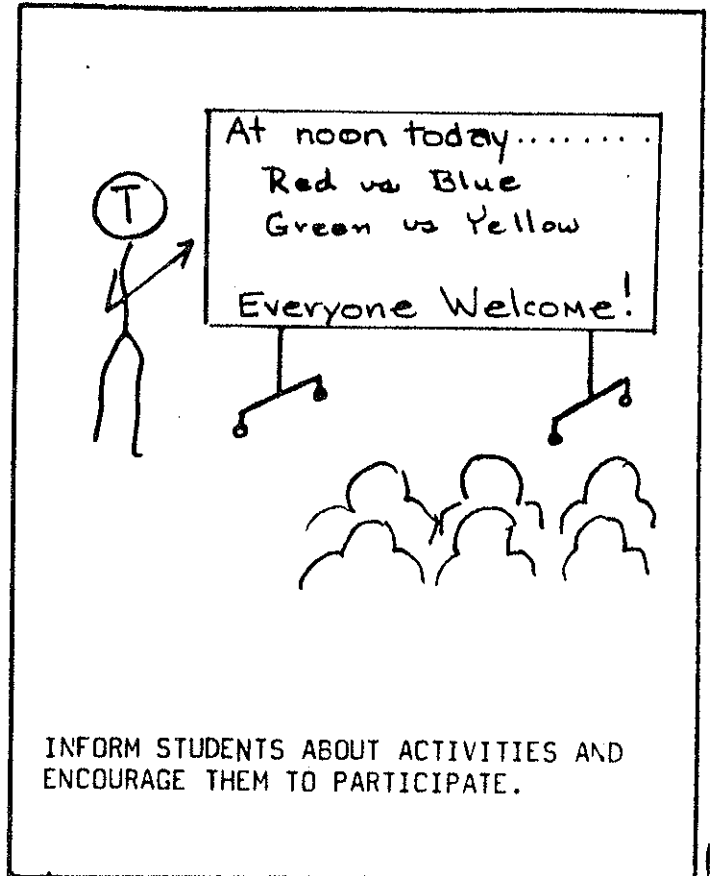
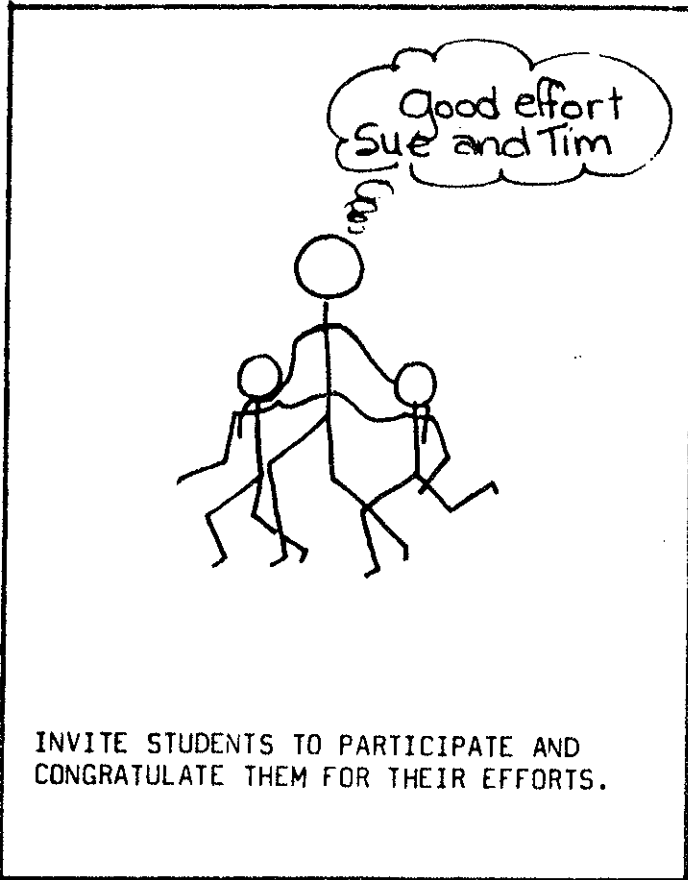
Today's games are  
 Red vs Blue and  
 Green vs Brown  
 and they start at  
 12:45. See you all  
 there!



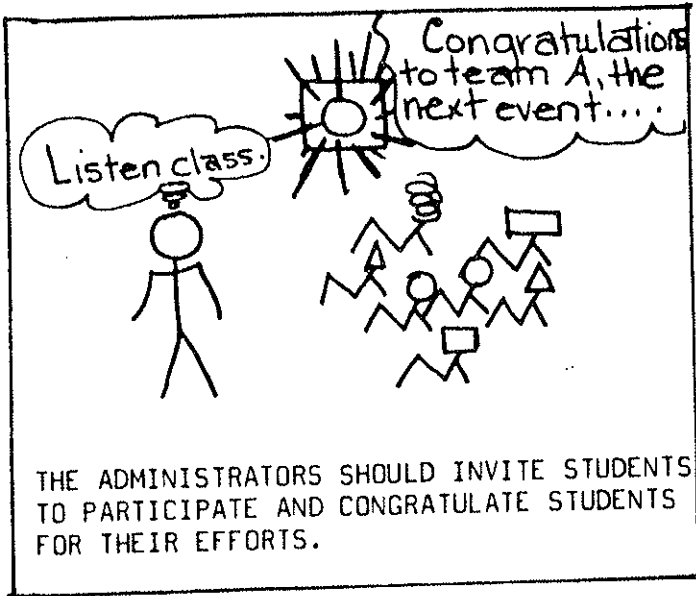
MAKE P.A. ANNOUNCEMENTS

B. Involving the Staff

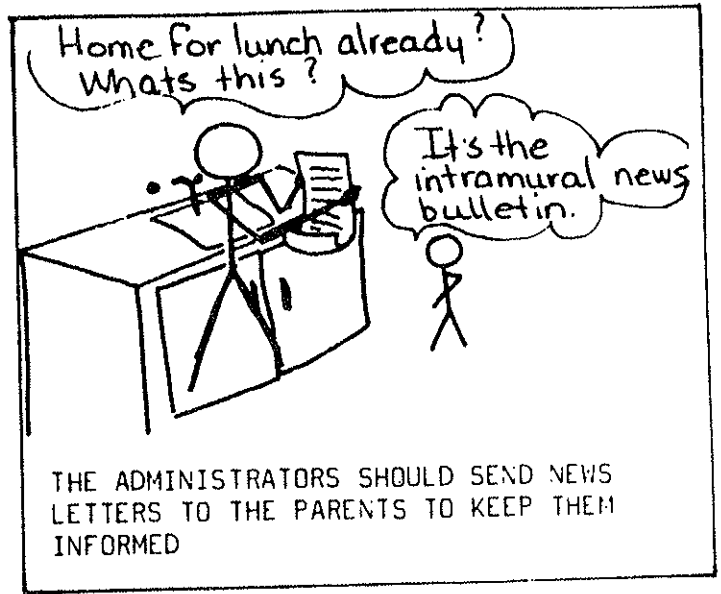
1. The Teachers



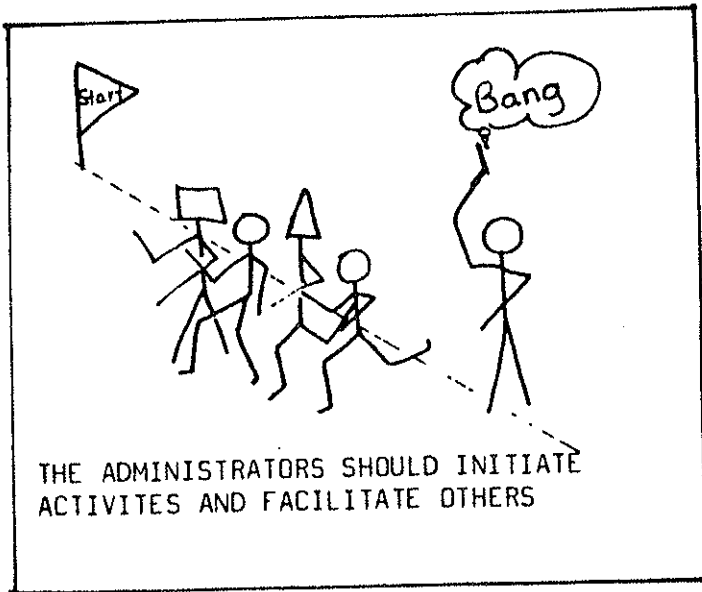
B. Involving the Staff  
 2. The Administrators



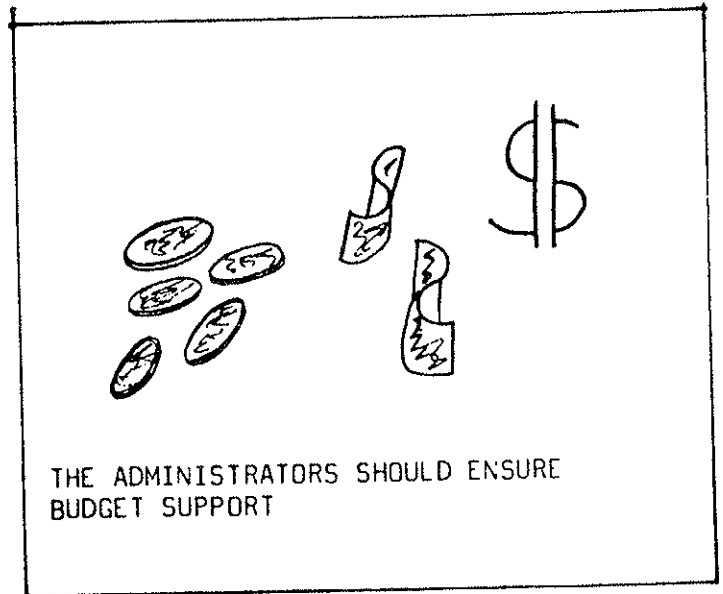
THE ADMINISTRATORS SHOULD INVITE STUDENTS TO PARTICIPATE AND CONGRATULATE STUDENTS FOR THEIR EFFORTS.



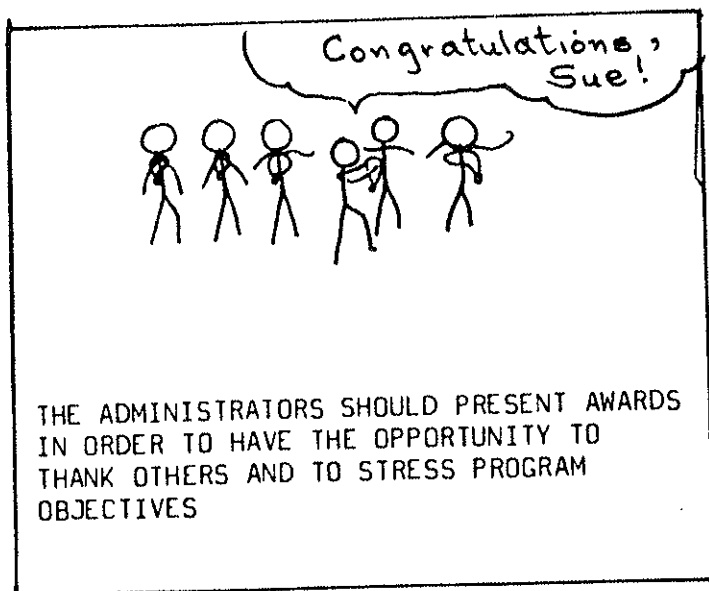
THE ADMINISTRATORS SHOULD SEND NEWS LETTERS TO THE PARENTS TO KEEP THEM INFORMED



