

INPUT

NOVEMBER 2011



RPS SCREAM CHAMPIONSHIP

Win \$1000 For *Your* School's Intramural Program

HERE'S HOW...

HOST an RPS Scream championship at your school in the month of January 2012— at least 50 people need to take part (a picture of this event needs to be emailed with the winner's name).

EMAIL the winners' name and their email address, along with an event/group picture, to CIRA Ontario at office@ciraontario.com before 1 February 2012.

HAVE your school's winner enter a *virtual* RPS contest to be held on Friday, 3 February 2012. They will be advised by email how to enter the virtual contest.

STAY TUNED to learn who the winner of a \$1000 cheque for their school's intramural program is.

RPS Scream rules from *Why Paper and Scissors Rock*. (Revised and Expanded Version). CIRA Ontario: Hamilton, 2011, page 38.

1. Students pair up and play a game of RPS. The winner raises their hand. The loser of the first game becomes a cheerleader for the player who defeated him/her and they move on to find another pair.
2. The pairs face each other but this time each player has someone cheering for them.
3. This pattern continues until eventually half the group is cheering for their player and the other half is cheering for their player.

For further information contact the CIRA Ontario office at: 905-648-2226 or office@ciraontario.com

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Deadline for submissions is 30 January 2012.

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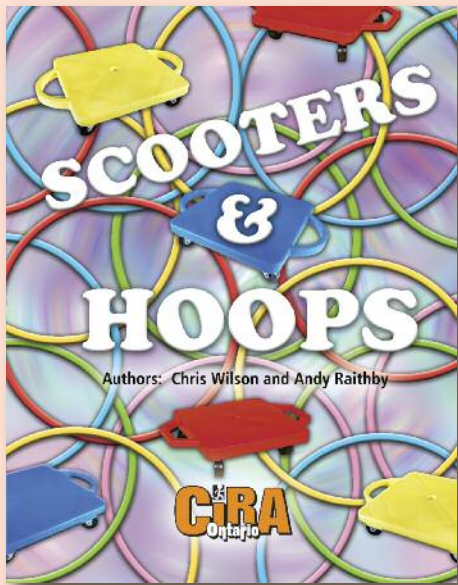


What's UP!

At CIRA Ontario we are not asking "What's Up?" but rather "What's Down?" It has been a very busy, engaging, and delightful Fall as we saw another book come out and we had the opportunity to lead thousands of people in our workshops. Today I sat in a grade school and watched a student teacher do a delightful job teaching a Physical Education class. It was a little "down" time to just enjoy children delighting in play as they are led by an equally delightful student teacher. It was good to have a little "down" time to see how "up" children can get in fun, active, and inclusive play.

GREAT GROUP GAMES

The following games were submitted by Herb Goodhoofd. Herb is a lead teacher for developmentally challenged students at E.C. Drury High School in Milton.



CIRA ONTARIO'S NEWEST RESOURCE!

Which child does not love the feel of moving on scooters or playing with hula hoops? Enjoy playing 36 Scooter Games, 13 Hula Hoops Games, and 30 Challenges, Relays, and Initiatives with Hoops. The games require different levels of physical activity, team problem solving ability, and the freedom of players to just delight in fun, active, and inclusive games.

Get your copy today by calling the CIRA Ontario office at **905-648-2226**

or by purchasing it online from the CIRA Ontario website at: www.ciraontario.com

POST IN THE GROUND

Instructions:

1. Everyone forms a circle. It is important to maintain as complete and round a circle as possible during the game.
2. Players stand arm-width apart, touching fingers.
3. Players drop arms and stand completely still. They are the "posts". During the game they are asked to stand very still and not move.
4. One player is chosen to run. This player weaves in and out of the "posts", goes around the circle and comes back to his or her "home" spot.
5. Two players are chosen to run. Players should be across the circle from each other. On the instruction "go", they weave in and around the posts, in opposite directions, careful not to bump into the posts or into each other as they pass. The first player home wins.
6. Variation. Have four players run at the same time, in opposite directions.
7. Variation. Send people off in alternate directions. "You go this way, you go this way." With more people running, there are fewer posts, but players simply weave in and out of the posts until they are home.