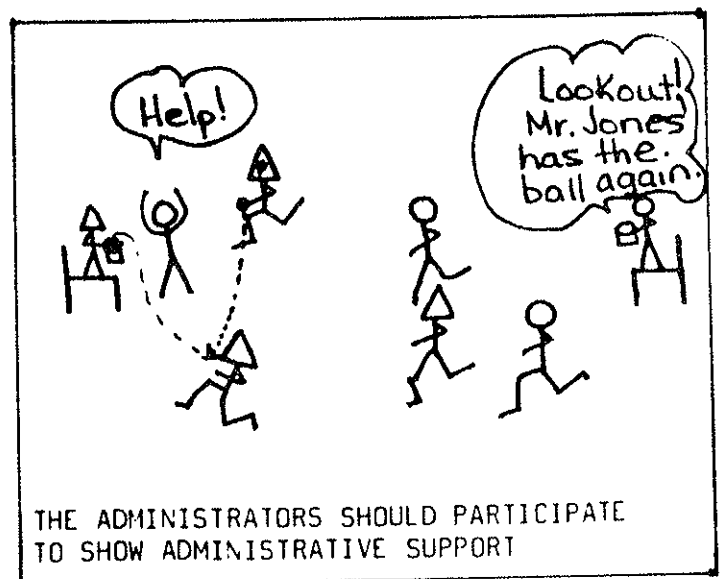
THE ADMINISTRATORS SHOULD INITIATE ACTIVITIES AND FACILITATE OTHERS



THE ADMINISTRATORS SHOULD ENSURE BUDGET SUPPORT



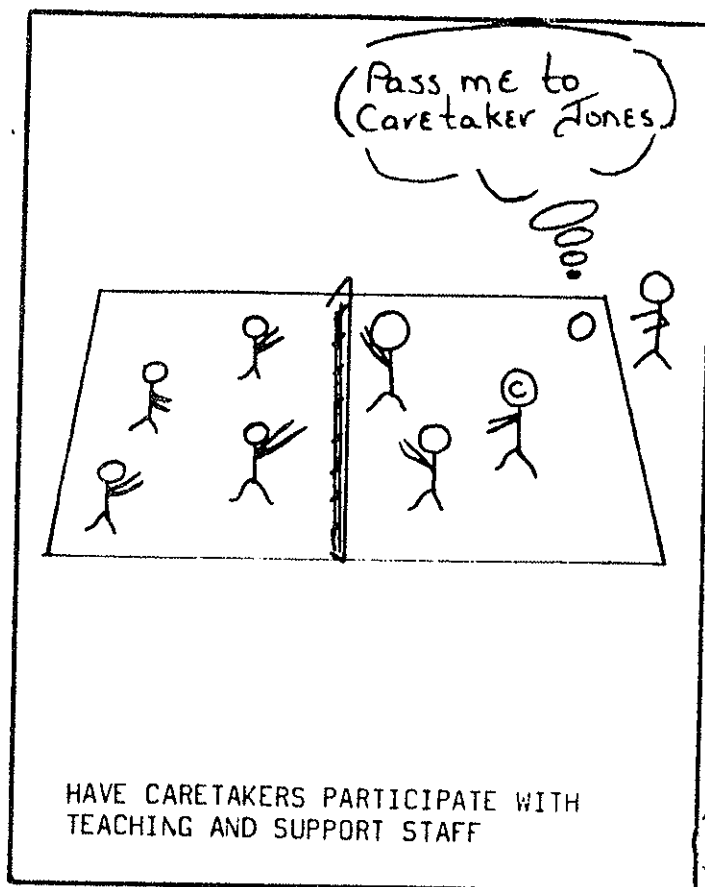
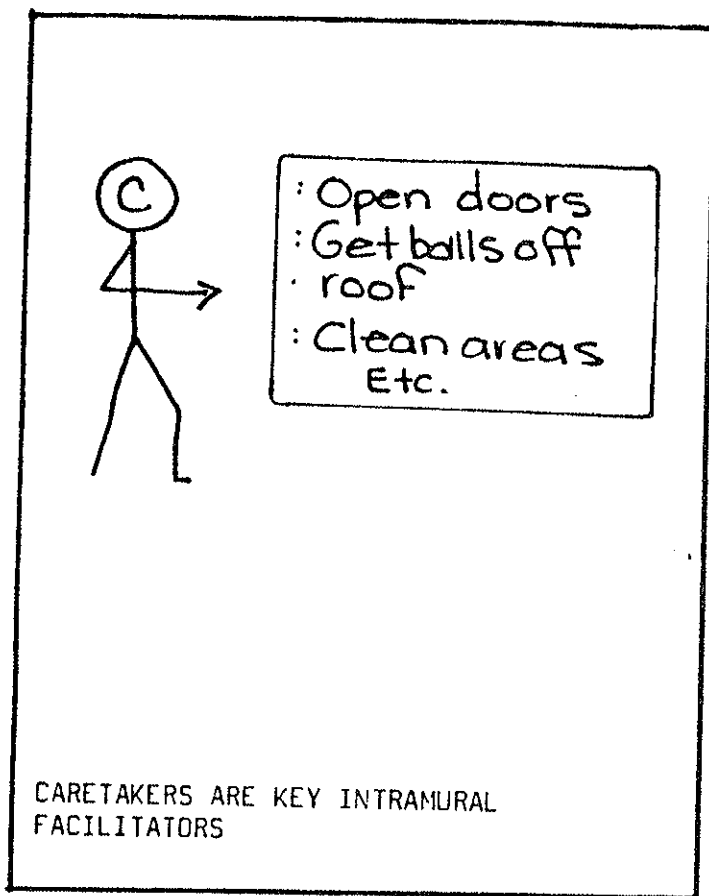
THE ADMINISTRATORS SHOULD PRESENT AWARDS IN ORDER TO HAVE THE OPPORTUNITY TO THANK OTHERS AND TO STRESS PROGRAM OBJECTIVES



THE ADMINISTRATORS SHOULD PARTICIPATE TO SHOW ADMINISTRATIVE SUPPORT

B. Involving the Staff

3. The Caretakers



C. Involving the Parents

COOK

Bake Sale Items Needed

PARENTS CAN SUPPORT FUND RAISING PROJECTS

- ⇒ Tabloid Meet Judges
- ⇒ Club Sponsors
- ⇒ Special Day Helpers
- ⇒ Skills Teaching

PARENTS CAN ASSIST THE STAFF WITH SPECIAL PROGRAMS OR ACTIVITIES

I'm glad you're taking part, Son!

Don't forget to set your alarm so you'll be on time for the game in the morning, Sharon!

PARENTS CAN ENCOURAGE CHILDREN TO PARTICIPATE AND THEREBY PROMOTE THE PROGRAM

AWARDS

LUNCHES

TEAM IDENTIFICATION

EQUIPMENT

PARENTS CAN MANUFACTURE ITEMS FOR THE PROGRAM

I know you didn't win your game, but how did you enjoy taking part with the others?

ACT AS COUNSELLORS WHEN THINGS ARE GOOD OR BAD

MOMS vs THE FANTASTICS  
TODAY  
AT  
12:00

PARENTS CAN PARTICIPATE ON SPECIAL DAYS

D. Promoting the Program

Everyone is a WINNER in Intramurals

WE NEED YOU! Take Part!

It's participation that counts.

KEEP SLOGANS

| PAST ACTIVITIES | PRESENT ACTIVITIES | FUTURE ACTIVITIES |
|-----------------|--------------------|-------------------|
| Soccer          | Scoop games        | Tug-of-War        |

SET UP BULLETIN BOARDS

Posters

Cartoons

Pictures

Photographs

Charts

Slogans

COLLECT AND POST PROMOTIONAL MATERIALS

Today at noon - Team A vs D, F vs B.

USE THE P.A. SYSTEM

Go! Blue!

Pull, pull, pull!

INCLUDE INTRAMURALS IN ASSEMBLIES

TALK ABOUT INTRAMURALS AT PARENT TEACHER ACTIVITIES

KIDS

CAPTAINS

TEACHERS

ADMINISTRATORS

PARENTS

CARETAKERS

"Please Come"

INVITE OTHERS TO TAKE PART

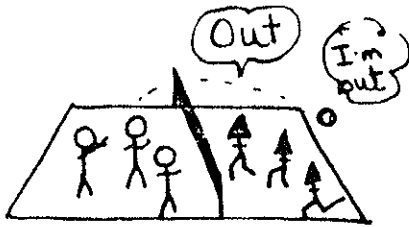
Paint Equipment

Team Identification

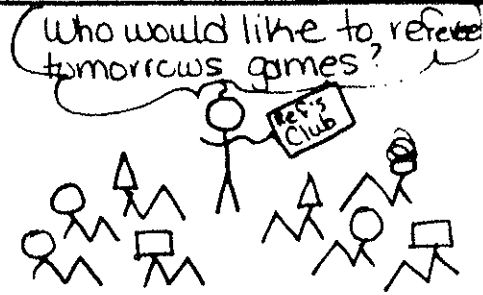
USE COLOR

6. Leadership

1. Officiating



"CALL IT ON YOUR OWN". IF NO REFEREES ARE AVAILABLE



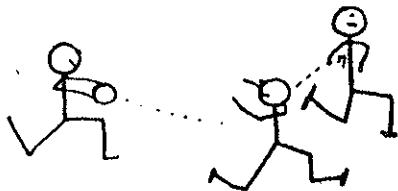
CHOOSE REFEREES FROM THOSE NOT PLAYING

| REFEREES   |                       |
|------------|-----------------------|
| Name       | No. of Games Refereed |
| Bill Poole | ✓ ✓ ✓ ✓               |
| Jane Dahl  | ✓ ✓ ✓ ✓               |
| Todd Sell  | ✓ ✓ ✓ ✓               |

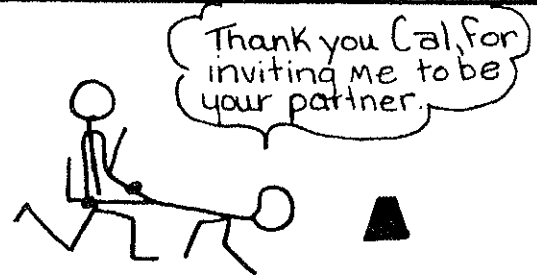
SPREAD THE ASSIGNMENTS EQUALLY AMONG ALL REFEREES

Pick-up a whistle  
 a ball  
 a referees bib  
 Sign-up scores  
 Return: all referee's equipment

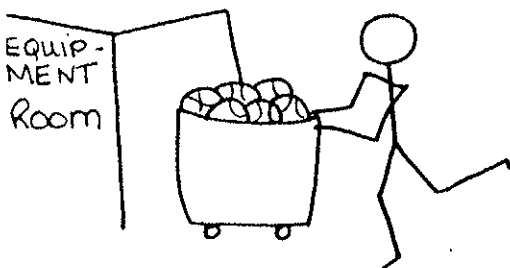
TAKE THE RESPONSIBILITY AND DO THE JOB WELL



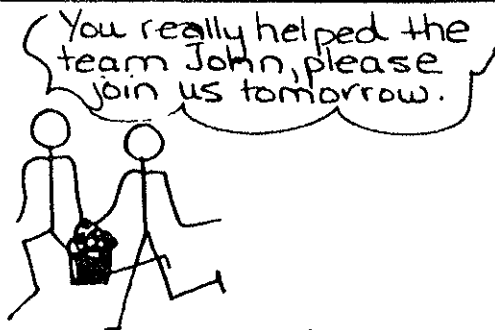
TAKE RESPONSIBILITY FOR YOUR OWN GOOD BEHAVIOR. CO-OPERATE WITH TEAMMATES.



INVITE AND THANK OTHERS



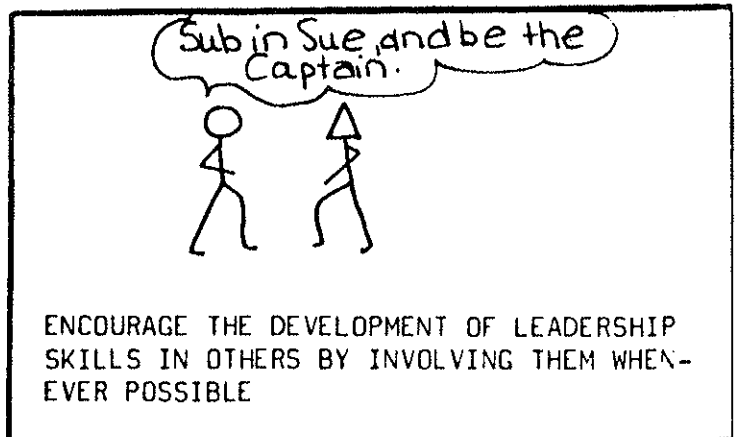
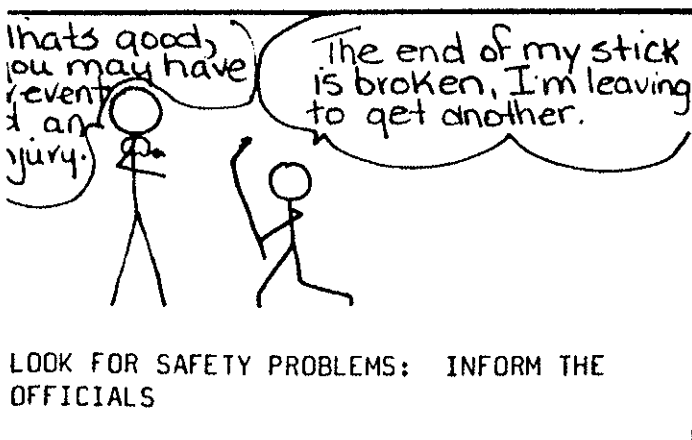
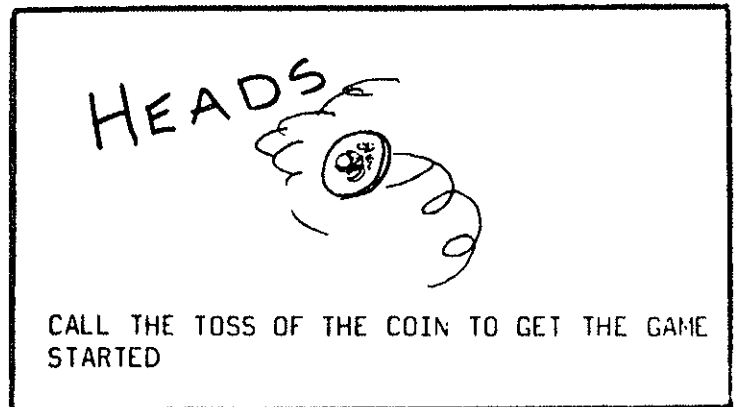
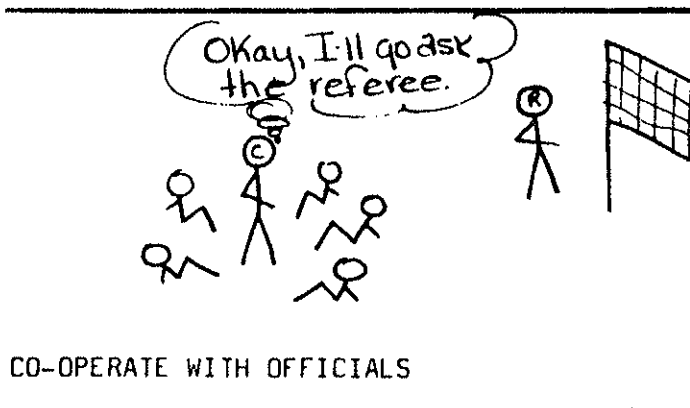
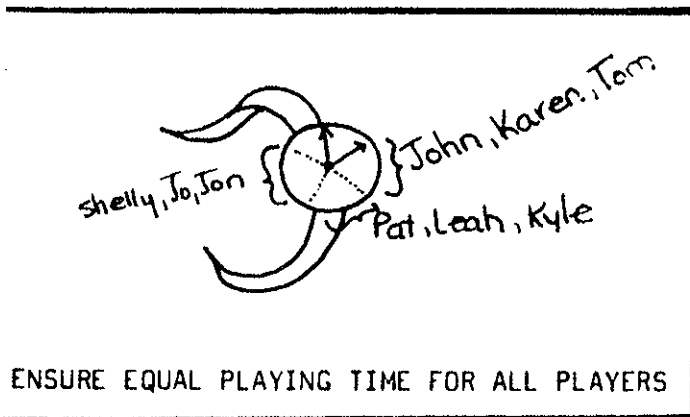
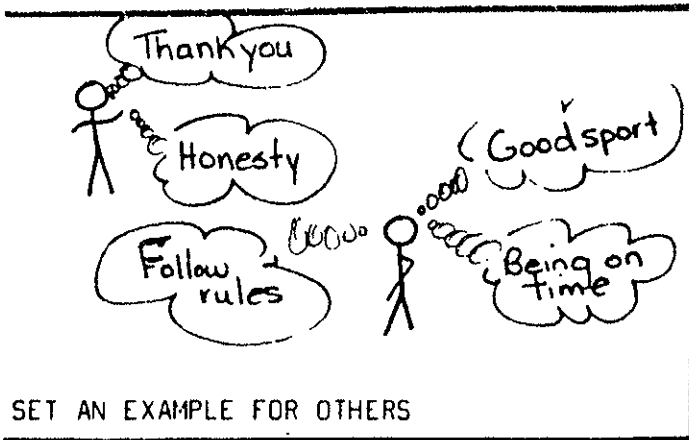
HELP WITH EQUIPMENT



OFFER POSITIVE ENCOURAGEMENT TO OTHERS

G. LEADERSHIP (Cont'd)

3. Captains



## THE ENERGY CRISIS OF AN INTRAMURAL VETERAN

Tom Hatcher,  
Spencer Secondary,  
Sooke, B. C.

This session is designed with the Intramural veteran in mind. These are people that have been running programs for more than four or five years. It is my experience that, after this length of time, we begin to be as flexible as day old cement. Too much bending and we crack.

It is also after this length of time that our programs are beginning to show the rewards of long hours, missed lunches and lots of smiles and pats on the back. Is it time to rest on these laurels? Is it time to coast for awhile? Not for the true Intramural enthusiast, it's not. Not for those of us who still get that special feeling inside when we see a gym full of eager participants.

The reality of the situation is that Intramurals are now a very important part of many school programs. It is difficult for school administrators to find willing organizers for such a big job. The incentives they can offer are slowly being eaten away. As a consequence, many of us have been on the front line for some years and relief troops are not easily obtained. What can we do to kindle that old spark of enthusiasm? Perhaps you can use one or more of the following suggestions to re-motivate yourself and your program.

1. Get involved in a special project such as:
  - finally get around to writing up the program philosophy and objectives.
  - run an evaluation of your program to find out where to go next.
  - analyze your program or another program for comparison and/or for reinforcement of philosophies and objectives.
2. Take on an assistant staff member.
  - if you leave will the program die because ideas and work was never shared?
  - are Intramurals part of student/teacher assignments?Let's look to the future.

3. Take on something new, such as:
  - visits to feeder schools.
  - run an in-service day in your district.
  - search for invitations to advertise both your program and how to show general philosophy of Intramurals and its place in our schools.
4. With the students, try:
  - setting up an Intramural council if you don't already have one.
  - concentrate on an officials training program (the benefits are in the future).
  - special events on a more regular basis such as parents' night, bring a friend night.
5. For promotion, try new gimmicks and techniques.
  - video tape game of the week and show it the next day. Good training for sports buffs and future "Howards".
6. With the program:
  - try a new approach if you dare. If you run a sign-up system, try a house system or division system. If you have sold the program for the intrinsic values, should the format matter?
  - change from team games and other traditional activities to "new games".

Some of the above suggestions may seem unrealistic and perhaps even heretical to the organizers of a smoothly running, ongoing program. Our concern is that those programs be sustained and that the leaders of successful programs get out and spread the word. By taking on new involvements perhaps the veteran of the Intramural wars can sustain himself until next year's conference. Be selfish! Take the dividends from your present successes and turn them into renewed enthusiasm for new adventures. Don't get caught with an energy crisis in your activity programs.

LEADERSHIP AND MOTIVATION

Bill Long, Douglas College

## A. Ways and Means of Fostering Leadership and Motivation Among Students

1. Hardships in multi-campus programming.
2. Campus logo.
  - a. Publicity and announcements.
  - b. T-shirts.
3. Popular events (e.g. hockey, volleyball, mountain climbing, chess, dances, camping, boating, etc.)
4. Use of community facilities.
  - a. Gyms (community rentals).
  - b. Pool (community rentals).
5. Publicity after events.
6. Student help.
  - a. Paid student help.
    1. Few in number.
    2. Important in programming.
  - b. Volunteer Student help.
    1. Should have large number.
    2. Just as important as paid help in programming.

## B. Ways and Means of Fostering Leadership and Motivation Among Program Participants and Non-Participants.

1. Program participants.
  - a. Give them a good program.
  - b. Be sure they have the right information:
    1. Time of events.
    2. Location for event.
    3. Scheduling.
    4. Contact all participants middle of week before event - Team captain or yourself.
2. Non-participants.
  - a. Wide age range.
    1. Over 30.
    2. Students only taking night classes.
    3. All pay student fees so program for all of them.

## Leadership & Motivation:

### STUDENT ASSISTANTS

Sybilla Bartram,  
Mount Royal College, Calgary.

My presentation at the 6th Annual B. C. Intramurals Conference was audio-visual - a slide show developed as a graduation project. The show focuses on the utilization of student assistants as intramural program leaders.

The following is a brief outline of several motivational forces that can provide incentive for the student assistant and pave the way to being a true intramural leader:

1. Money - a monetary honorarium can be useful, particularly in motivating a student to become involved in the program.
2. Course Credit - useful not only as a motive for involvement but also as a goal to work towards. Marks, after all, are important to most students.
3. Clear Objectives - an understanding of what is expected can be motivationally critical. Motivation comes easier when the path is clear and the goals are well defined.
4. Learning - most students are eager to perform well if they realize that they are learning valuable skills - skills that are transferrable to nearly all walks of life.  
Learning organizational skills, accepting and handling responsibility, and effectively acquiring and using authority are three such valuable transferrable qualities.
5. Challenge - everyone needs a challenge to spur them on to the limits of their capabilities.
6. Satisfaction - working towards and accomplishing a clearly-defined objective can provide great satisfaction which can become a significant motivating force in future tasks. Everyone needs a success to keep them going.

Being part of a successful intramural program or event provide great reward. In particular, a participant's happy face can keep the old motor running long after other motivational forces have lost their power.

## QUEST FOR QUALITY

Phil Carlton

Consultant Calgary Board of Education

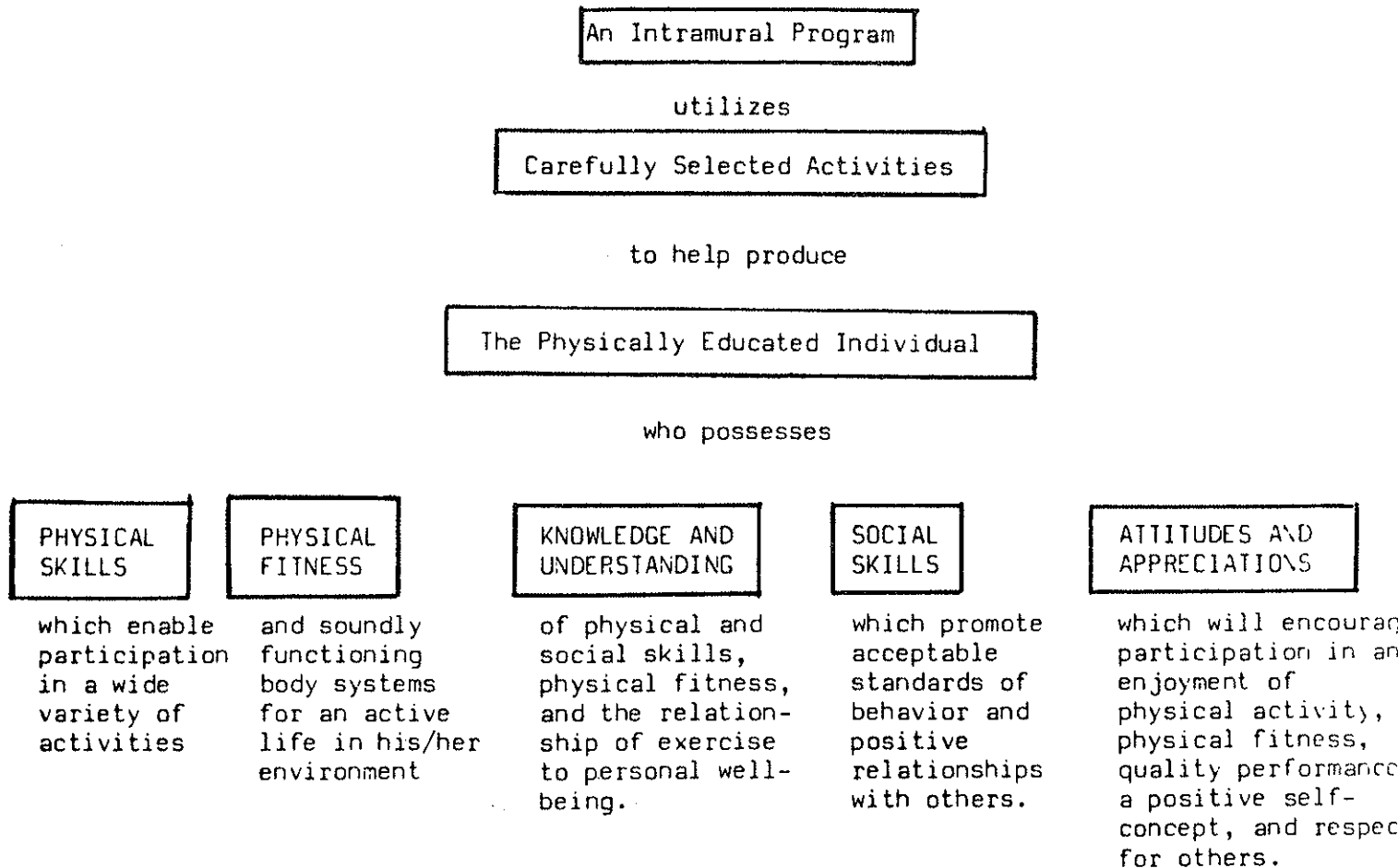
\*Materials: Calgary Board of Education Curriculum Action Project

In order to achieve quality in an intramural program it is important to realize that to develop quality, it often takes time, patience and hard work. Quality Intramural Programs usually have the following components: there is evidence of game and facility adaptation, staff and students have exhibited some types of flexibility, the program offers something for everyone - leagues, tournaments, clubs, special days, self-motivating activities, referees, equipment managers, intramural council. The Quality Program has administrative and staff support and is well advertised which in turn motivates students and staff to participate in all aspects of the program.