FEEL THE POWER

Note: This activity is more a "shared activity", than a game. It's good to play at the start of the school year as students and teachers are getting to know each other.

Equipment: One chair in the centre of the circle. You can use small noodles, if you wish.

Instructions:

1. Everyone forms a circle.
2. One student sits on a chair in the middle of the circle.
3. Teacher asks students how they feel when someone calls out their name.
4. On the count of "three", students run towards the person sitting in the chair, shouts out his or her name and raises their hands up in the air.
5. On the second or third run, students can give the student in the chair a friendly tap on the head or shoulders.
6. You can use noodles and gently tap the students.
7. After two or three times, a new student sits in the centre of the circle.



HEALTHY LIVING TOOLKITS

Many children and youth with mental health challenges face unique obstacles to healthy living due to such things as the symptoms of their illness, the medication they are on, or the stigma they may face.

To address these obstacles that children, youth, and their families face, two healthy living toolkits were created – one for families, and one for health professionals. These downloadable toolkits contain information, resources, and tools to help children and youth with mental health challenges develop healthy living habits.

<http://keltymentalhealth.ca/toolkits>

OVEN MITT FROZEN TAG

Equipment: Oven mitts – one per student
Large open space – indoors or outdoors

Instructions:

1. Choose 1 – 3 people to be IT. They will be wearing an oven mitt on each hand.
2. Everyone else puts on one oven mitt.
3. Everyone spreads out in the open area.
4. Game starts when teacher or a student says SNOWSTORM.
5. If IT tags you, freeze, by standing still with arms out to sides.
6. You may be unfrozen and free to run again when high fives the frozen player, using their oven mitt hand.
7. Change the people who are IT frequently.

RECYCLE THAT BAG!

Equipment: Two, three or four recycling bags. Use bags that have handles.

Instructions:

1. Find an open area, indoors or outside. This game could be played in the classroom, if necessary. (Put desks in the middle of the classroom - go around the outside of the desks, or put desks to the outside of the classroom.)
2. Set the game up as a relay race, with teams. Make two, three or four teams, of two or more students, lining students up single file. The first student in each line puts each foot in a separate recycling bag, holding the bags by the straps. On a "go" signal, the students race (or "shuffle") around a chair and back.
3. The next student takes the bags and takes his or her turn. Other students can help the student get his or her feet into the bags.
4. First team to finish wins.

Note: Students should be aware of not going too fast and tripping.

LET THE GAMES BEGIN!

In one form or another, games and activities can be played and enjoyed by children and adults of different ages and abilities. Games can be played indoors and outdoors, at picnics, family gatherings and in the neighbourhood. Within the context of school, games can be used to enhance classroom activities and learning concepts, as well as to introduce and teach the concepts themselves.

The choice of a particular game or activity depends on several factors, including the student's age, skill level, "creativity" and interest and attitude towards the activity. The equipment available is a consideration for the types of games you play, but many games require few materials.

Most students handle games and physical activities rather well, while others need considerable support, encouragement and assistance to achieve success. A teacher's role is to assist the students in exploring and extending their abilities. Regardless of ability, students are encouraged to try their best at all times. They need to be taught to be safe and work co-operatively with each other. The little phrase "Play hard, play fair, play safe!" works very well.

Game activities should always be presented in a safe, non-threatening environment, where the student can trust that his or her efforts will be acknowledged and affirmed. There may be times when a student is reluctant to join in a game or wishes to see how a game develops. Given gentle encouragement, however, almost all students will feel comfortable and confident to join in the game.

Games are seen as distinct from "sports or adapted sports", although there is an obvious connection. The focus for playing games should include the enjoyment of the activity itself, the concepts to be gained from the activity and the enjoyment of sharing the activity with others. And when the game or activity requires it, we want students to be "competitive" and push themselves a little to the best of their ability.