The following illustrate some components of quality programs and the details that require consideration when striving to establish a quality program.

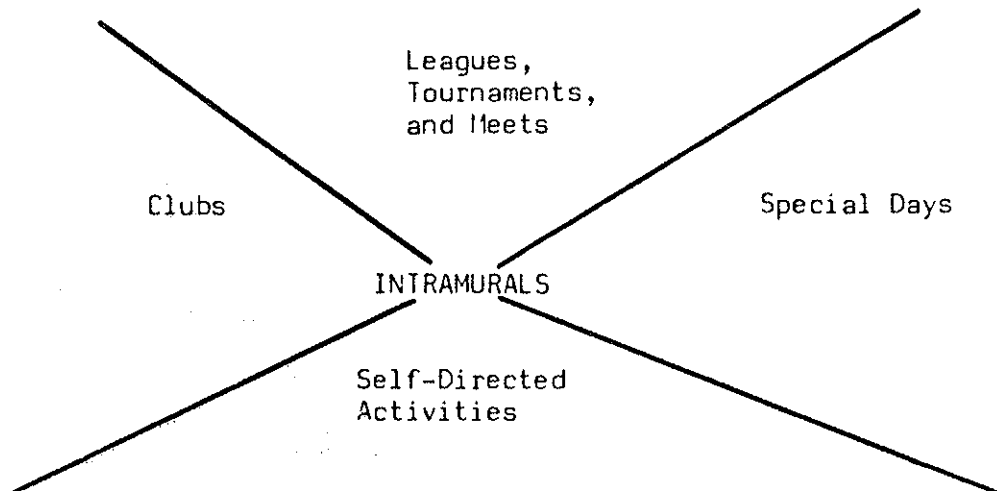
I. WHY IS THE INTRAMURAL PROGRAM IMPORTANT?

A. As an integral part of a balanced physical education program.



II. THE DIMENSIONS OF INTRAMURALS IN PHYSICAL EDUCATION

Intramurals may be classified under four dimensions as illustrated in the following diagram. Activities in this handbook are, therefore, organized and presented in this manner.



## A. Leagues, Tournaments and Meets

Leagues, tournaments, and meets that are recommended for elementary schools are listed below and presented in greater detail in the pages which follow. Activities should be adapted to the special needs of any school or grade level by varying rules, court size, or type of equipment.

### 1. Activities

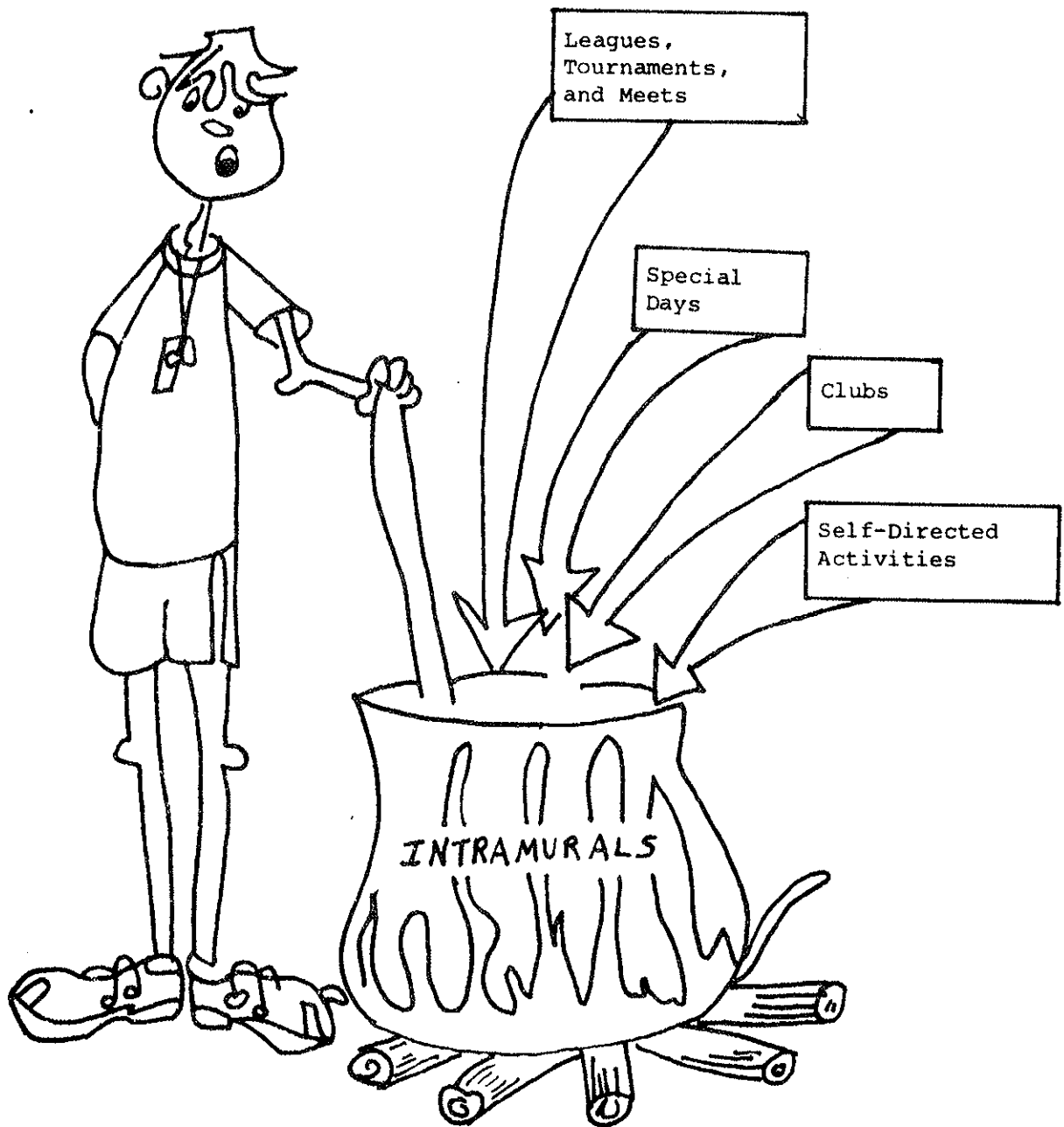
- 1.1 Badminton-Type Games
  - (a) Badminton
  - (b) Pingminton
- 1.2 Basketball-Type Games
  - (a) Bucketball
  - (b) No-Dribble Basketball
  - (c) Skittleball
- 1.3 Bowling
- 1.4 Fastball-Type Games
  - (a) Scrub
  - (b) Every-Player-Hits
- 1.5 Floor Hockey-Type Games
  - (a) Zone Hockey
  - (b) Floor Hockey
- 1.6 Football-type Games
  - (a) Six-Gorilla Touch
  - (b) Flag Football
  - (c) Passes
  - (d) Frisbee Football
- 1.7 Scoopball-Type Games
  - (a) Touchdown
  - (b) Lane Scoopball
  - (c) Scoopball
  - (d) Scoop Bucketball
  - (e) Scoop Benchball
- 1.8 Shuffleboard-Type Games
  - (a) Horseshoes Shuffleboard
  - (b) Half-Court Shuffleboard
  - (c) Around-the-World Shuffleboard
  - (d) Golf Shuffleboard
- 1.9 Soccer-Type Games
  - (a) Many-Goal Soccer
  - (b) Six-a-side Soccer
  - (c) Crab-Soccer (Blackbottom)
- 1.10 Volleyball-Type Games
  - (a) Newcomb (Catch Volleyball)
  - (b) Volleyball
  - (c) Beachball Volleyball
  - (d) One-Bounce Volleyball

### 2. Recommended Tournament Structures

- 2.1 Round-Robin Tournament
- 2.2 Challenge Tournaments

THE SCOPE OF THE INTRAMURAL PROGRAM IN THE ELEMENTARY SCHOOL

Analysis of K-6 intramural programs in elementary schools indicates that four main dimensions of the program are common. These are illustrated in the following diagram:



## C. SELF-DIRECTED ACTIVITIES

### 2.9 Softball (Scrub)

Any number of fastball-type games can be played on a self-directed basis. These include:

- scrub
- longball
- slow pitch
- scoring runs
- danish rounders
- run-the-bases
- hit-pin

### 2.10 Tennis

If there are no regulation courts in the near vicinity, it is relatively simple to mark several courts on the grass or on the compound.

### 2.11 Tetherball

It is fairly easy to make your own tetherball stands by cementing steel posts in old car tires. These standards could then be distributed around the play area.

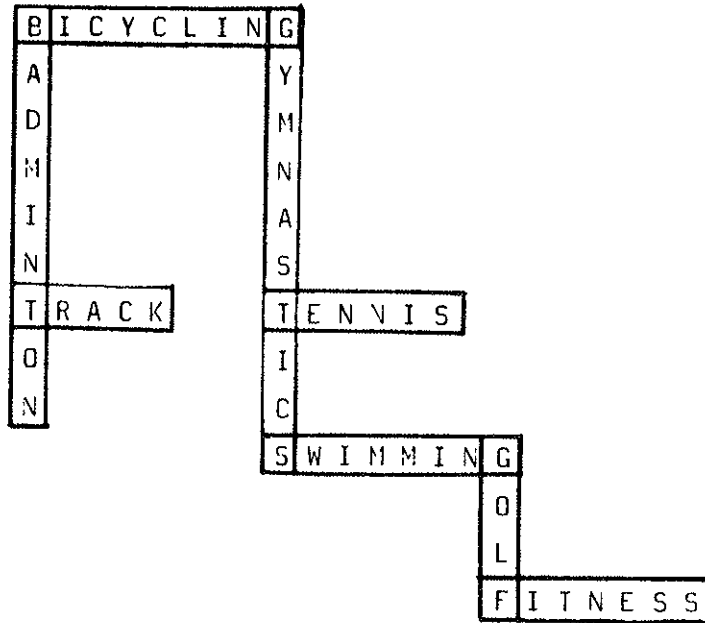
### 2.11 Walk-Run

This on-going activity can be run by the students. The type of course used depends on your school grounds.

The students are divided into multi-aged teams. Each team member walks or runs as far as they can and then records the distance on a master chart. Each team's total after the end of the event (three to four weeks) is determined to see who was the best team. Then all the teams totals are combined to see how far they travelled as a whole. Individual and team ribbons, pennants, or trophies can be used to help maintain interest.

| RUN - WALK |         |
|------------|---------|
| TEAM       | Block = |
| Bears      | [Bar]   |
| Elephants  | [Bar]   |
| Cats       | [Bar]   |
| Rabbits    | [Bar]   |
| Bunnies    | [Bar]   |
| Turtles    | [Bar]   |

D. CLUBS



Clubs offer students many benefits at the elementary school: the opportunity to develop their physical skills beyond the beginner level; the opportunity to develop their leadership skills in the organization and administration of an activity; the opportunity to make new friends as they socialize with students who have a similar interest; the opportunity to improve their fitness level as the activity continues for a fairly long period of time; and the opportunity to improve their mental abilities as they study the rules and strategy of the activity. In other words, clubs can offer the students a great deal and should be an integral part of the total intramural program at elementary schools.

## D. CLUBS

### Some Questions to Consider when Establishing a Club

1. Is there student and staff interest in the activity?
2. Is the equipment for the activity available?
3. Is practice time in the facilities available?
4. Is one member of your staff available as a staff advisor?
5. Do you have, or can you raise, the finances to offer the club?
6. Have you obtained administrative support and involvement?
7. Have you obtained staff support and involvement?
8. Can you obtain student support and involvement?
9. Has parental support and involvement been obtained?
10. How are you going to promote the club?
11. Have you made arrangements to hold an organizational meeting?
12. Are you going to hold an election to secure executive officers of the club?
13. Who is going to write the constitution for the club?
14. Who will ensure that the club's aims and objectives complement and supplement those of the school and physical education?
15. How do you develop a program of activities for the club? ie.  
(a) Practice times, (b) socialization (c) competition (d) fund raising activities (e) outings, etc.
16. Who will evaluate the club and write a final report?

### A List of Popular Clubs in Elementary Schools

1. Organizational Clubs
  - (a) Equipment
  - (b) Intramural (Council or Club)
  - (c) Referees (Officials)
2. Activity Clubs
  - (a) Aquatics - swimming and diving
  - (b) Badminton
  - (c) Bicycling
  - (d) Dance - folk, modern and square
  - (e) Fitness
  - (f) Gymnastics
  - (g) Orienteering
  - (h) Outdoors
    - Cross-Country Skiing
    - Downhill Skiing
    - Snowshoeing

## VI. PROGRAM EVALUATION

An on-going evaluation of the intramural program may serve as a basis for future program improvement. Some possible methods of evaluating the program may include:

1. Administration and staff discussions regarding successes and roadblocks.
2. Student interviews or casual conversations relative to their feelings about specific activities, suggested alternative activities, officiating, grouping, etc.
3. Opportunities for parent in-put at parent-teacher interviews, on notes to the teacher, or questionnaires.
4. Observations by teachers of the quality of play.
5. Use of a criteria list relative to:
  - (a) involvement of children
  - (b) involvement of the staff
  - (c) involvement of the administration
  - (d) involvement of the caretaker
  - (e) involvement of the parent
  - (f) program promotion
  - (g) activity ratio
  - (h) safety
  - (i) leadership: officiating, captains
  - (j) equipment and supplies.



## B. SPECIAL DAYS

Some intramural activities may be included which allow for large numbers, many grades, and staff and parent involvement. These may be scheduled on Special Days. Events that are recommended for elementary school are listed below and presented in greater detail in the pages that follow. Activities should be adapted to the needs of the school or grade level by varying rules, court size, or equipment.

1. Details to Consider
2. Gregar
  - 2.1 Blind Newcomb
  - 2.2 Fanny Ball
  - 2.3 Nerf Handminton
  - 2.4 All Aboard
  - 2.5 Punt and Run
  - 2.6 Group Run-the-Bases
3. Relay Days
  - 3.1 Newspaper
  - 3.2 Scooter
  - 3.3 File Relays with Small Apparatus
  - 3.4 Animal Walks
  - 3.5 Two - Persons
  - 3.6 Pick-up Progressive
  - 3.7 Skill
  - 3.8 Obstacle
  - 3.9 Novelty Fun
4. Mock Track Meet
5. Swimming Pool Party
6. Skills Circuits
7. "Indian" Games Day
8. Bike-o-Rama
9. Winter Sports Days
10. Tabloid Sports
11. Commonwealth Week
12. Frisbee Days



## B. SPECIAL DAYS

### 12.2

#### 12.2 New Frisbee

This game includes old Frisbees basic skills of catching and throwing plus scoring. Since points are awarded for both throwing and catching, it is important for each player to take care with both aspects of the game. The distance between players is optional.

If the Frisbee's flight is direct and accessible and the Frisbee is caught, both players receive one point. If it is not caught, the thrower receives 2 points.

If the Frisbee's flight is not direct nor accessible and even the best efforts of the catcher can't get her to it, the catcher receives 2 points.



### C. SELF-DIRECTED ACTIVITIES

Self-directed activities encourage each student to develop his initiative to participate in an activity of his choice during his free time before, during, and after school, and on weekends and holidays. It is this attitude of wishing to participate and actually participating on a regular basis which physical education teachers should be attempting to develop in each student.

1. Equipment Sign-Out
2. Activities
  - 2.1 Fitness Trails
  - 2.2 Four-Square
  - 2.3 Hoopball
  - 2.4 Hop Scotch
  - 2.5 Racquet-Type Games
  - 2.6 Running and Cycling Trails
  - 2.7 Skating
  - 2.8 Skipping
  - 2.9 Softball (Scrub)
  - 2.10 Tennis
  - 2.11 Tetherball
  - 2.12 Walk-Run



B. SPECIAL DAYS

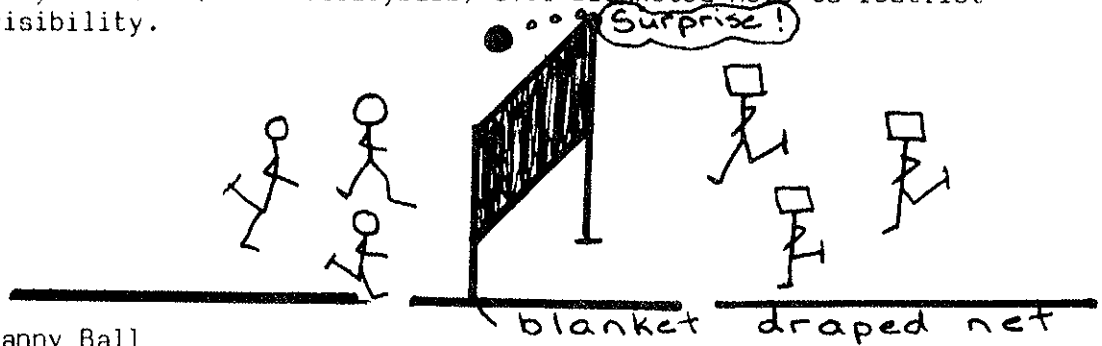


2. Gregar

The term is derived from "gregarious" which means fond of company". The idea is to have a day of fun utilizing games of a low-organization nature.

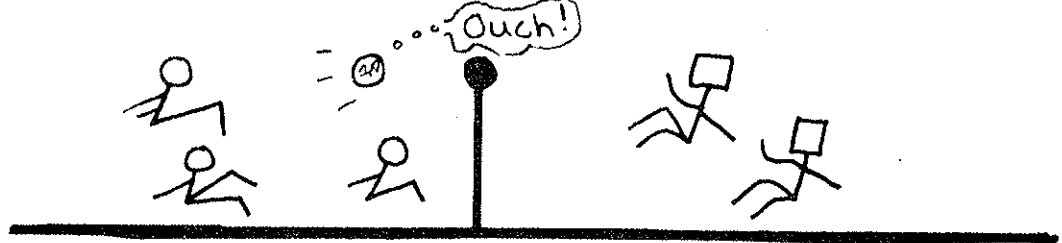
2.1 Blind Newcomb

Play newcomb (catch volleyball) over blanketed nets to restrict visibility.



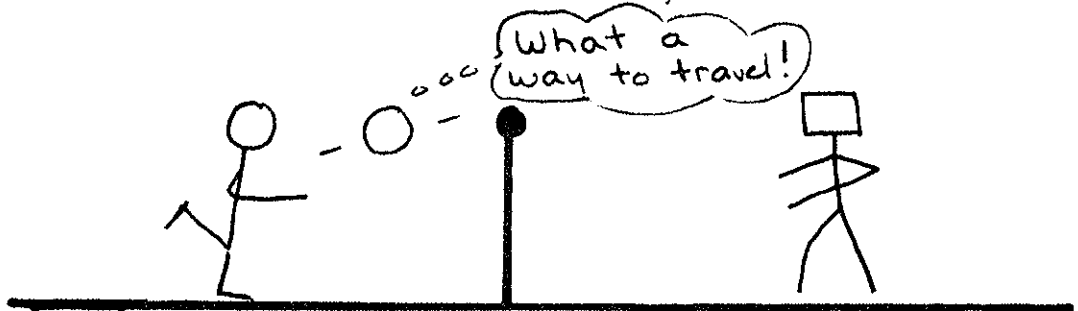
2.2 Fanny Ball

Remain seated as you play volleyball over a low net using a beach ball. Use hands only to hit the ball.



2.3 Nerf Handminton

Bat a nerf ball back and forth over a line, rope, or net. A point is scored when the ball is not successfully returned.



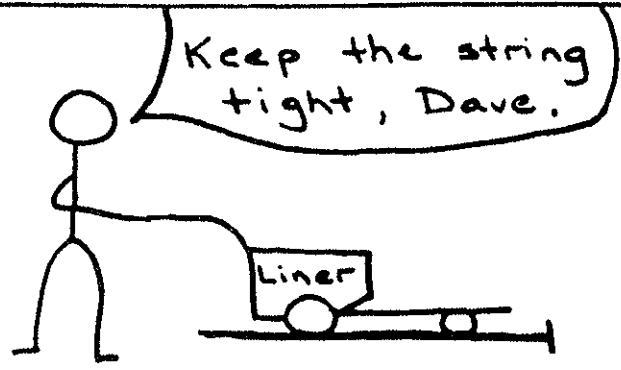
IV. DETAILS TO CONSIDER WHEN ORGANIZING ELEMENTARY SCHOOL INTRAMURAL PROGRAMS

A. Involving the Students

You Are NEEDED To:

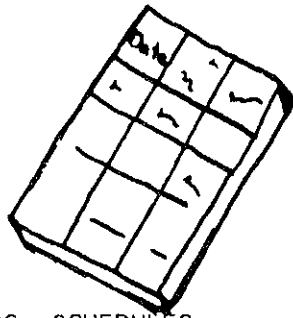
- Referee
- Score Keep
- Keep Statistics

OFFICIATE



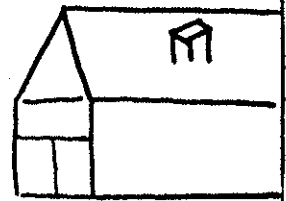
LINE FIELDS

Play Scoop Games



DRAW CHARTS, POSTERS, SCHEDULES

12:45; Time to get the ball, bibs and whistle.



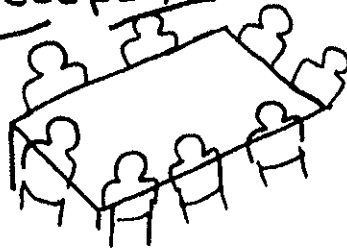
CHECK OUT EQUIPMENT

Who would like to work on a novelty trophy for scoopball?



MAKE AWARDS

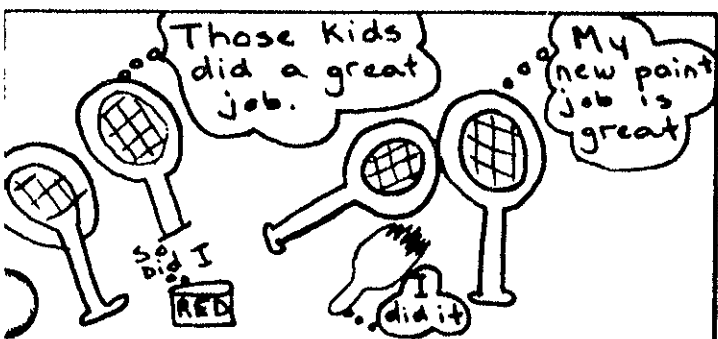
Could we use the scoops?



INVENT OR ADAPT ACTIVITIES

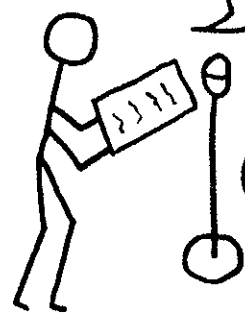
Those kids did a great job.