The world of games can be seen as a journey one takes with his or her students. Because it is a shared activity, the journey allows a teacher to get to know his or her students better, and the students to get to know their teacher. Along the way, students come to know and appreciate their classmates in new and unexpected ways.

Games present opportunities for the students and teacher to experience moments of true delight and shared community. As a games session develops, it has the potential to take on a "life of its own" and gather everyone under its nurturing branches.

Be creative when you present a game. A teacher's enthusiasm is contagious. Take a basic game and give it personal expression with your students. Be open to feedback from your students, since they will enjoy adapting games and offering their own ideas. Above all, enjoy the games and let them put a smile on your face!

Let the games begin!

NEW GAMES

on the CIRA Ontario forum

Heads and Tails variations

New intertwining circle game

Rock, Paper, Scissors
for the visually impaired

Team Handball ideas

A fun and active get-to-know-each-
other's name memory game

<http://www.ciraontario.com/forum1/>

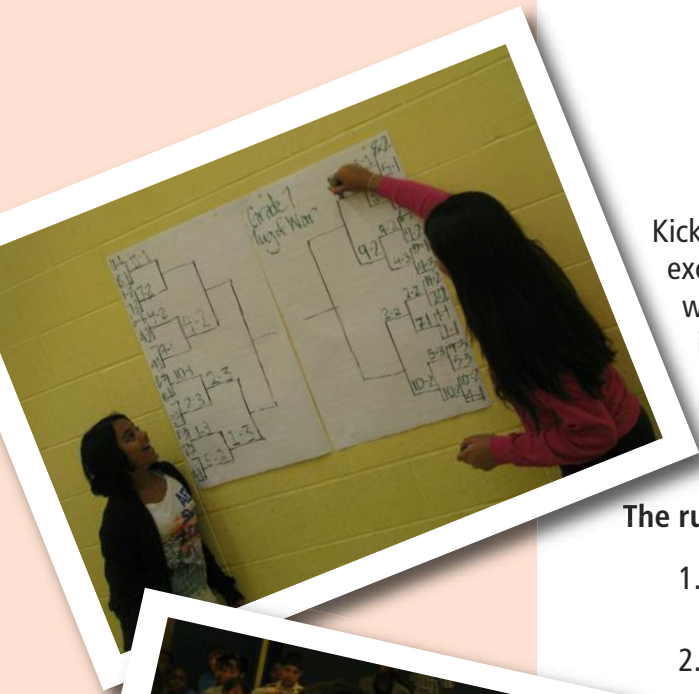
ERIN CENTRE TUG of WAR

Kicking a school's intramural program to get kids to "BUY IN" is an exciting challenge. Some schools run active playdays or theme days while some jump right into clubs and house leagues. At Erin Centre M.S. in Mississauga we kick off our intramural program with a huge class vs. class tug of war tournament. The whole event lasts about two weeks and then we move on to class vs. class (9 aside) volleyball.

The rules are simple:

1. Teachers can create up to 3 teams per class, however, each team must have five girls and five boys
2. A schedule is created, randomly placing classes on a single elimination tournament chart
3. On their intramural day, classes come to the gym for "pulls".
4. Each "pull" is the best 2 of 3, the winners move on and the "losers" get to cheer for their classmates.

Erin Centre strives to maximize the number of kids in the gym at one time, so getting all the kids from the same grade together creates fantastic energy for the ECMS NRG Intramural programs.



A few of our most recent tweets include:



Mr. Fox is the game of the week.
<http://www.pecentral.org/lessonideas/ViewLesson.asp?ID=10830>



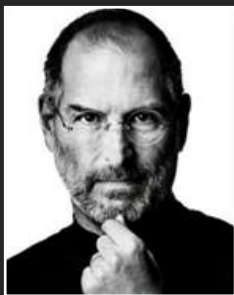
PE Central just added the video for their new November Dance Idea of the Month--Rock this Party...

<http://www.pecentral.org/lessonideas/ViewLesson.asp?ID=10830>



An interesting article...

If We Don't Let Our Children Play, Who Will Be the Next Steve Jobs?



http://www.huffingtonpost.com/darrell-hammond/if-we-dont-let-our-children_b_1017485.html



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INCLUSION

by Shayla Messenger

The CIRA Intramural Awards recognizes schools with intramural success. Over fifty schools have submitted an application for this award. Those who have applied summarized the achievements and highlights of their intramural programs. Many of these schools have developed techniques or programs that seek to involve all students.

There are various ways of promoting inclusion among students. Many schools promote adapting familiar games so as to include students who are weak in athletics. Others may alter scoring systems, omit try outs, and pair students of different strengths together. Here are some detailed examples of ways in which students are included.

H.B. Beal Secondary School – In order to meet the diverse needs of our students we have expanded the number of opportunities for our ELL students to play soccer with their friends. We have expanded the number of open gym days for any students wishing to play. We also play "end-line soccer." In this way the turnover of players is much faster, the number of players is irrelevant and the rules are simple to understand. It has been beneficial in enhancing the integration of the different groups within the school.

Frank Ryan Catholic Senior Elementary School – Crash-mat baseball is the highlight of our program. To me, seeing so many of our students play and work together in "Teams" is a highlight. When the students from our ELC (Education for Community Living) program are playing with their homeroom they are treated respectfully and given frequent chances to hit and score runs (even when it impacts the score of a close game). It is tremendous to see the students play "fairly."

Helen Detwiler School – Our emphasis is on success, so we build in rules to allow even the weakest player to be successful. Our baseball league last Fall saw kids hitting a tennis ball with a bat or a tennis racquet. I believe that game modifications and acceptance of people's choices contribute to our school culture. We strive to teach and demonstrate that "the game is never more important than the people you play with."

Prince of Peace School – When we play a game like basketball we use a progressive points system, whereby the lower grades get the most points per "score" (i.e. 3pts for grade 4, 2 pts. for grade 5). This ensures that grade 6's don't "control" the game play.

Some schools create separate opportunities for certain student groups. This allows for the students to get involved in intramurals within a safe and comfortable environment, while also promoting general involvement in regular activities.

Laurentian University – We have launched "Promoting Women in Sport" bulletin boards directed at our entire Active Living Centre clientele. The purpose of the promotional boards is to encourage more participation in general sports by the female users, and in particular, in Intramural Sports for Laurentian University Students.



No more excuses — make fitness work for you



<http://www.girlshealth.gov/fitness/starter/challenges.cfm>



PHE Canada's Physical Literacy Checklist on YouTube

<http://www.youtube.com/user/phecanada#g/c/0A707592BED0DF15>



Osprey Woods P.S. – Girls on the Run is a volunteer-led program that uniquely contributed to our schools over all healthy foundation. The Girls on the Run is a life-changing experiential learning program for girls' aged eight to thirteen. The programs combine training for a 5 kilometre running event with self esteem enhancing, uplifting workouts.

McCrimmon Middle School – We offer a Girl's Wednesday Fitness Club. This year we have run yoga session, fitness classes, and other activities that the girl's themselves choose on a given day. We feel this program is very unique as it offers the girl's non-threatening environment to be physically active as many would normally not participate in regular intramurals with the guys.

Helen Detwiler School – Our most unique intramural opportunity is for two special needs students. We run a daily intramural for 10 minutes to prove them with an opportunity to play or dance. It has changed their behaviour and their school lives for the better. They also attend their regularly scheduled grade intramurals.

Inclusion offers all students the chance to get involved in various intramural opportunities. Students can develop both physically and emotionally through situations created to involve those who are uncomfortable or weak in athletics. By making small changes to an original program or activity, one can open up the opportunity for a larger group of students, thus promoting involvement and diversity within the student body.