My new point job is great



PAINT, MAINTAIN, AND INVENTORY SUPPLIES

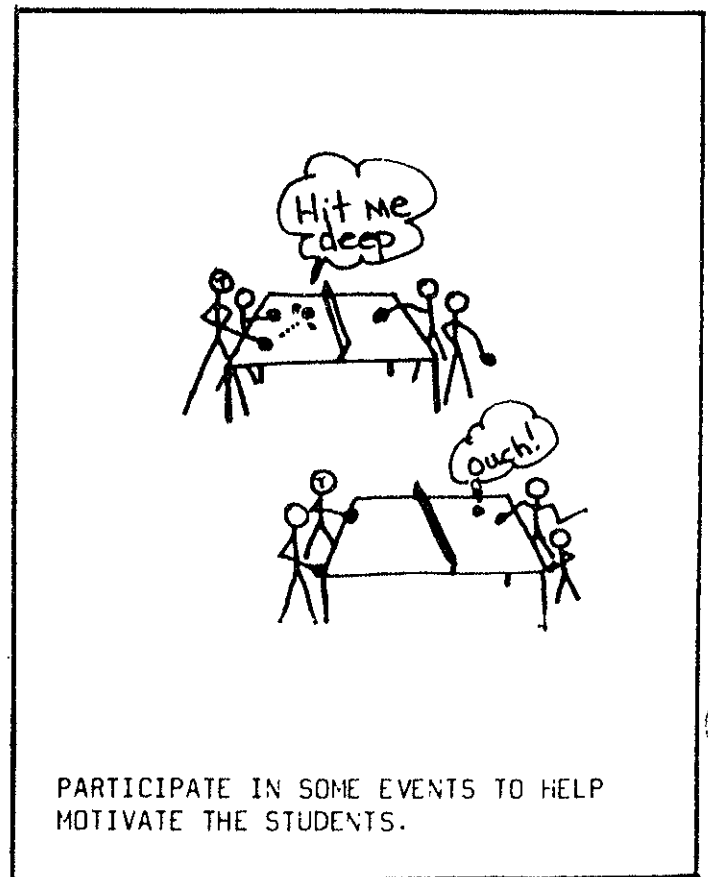
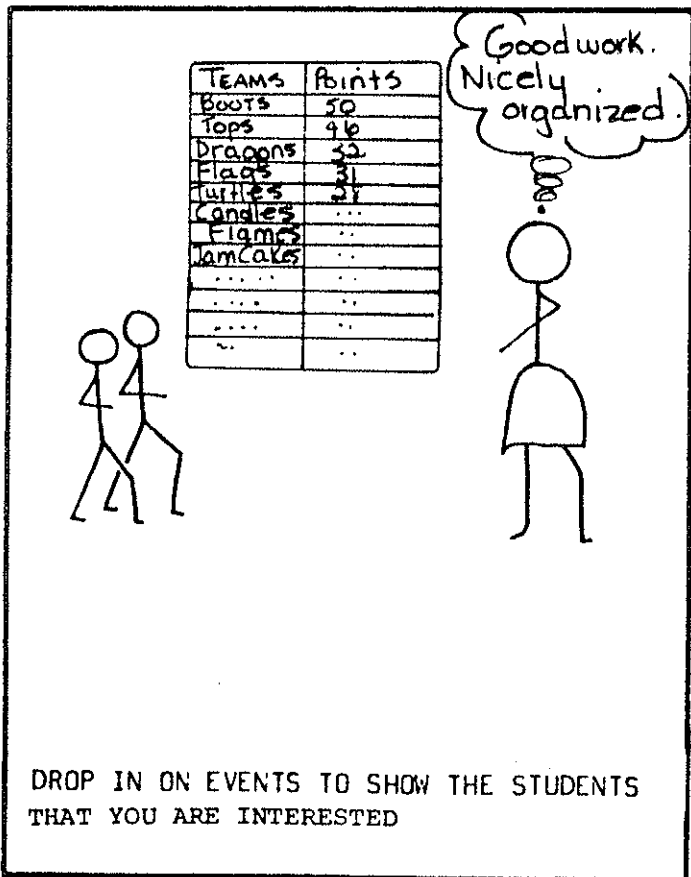
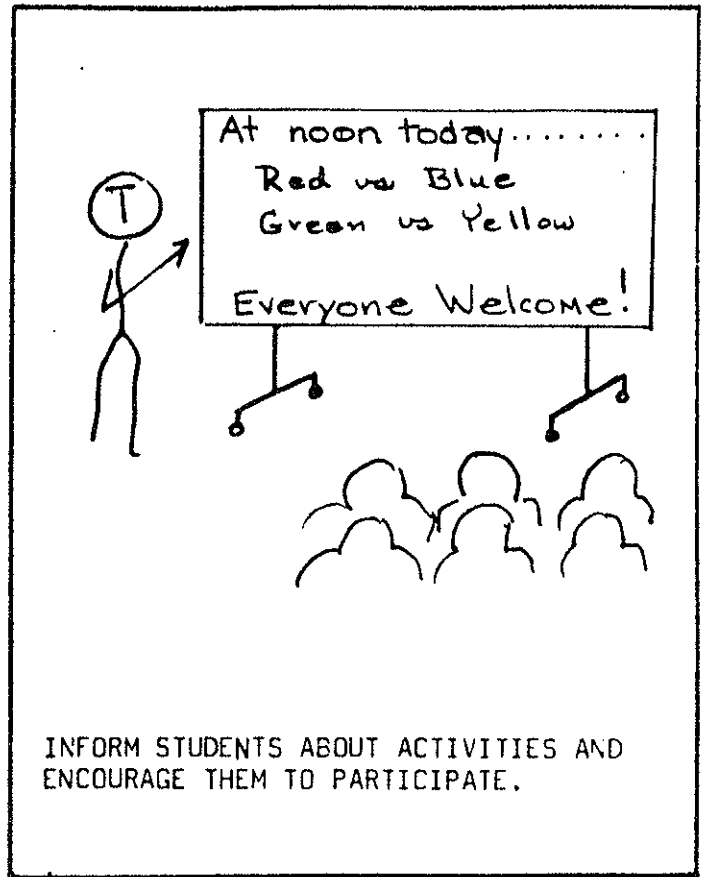
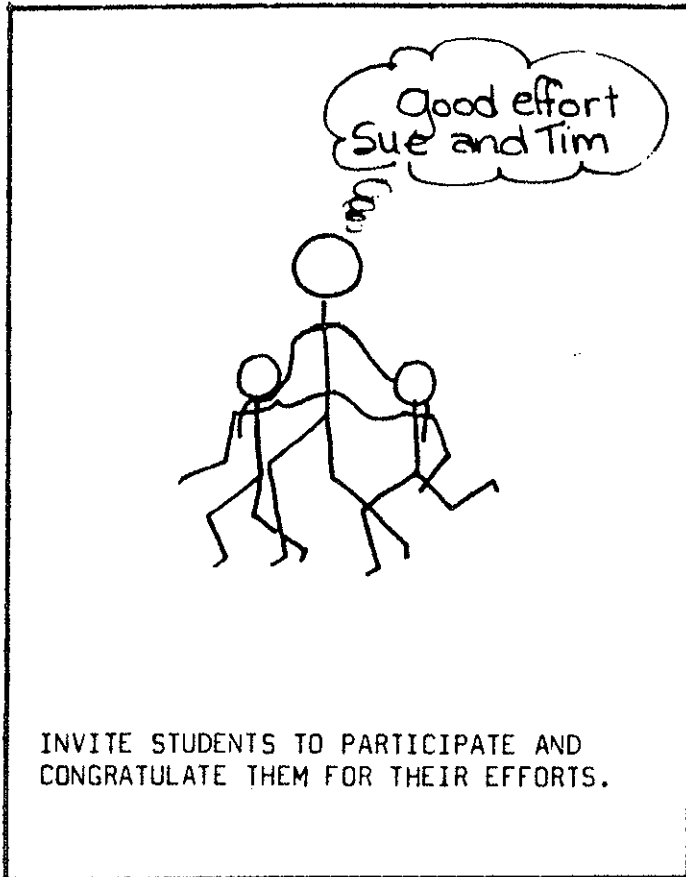
Today's games are Red vs Blue and Green vs Brown and they start at 12:45. See you all there!



MAKE P.A. ANNOUNCEMENTS

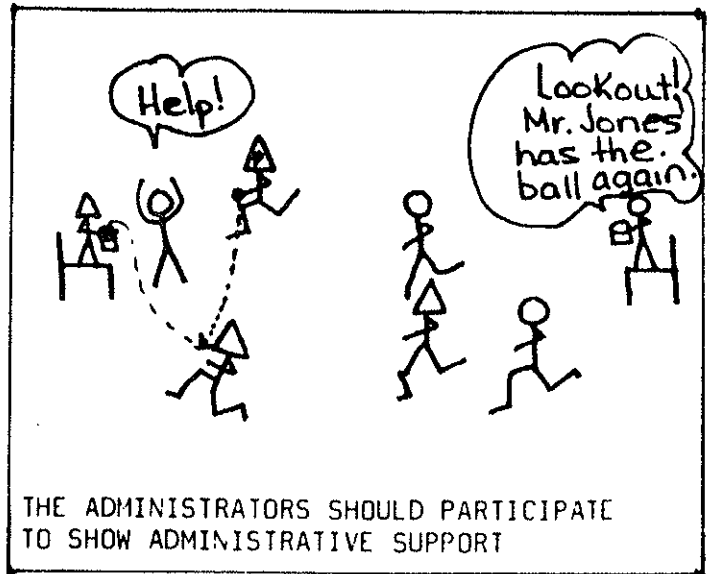
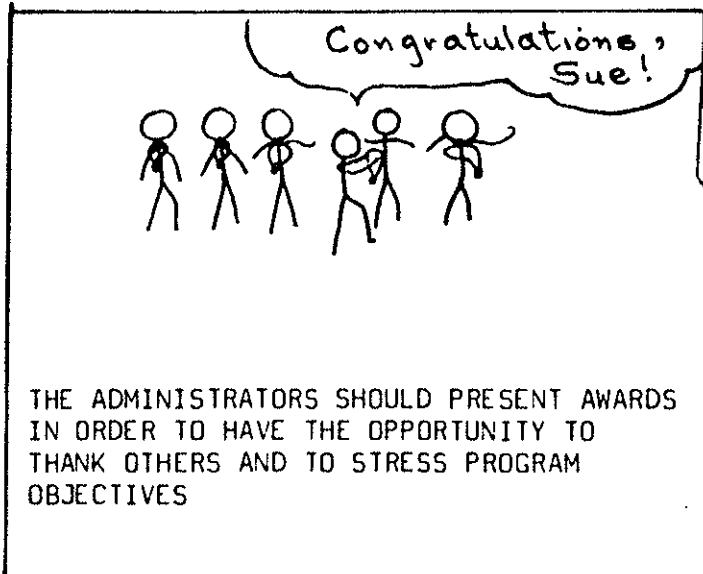
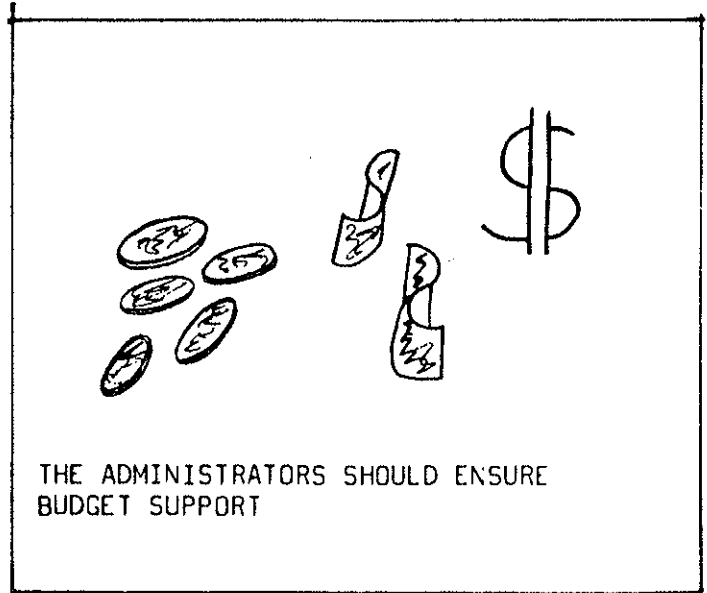
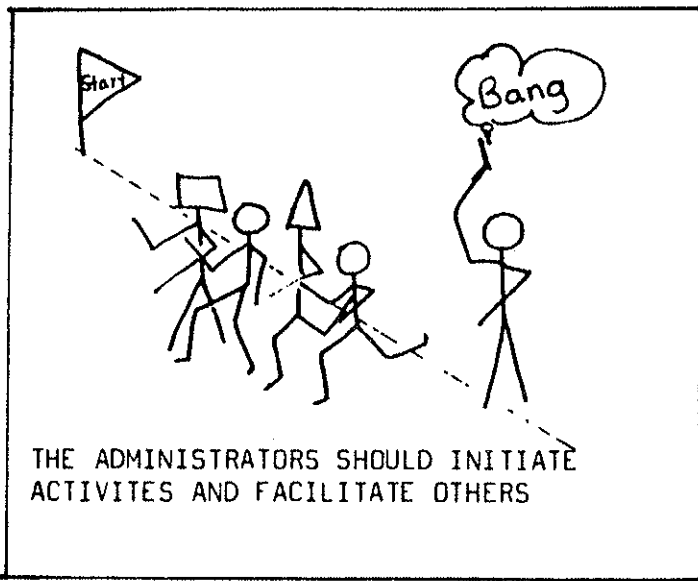
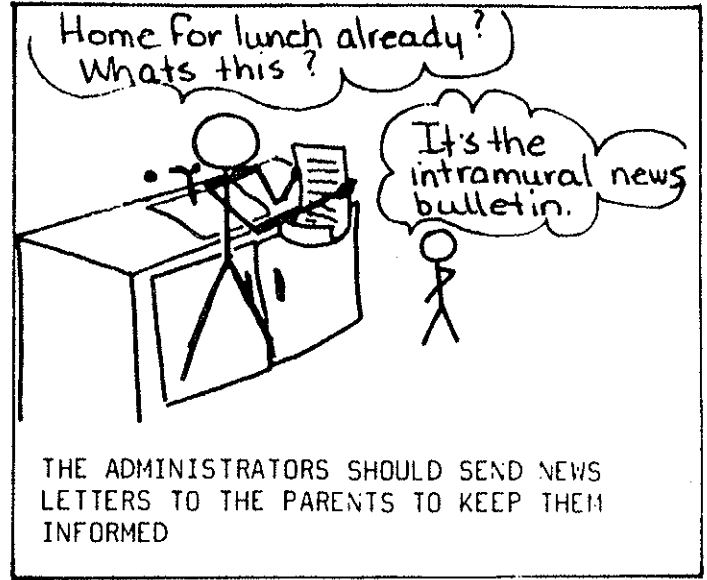
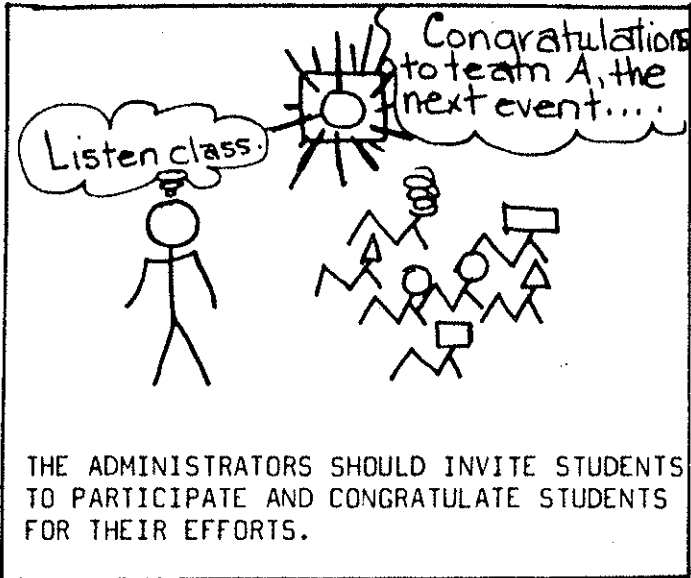
B. Involving the Staff