Further Resources on Inclusion

Implementation Policy: Limited options for students who do not participate in competitive sports

<http://www.actionforhealthykids.org/school-programs/our-programs/wellness-policy-tool/implement-the-policy/there-are-limited-options-for-extracurricular-activities-for-students-who-do-not-participate-in-competitive-sports.html>

Diversity and Inclusion: Enhancing Diversity in Intercollegiate Athletics

http://www.ncaa.org/wps/wcm/connect/8c3c29004e0d5ab7abc9fb1ad6fc8b25/diversity_and_inclusion.pdf?MOD=AJPERES&CACHEID=8c3c29004e0d5ab7abc9fb1ad6fc8b25

Institutional Strategies for Addressing LGBT Issues in Athletics

<http://www.womenssportsfoundation.org/Content/Articles/Issues/Homophobia/Institutional-Strategies-for-Addressing-LGBT-Issues-in-Athletics.aspx>

Classroom Strategies for Inclusion of Students with Communication and Learning Disorders

<http://www.livestrong.com/article/14717-classroom-strategies-for-inclusion-of-students-with-communication-and-learning-disorders/>

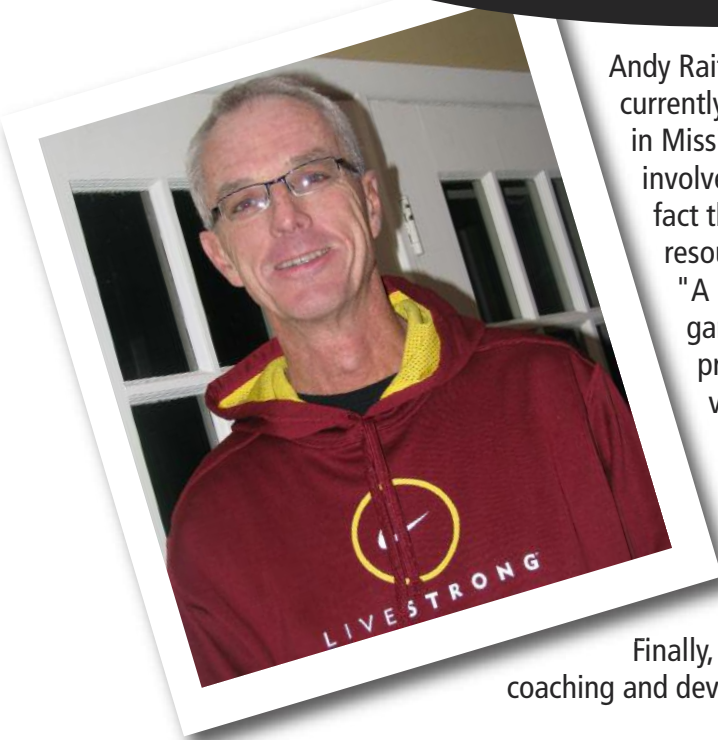
List of Inclusion Resources

<http://nichcy.org/schoolage/placement/inclusion>

INTRODUCING...

CIRA Ontario Board Member

Andy Raithby



Andy Raithby has been serving on the CIRA board since 1996. He currently teaches grade 6-7-8 Physical Education at Erin Centre M.S. in Mississauga. While serving on the CIRA board he has been involved in many writing projects and is particularly proud of the fact that CIRA is producing such an exceptional number of resources for teachers and kids across the country. He states that "A Round of Circle Games" might be his favourite because the games are just so much fun. He would also like to thank our previous CIRA president, and good friend, Pat Doyle for his vision and leadership and for establishing a direction that allows our current executive to flourish.

Away from CIRA, Andy keeps busy with my family; his wife Trish and kids Michael and Aimee. He is a passionate cyclist, riding over 5400 km this year including the four day "Tour For Kids", a ride to benefit kids fighting cancer.

Finally, he is especially proud of the many years he has devoted to coaching and developing young leaders across the province.