1. The Teachers



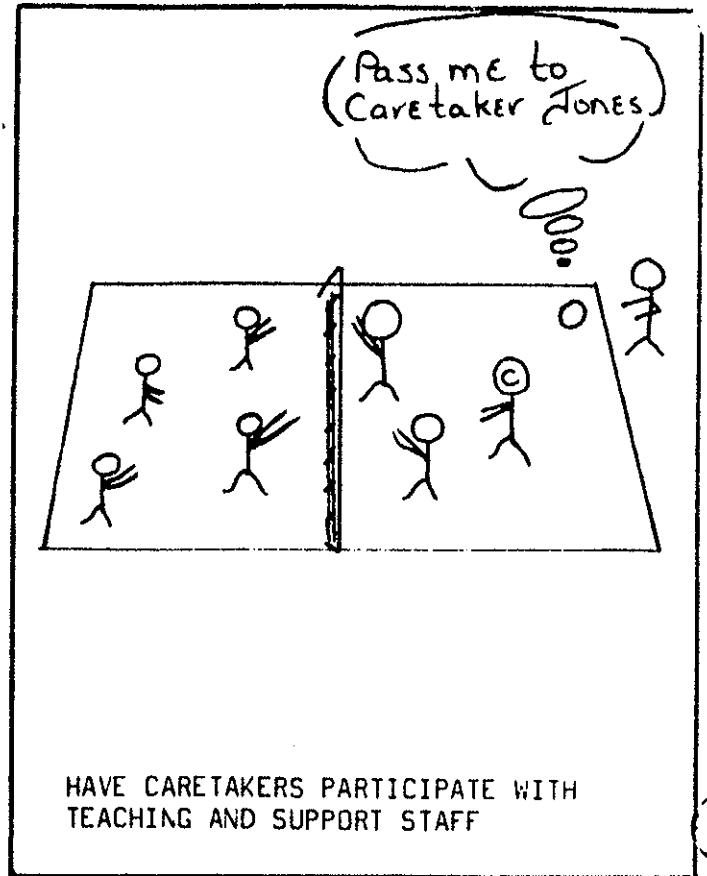
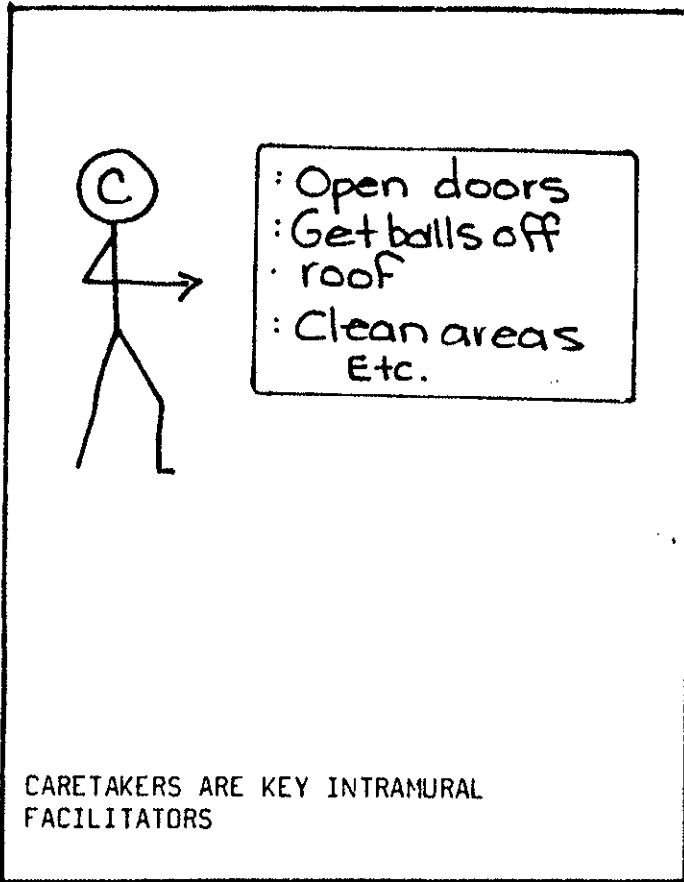
B. Involving the Staff

2. The Administrators



B. Involving the Staff

3. The Caretakers



COOK

Bake Sale Items Needed

PARENTS CAN SUPPORT FUND RAISING PROJECTS

- ⇒ Tabloid Meet Judges
- ⇒ Club Sponsors
- ⇒ Special Day Helpers
- ⇒ Skills Teaching

PARENTS CAN ASSIST THE STAFF WITH SPECIAL PROGRAMS OR ACTIVITIES

I'm glad you're taking part, Son!

Don't forget to set your alarm so you'll be on time for the game in the morning, Sharon!

PARENTS CAN ENCOURAGE CHILDREN TO PARTICIPATE AND THEREBY PROMOTE THE PROGRAM

AWARDS

LUNCHES

TEAM IDENTIFICATION

EQUIPMENT

PARENTS CAN MANUFACTURE ITEMS FOR THE PROGRAM

I know you didn't win your game, but how did you enjoy taking part with the others?

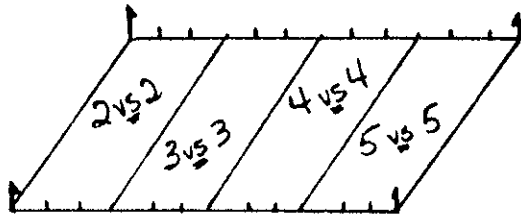
ACT AS COUNSELLORS WHEN THINGS ARE GOOD OR BAD

MOMS & THE FANTASTICS

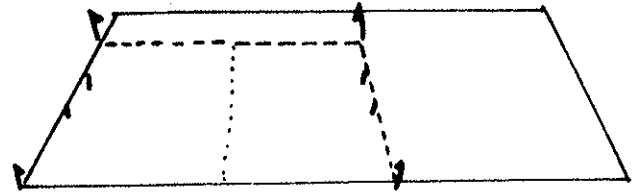
TODAY AT 12:00

PARENTS CAN PARTICIPATE ON SPECIAL DAYS

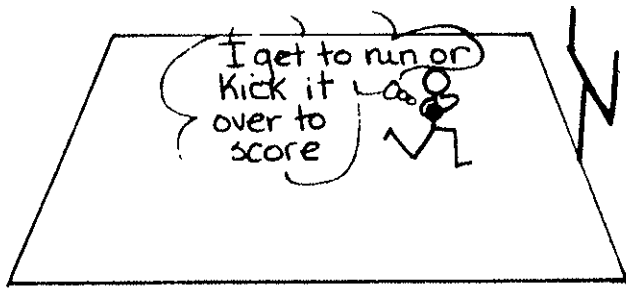
2. Providing for a High Activity Ratio



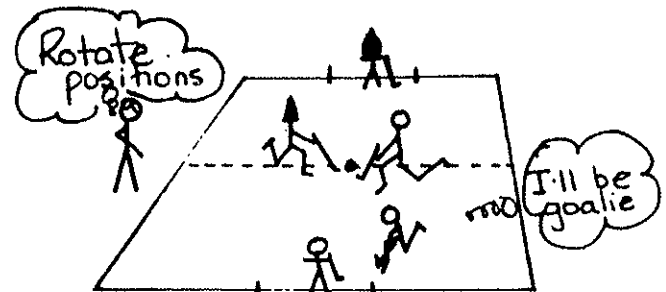
HAVE MANY TEAMS AND VERY FEW OR NO SUBS



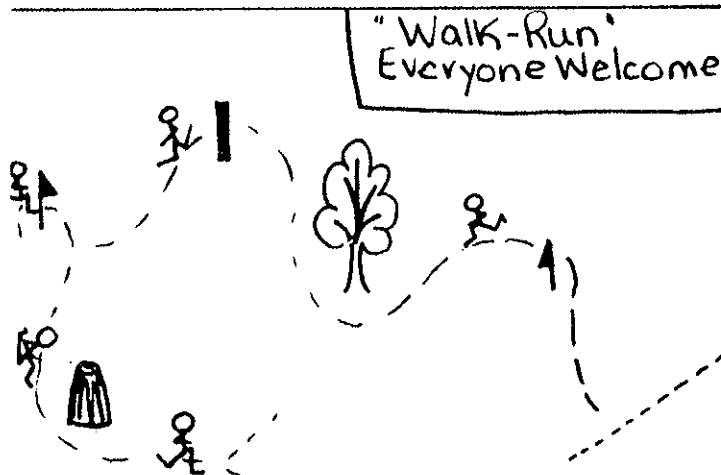
LIMIT FIELD SIZE



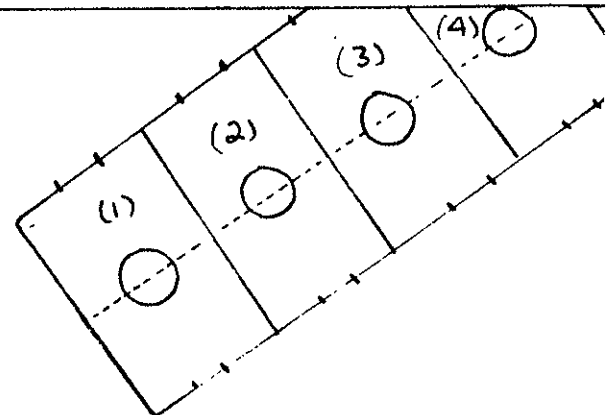
USE MORE THAN ONE BALL OR GOAL IN SOME GAMES



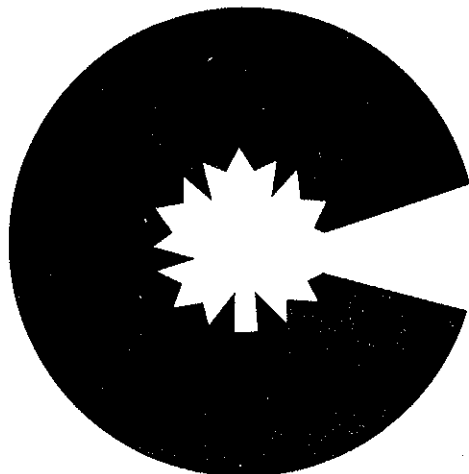
ROTATE POSITIONS SO ALL PLAY ACTIVE ROLES



STRESS ACTIVITIES WHERE LARGE NUMBERS CAN TAKE PART



PLAY MANY GAMES ON SMALLER COURTS RATHER THAN ONE GAME ON A FULL-SIZE COURT



AN INTRODUCTION TO  
THE

**CANADIAN INTRAMURAL RECREATION ASSOCIATION  
ASSOCIATION CANADIENNE DE LOISIRS-INTRAMUROS**

MEMBERSHIP PROGRAM

WHAT IS THE CANADIAN INTRAMURAL RECREATION ASSOCIATION?

The C.I.R.A. is a National Organization founded to promote the development of Intramural and Recreation Programs at all levels of education in Canada.

WHAT ARE THE OBJECTIVES OF THE C.I.R.A.?

1. To develop and encourage professional growth in the Intramural and Recreation field.
2. To collect and disseminate resource material to practitioners.
3. To increase the body of knowledge in relation to Intramural and Recreation programs.
4. To cooperate with and provide assistance to all allied organizations in health, physical education and recreation.

WHO IS ELIGIBLE FOR MEMBERSHIP?

1. All individuals interested in promotion of intramural and recreation activities.
2. All students interested in intramural and recreation programs.

WHAT ARE THE MEMBERSHIP FEES?

- |                 |          |
|-----------------|----------|
| 1. Professional | \$10.00  |
| 2. Students     | \$ 5.00  |
| 3. Life         | \$100.00 |

- CHARTER MEMBERSHIPS will be issued to the first 100 professional members.
- Membership year for the C.I.R.A. is May 1st to April 30th.

HOW WILL YOU BENEFIT AS A MEMBER OF THE C.I.R.A.?

As a member of the C.I.R.A., you will receive:

1. Regular copies of the C.I.R.A. National Bulletin.
2. Reduced registration fees at regional workshops subsidized by the C.I.R.A.
3. A synopsis of proceedings for the many workshops held across Canada.
4. The availability of reference material.
5. The opportunity to share your ideas and those of others through articles in the Bulletin.
6. A list of resource material available in your area, plus a membership directory.
7. Many ideas and information that can be used to enhance your programs.
8. An annual National conference.

HOW TO JOIN THE CANADIAN INTRAMURAL RECREATION ASSOCIATION?

Fill out the application form on the reverse side and send it, along with your cheque or money order (payable to C.I.R.A.) to:

Nilá Ipson  
Membership Chairman, C.I.R.A.  
School of Physical Education  
Dalhousie University  
Halifax, Nova Scotia B3J 3J5 Phone: 902 424-3372

CANADIAN INTRAMURAL RECREATION ASSOCIATION  
ASSOCIATION CANADIENNE DE LOISIRS-INTRAMUROS  
Membership Application / Formulaire d'adhésion

NAME/NOM \_\_\_\_\_ TELEPHONE \_\_\_\_\_  
ADDRESS/ADRESSE \_\_\_\_\_  
Street/Rue \_\_\_\_\_ Home/Domicile \_\_\_\_\_  
Business/Bureau \_\_\_\_\_  
City/Ville \_\_\_\_\_ Province \_\_\_\_\_ Post Code/Code Postal \_\_\_\_\_

NAME OF INSTITUTION/NOM DE L'INSTITUTION: \_\_\_\_\_

MEMBERSHIP/ADHESION: \*

Professionnal/Professionnels

et enseignants \$ 10.

Student/Etudiants

\$ 5.

Life/A vie

\$100.

Mail to/envoyer à: Nila Ipson

Membership Chairman, C.I.R.A.

School of Physical Education

Dalhousie University

Halifax, Nova Scotia

B3J 3J5

\* Make check to C.I.R.A./ chèque payable à la A.C.L.I.M.

ASSOCIATION CANADIENNE DE LOISIRS INTRAMUROS (A.C.L.I.M./C.I.R.A.)

Cet organisme national a été fondé en vue d'encourager l'élaboration de programmes intramuros et récréatifs à tous les niveaux d'enseignement au Canada.

OBJECTIFS DE L'ACLIM

1. Stimuler le développement professionnel au sein des loisirs-intramuros;
2. Collectionner et faire parvenir l'information aux professionnels du milieu;
3. Développer de nouvelles connaissances sur les programmes de loisirs-intramuros au Canada;
4. Aider toutes les organisations connexes en ce qui concerne la santé, l'éducation physique et la récréation.

ADMISSIBILITE

1. Toute personne s'intéressant à la promotion et au développement des loisirs intramuros;
2. Tout étudiant s'intéressant aux programmes de loisirs intramuros.

CATEGORIES DE MEMBRES ET COUTS D'ADHESION

1. Professionnels et enseignants \$ 10.

2. Etudiants \$ 5.

3. A vie \$100.

- Les cent premiers professionnels ou enseignants recevront une carte de MEMBRE FONDATEUR
- La durée d'un abonnement annuel s'échelonne du 1er mai au 30 avril

AVANTAGES

Les membres de l'A.C.L.I.M.

1. recevront régulièrement des exemplaires du bulletin national;
2. bénéficieront de frais d'inscription réduits aux ateliers régionaux financés par l'A.C.L.I.M.;
3. recevront un abrégé des nombreux ateliers organisés dans le pays;
4. auront accès aux documents de référence;
5. auront la possibilité de partager leurs idées dans les articles de notre bulletin;
6. recevront une liste des ressources disponibles dans leur région ainsi qu'une liste des membres;
7. pourront profiter de nombreuses idées susceptibles d'améliorer leurs programmes;
8. pourront profiter d'une conférence nationale annuelle.

ADHESION

Veillez remplir le formulaire d'adhésion et l'envoyer (avec un chèque payable à l'A.C.L.I.M.) à:

Nilá Ipson  
Membership Chairman  
School of Physical Education  
Dalhousie University  
Halifax, Nova Scotia  
B3J 3J5

Téléphone: 902 424-3372

## ASSESSMENT OF INTRAMURALS PROGRAM

TOM HATCHER

Spencer Secondary School, Sooke, B.C.

The dramatic increase in the amount of leisure time available to our society demands that the population be recreationally educated. The school is the last chance for the greatest number of people to develop skills and to modify attitudes towards physical activity.

Intramurals appears to be a means of reaching the recreational/physical educational aims of many students. However, measuring outcomes is difficult. When we speak of values and objectives there are some that always come up. Objectives such as enjoyment, fun, sense of achievement, interaction with peers, development of confidence, and improvement of physical skills and fitness are always mentioned. Each student benefits from any program in different ways. The educational outcomes must be determined by the participant, especially in a voluntary activity such as Intramurals. Positive educational experiences can be achieved through student participation in Intramurals, but can we prove it?

### Why assessment and how we can use it?

The purpose of program evaluation might be to:

- isolate critical variables that determine student participation
- determine how many people are being served and how often
- verify aims and objectives
- determine student activity interests
- justify new programs
- determine the influence of other programs in the school such as P.E. or clubs
- sustain or develop moral and financial support for the Intramural program
- improve the program quality

### How can an assessment be done and what are some problems?

There are so many variables affecting an individual program that research or assessments done in one situation are difficult to generalize to another. Practitioners are so busy running programs that there is very little time to do major statistical work. Therefore most programs are based on the Intramural background of the organizer.

There are a number of assessment techniques that have been done in the past. These include:

- questionnaires
- participation statistics
- student interviews
- suggestion boxes
- interest surveys

The two key ingredients of a useful assessment are a *survey of student interest and an evaluation of potential.*

Simply, what do the students want and what are the limitations that the program must face.

### Critical factors

The following may be important factors that need assessment in your program.

|                       |                    |                   |
|-----------------------|--------------------|-------------------|
| your program          | competition units  | use of officials  |
| administrative set-up | activity interests | coed/not coed     |
| time periods          | eligibility        | publicity         |
| staff participation   | student knowledge  | student attitudes |

### Assessment of an Intramurals program

Intramurals is presently in a state of unrest. It appears caught in a number of conflicts at the high school level. Some examples are:

- emphasis on winning
- financial accountability
- facility sharing
- staffing policies
- Liability concerns
- enthusiasm of sponsors
- philosophical background
- the plight of the unskilled

Traditionally Intramurals received support by default. They did not require a great deal of money and gym and supervision time was available. However, present day programs require close examination of objectives and student needs. Students demand quality programs. Evaluation of existing programs is needed, not for comparison but for assessment and direction.

At Belmont High School in Victoria a recent assessment of the Intramural program generated the following data:

- Major reasons for participating - for both boys and girls, grade 10 - 12 inclusive: - fun and enjoyment
- Major reason for not participating - boys and girls, grades 10 - 12 inclusive: - skills not good enough
- Rank comparison of initial student activity interest placed floor hockey at number one for boys grades 10 - 12, tennis for girls grade 10 and badminton for girls grades 11 and 12.

Further statistics were gathered in relation to participation percentages for each activity and significant differences between sample groups. The facts and figures led into a discussion and modification of existing programs at Belmont.

### ed note:

The benefits to be derived from assessment of your intramural program become obvious when you read over the data collected at Belmont. Tom is a clinician at this year's Intramural Conference in Parksville and I'm sure he would be happy to elaborate on his assessment program.

## 6th ANNUAL CONFERENCE TO BE THE BEST EVER

The sixth annual B.C. Intramurals Conference, scheduled for Oct. 12-14 is shaping up to be one of the best intramural conferences ever in B.C. The move to a permanent site on the island coupled with the expansion to a two day format, are the two main reasons why the executive committee of BCIRA feel that this is a conference not to be missed.

It all started five years ago at S.F.U. when a number of teachers got together for a single afternoon workshop. After three years at S.F.U. the decision was made to go off campus and into the school districts. Richmond High School in 1977 was followed last year by Seaquam Secondary in Delta.

Based on delegates' feedback from the Seaquam Conference the committee felt that the time had come to expand the conference to a two day affair. In addition, adoption of a permanent live-in site was thought a necessary component for the success of such a conference — hence the move to Parksville. And what a site it is! Located right by the ocean, the Island Hall resort hotel is ideal.

The major factor in the success of any conference is, of course, the speakers and clinicians; there is quite a line-up planned! We are flying in two experts who have acquired national reputations in the area of intramural sports — Warren Campbell from Scarborough, Ontario and Phil Carlton from Calgary. We also have our own batch of home grown talent acting as clinicians. With the format providing for activity sessions and lots of delegate input the program will provide something for everyone.

Conference costs have been kept to an absolute minimum through grants from CIRA and the regional office of Labatts. We have even made arrangements for you to be picked up at the Nanaimo ferry terminal so you can avoid the hassle of taking your car.

Register early — it's going to be a great experience. Conference registration forms can be obtained by phoning Joe Van Snellenberg at 291-4824.

Look forward to seeing you there!

Ian McGregor  
Chairman, BCIRA

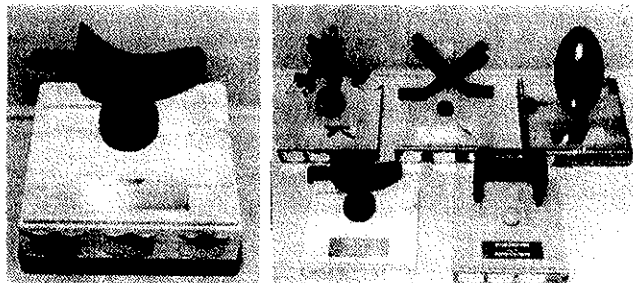
## INTRAMURAL AWARDS

by ANNE STEVENSON  
Montroyal Elementary, North Vancouver

What are they? At our school they are handmade wooden trophies which are presented to the winning house after a three week schedule. The awards, although simple in design are much more meaningful than a brassy store-bought trophy.

Our awards are completely made of wood, that is, the base as well as most of the trophy pieces. The base is a six inch square block of hardwood which is one inch thick. The base has been routed and sanded for a better appearance. Each trophy has a symbol of the sport played either carved out of wood or made from miniatures. The sports symbols are finished and mounted on the wooden base and the whole trophy is oiled for a more natural finish. Each trophy has a rectangular engraved plate with the inscription, "HOUSE CHAMPIONS" and the name of the sport. After a team becomes the champion a small shield is attached to the trophy, engraved with the house name and year. Total cost of each trophy is less than \$5.00. To date we have house trophies for Soccer, Speedball, Flag Football, European Handball, Mass Dodgeball, Bucketball, Scoopball, Broomball, Frisbee Football, Cosom Hockey, Ring Hockey, Goodminton, Crazy Bowling and our Indoor Track Meet.

We have a very favourable response to these awards from the house teams. It is sufficient to say that the children are very enthusiastic about their awards and are very keen to keep them while they are the house champions. What better way to acknowledge a winning team than by recognizing them to the rest of the school?



**BC** British Columbia Intramural Recreation Association



Edited by John Calder  
Ross Road Elementary, 2875 Bushnell Place  
North Vancouver, V7J 2Y9 British Columbia