We'll feature another CIRA Ontario Executive Member in our next issue of INPUT

NEW MEDIA GUIDE FOR ATHLETIC INJURIES

Created by the American Orthopaedic Society for Sports Medicine (AOSSM), in partnership with the American Academy of Orthopaedic Surgeons (AAOS), this media guide serves to help reporters and members of the media with sports-related stories. As you write or produce stories about a professional athletes' ACL tear, or shed light on concussions, this guide will be your one-stop shop. In this guide you will find:

- Definitions for common orthopaedic sports injuries
- Injury statistics
- Expert perspective on recovery issues and returning to the game and
- Tips on how to prevent injury

http://www.sportsmed.org/uploadedFiles/Content/Media/News_Room/Sports%20Media%20Guide%202011%20Final.pdf

A few thoughts on...

CHANGING for PHYSICAL EDUCATION CLASSES



For those of us teaching phys. ed. a continual challenge we face is ensuring our kids are changing for physical activity and that it is essential for safe and healthy participation. We recognize our intramural programs may have different structures, given numbers of kids involved, timelines, etc., however, in most middle and high school classes changing for P.E. Is mandatory. As part Ontario's "Learning Skills" many teachers assess this "habit" in their active participation strand.

A philosophy that many teachers use is to provide incentives rather than punitive consequences. We have included some thoughts and practices of our colleagues.

EDENWOOD M.S. – Mississauga

1. written assignment on sport/fitness/athletics or opinion writing on importance and benefits of PE to be completed in gym time
2. stamp in agenda for parents to sign and students phone home in front of you after three stampings
3. in section of gym or stage...follow a pre-set series of fitness activities
4. provide "interesting (non-cool)" gym clothing for them to borrow that period
5. kids who don't want to participate – take part regardless of clothes... judgement call
6. unprepared students must lead the class the next day in 5 min. fitness warm-up

Better...encourage 100% participation by:

1. chart with each class daily clothing record....best record at end of each month get to have an extra PE period, chooses the activity for the day, etc.
2. house league points for classes bringing proper gym clothes...again track and chart
3. certificates for class each montheg TOP Participation Certificate to be displayed

ERIN CENTRE M.S. – Mississauga

1. stamps in student agendas every time they are not changed, the third time in a semester results in a phone call home
2. extra gym clothes kept in the PE office for the chronic offenders
3. stickers for classes every time they change, and extra gym classes and pizza lunches for the winners at semester's end (see photo)
4. class tracking sheet for the student to observe and write about the lesson they are observing
5. zero tolerance for improper footwear – no running shoes no gym





HOMELANDS M.S. – Mississauga

1. have them participate anyways on the first day.
2. give them alternative activities, in their regular clothing, that are not as fun, as an incentive to want to do the more "fun" stuff
3. write out the school code of honour
4. three strike policy per term. On third strike a "form" letter is sent home advising parents that their son/daughter is not meeting the participation expectations and therefore it will be reflected in their marks.

HILLCREST M.S. – Mississauga

First off, they lose active participation marks for not being prepared for gym class.

1. Have a spare change of clothes that the student must change into (just like having a spare pencil for a student).
2. If they don't have proper footwear, then they can do something physical like standing lunges, plank or wall sit. Or help you "clean out the storage" room or something useful. They can still help out (ex: keep score during a game) so they feel like they are part of the class.
3. Most kids still actually want to participate in class (except for some gr. 8 girls) so when they don't bring their clothes, it is not on purpose, they are just being forgetful



HAWTHORNE VILLAGE – Milton

Hawthorne P.S. refuses to have kids sit out without clothes...when they forget or don't have proper clothes they go to the fitness mats. Fitness mats are on the side of the gym and the rule is that when the kids are active (eg. playing tag/volleyball) the kids on the fitness mats must be active too....If I am instructing the class, they can stop and listen to try and acquire the concept being taught. One of my fitness mat workouts is as follows:

Example of workout:

- a) 25 jumping jacks, 50 Raise the roofs, 75 vertical jumps, 100 skips with or without a rope
- b) 25 push ups, 50 sit ups/ crunches, 75 second wall sit, 100 leg raises
- c) 25 chicken jacks, 50 tae boe punches, 75 skips, 100 choice

They also expect the kids go at their own pace...they may take a rest in between each activity (eg. rest after 25 jumping jacks)

Kids must do all of a, then b, then c, if more time they start again.

Rational: This is not a punishment for forgetting their clothes...it is a safe personal workout that can be done in pants, or with no shoes in a safe manner.

Summary: It appears we all want our kids to be active and safe in whatever physical environment, however, dressing appropriately is an important life skill and can be used as part of assessment in the Ontario Physical and Health Education reporting.



Want to Serve on the CIRA Ontario Board?

This is a CIRA Ontario election year. If you would like to join this amazing organization in a leadership capacity please complete the application form by 10 January 2012. The term you are selected for is three years in length.

Our plan is to expand the board from 7 members to 11 members as follows:

Pre-School (1 needed)
Elementary (3 needed)
High School (2 needed)
Post Secondary (1 needed)
Recreation (1 needed)
Health (1 needed)
At Large (2 needed)

If elected, your responsibilities will include:

- Generally supporting, developing, and promoting the work of CIRA Ontario in its mission of promoting fun active participation for all.
- Attending approximately 4-5 Saturday meetings per year.
- Assisting and leading intramural workshops as you are able.
- Assist with, or contribute to, the writing of awesome active resources as you are able.

CIRA Ontario's commitment to you:

- Generally support you in your personal and professional development.
- Pay for expenses incurred when attending meetings or some related CIRA Ontario events.
- Pay you an honorarium for leading workshops, writing, or doing other over-and-above type activities that benefit the work of CIRA Ontario.

The application form is located at:
http://www.ciraontario.com/ehr/page/contact_us

Help Serve the
Elementary and High School Intramural Community
by becoming a
CIRA Ontario Ambassador

CIRA Ontario, in keeping with its focus of being a grass routes organization, is seeking Ambassadors to help us get our messages out and to help us stay connected with the broader community. We are looking for such people in all of the school boards in Ontario and a few people beyond those borders.

If you are interested please complete the requested information on the downloadable form found at www.ciraontario.com/ehr/page/ambassadors

Ambassador's responsibilities to CIRA Ontario:

- 1. Help CIRA Ontario distribute important information throughout your board about new initiatives, conferences, or other significant opportunities.**
- 2. Give CIRA Ontario advice from time-to-time on questions we have.**
- 3. The commitment is for approximately a three-year term.**

CIRA Ontario's responsibilities to the Ambassadors:

- 1. Assist you with any questions you have.**
- 2. Provide you one free CIRA Ontario resource per year.**
- 3. Provide you 12 months of complimentary membership to CIRA Ontario.**

eMail form to office@ciraontario.com or fax it in to 905-648-2226.



FOLLOW THE LEADER

Intramural Recreation Conference

Friday & Saturday, April 27 & 28, 2012

London Convention Centre

\$45 Annual CIRA Ontario Membership
(all attendees must be members)

\$100 Saturday Attendance

\$145 Full Conference

Registration prices will increase \$25 after 28 February 2012.
Accommodations are not included in the Registration price.

Accommodations at the London Hilton Hotel

(we have blocked off rooms so please indicate that you are with CIRA Ontario when booking your room – one to four people per room)

1-519-439-1661

www1.hilton.com/en_US/hi/hotel/YXULOHF-Hilton-London-Ontario-Ontario/index.do

CIRA Ontario Executive Board

John Byl – President

Wig Baldauf

Alf Grigg

Josh Leeman

Andy Raithby

Kirstin Schwass

Chris Wilson

Anna Bishop

Office Administrator

**If you are interested in presenting,
or have any suggestions for the 2012 conference,
please email us at office@ciraontario.com**



www.ciraontario.com

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