

INPUT

JANUARY 2012

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CIRA Ontario Ambassadors
CIRA Ontario's 27/28 April 2012
Conference



RPS SCREAM CHAMPIONSHIP

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

**DEADLINE FOR ENTRY
IS FAST APPROACHING**

30 January 2012



What's

UP!

The first step is the hardest. That is what it says on one of our fridge magnets. CIRA Ontario has been around for nearly 40 years so we are well beyond our first steps. For example, last year we led over 100 workshops to approximately 6,000 teachers and leaders. If each workshop attendee touches 50 children we touched about 300,000 lives just with our workshops. However, we want too remember our first steps and stay connected with the grass roots. One way we want to do that is through the introduction of CIRA Ontario Ambassadors. Take a look at the following link and see if there is one in your area. (<http://www.ciraontario.com/ehr/page/ambassadors>) If not, please apply and you will help us stay connected with our first steps, and you can step out the CIRA Ontario messages to your school board.

Keeping our steps in mind read the articles about "Running for Your Life," and support StepsCount who is sponsoring this issue of the INPUT.

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

RUN FOR YOUR LIFE

If the gym is undergoing renovations, the field is wet and muddy, and most of the playground hardtop is fenced off and being used as a construction site, how do you run an effective physical education program while promoting fun, active participation for all?

Considering that students are required to participate in a minimum of 20 minutes of moderate to vigorous physical activity daily, running on the 0.2 km looped pathway seemed to be the best solution. Five laps is equal to one kilometre and the expectation is that every student in grade 1 to 5 has to complete the distance every physical education period, before moving on to games and other fundamental movement skills.

There are a lot of things that can be learned from running and there are countless benefits, as well. With the ultimate goal to complete the distance without walking, students quickly learn to pace themselves. "The Tortoise and the Hare" analogy seems to work well! The students who zoom around as fast as they can for one lap inevitably get passed by the students who "save their energy" for the end.

Students soon realize that they can exercise in all sorts of weather. There is no such thing as bad weather, only bad clothing! "Natural consequences," such as being too hot or too cold, result in students paying closer attention to the forecast so they can dress appropriately the next time. Even in the cold weather, many students remove layers of clothing and they appreciate not being forced to put them back on. The majority of students bring refillable water bottles to class because they get thirsty, since they always break a sweat.

It doesn't take long for students to see improvements in their performances. The more they exercise, the easier it gets! The student creates his or her own competition. They choose whether to challenge another classmate or to challenge themselves. Everyone sets their own realistic goal for the day so everyone can be successful. While the number of laps expected to be completed for the students with special needs is sometimes reduced, most of the time they complete the five laps, even though it may take them longer. Exercise is important for everyone!

The teacher can play many roles. Modeling activity is ideal so walking or

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NOTED BENEFITS OF A RUNNING PROGRAM

- It doesn't have to be competitive students learn to create their own personal challenges
- Inclusive – everyone can be successful!
- Increases self-esteem
- No humiliation – the emphasis is on fitness and well-being
- Makes them feel good mentally and physically
- Teaches them to support and encourage others
- Gives them confidence in their running ability, which will encourage participation in other sports and intramurals that involve running or cardiovascular endurance
- It's a cheap and easy activity – all it takes is a pair of running shoes (though students wearing boots are never excluded)



EXPECTED BENEFITS OF A RUNNING PROGRAM

- Has a positive impact on behaviour and healthy lifestyles
- Enhances academic performance and brain function
- Improves mental health and contributes to a child's healthy growth and development
- Reduces the risk of cardiovascular disease and Type II diabetes
- Promotes a healthy body weight
- Reduces the risk of osteoporosis by improving skeletal health
- Can significantly reduce present and future health care costs

running with each class is good for motivating the students. The teacher can give all the students a head start and then begin to power walk the laps. When a student laps the teacher, they earn a "thumbs up" (indicated by an arrow up on the class list). This encourages the strong runners to run faster. Students who are at risk of being passed by the teacher are warned that the "SNOW PLOW" is coming so they better hustle ahead of it. This is usually enough incentive for the students to pick up the pace and stay ahead.

It is important for the teacher to encourage all the students to do their best—the fast and the slow ones. The fast runners can be coached to take their running to a higher level, while the slower joggers or walkers can be encouraged to "run just a bit faster" or "run just a bit longer before walking again". It is important to recognize that an unfit individual may get into their target heart rate zone simply by walking quickly or jogging slowly. This is why it is important to emphasize the need for students to put forth their "best effort". Students recognize that they should be breathing harder than normal, their heart should be beating faster and they should feel an elevation in their body temperature.

It is very rare that a student complains about running/jogging laps. The students know, because they are repeatedly told, about the benefits of leading an active life.

It is important to start educating students in elementary school about lifestyle choices—preventing, rather than treating, heart disease, diabetes, etc. They learn that by boosting their endurance they can enjoy other sports, games and activities for longer periods of time without getting tired. But that is not as motivating to them as having fun and being successful. In fact, many students look forward to their run and excitedly announce their goal for the day. If they reach their goal, their pride and happiness is evident, regardless of whether they were first or last to finish. Everyone likes to do things that they are successful at, so it is important to celebrate everyone's success. Some students choose to jog their laps while chatting with their friends, "because we can forget that we're exercising". Other students have been heard to be playing guessing games, something like hangman, as they run. Still others run as many laps as they can (up to two kilometres) in the given period because they are determined to make the cross country running team in the spring.

Another powerful motivator comes from a set of step counters from StepsCount. The step counters are all neatly stored in a plastic box which is brought to each class. Students fasten a step counter to their waistband at the beginning of each physical education period. The step counters seem to transform the children into dynamos, infusing them with energy that makes them move and never want to stop. A student does not need to be a fast runner to achieve success. By covering the same distance as a faster runner, the actual steps are often similar. (That's assuming that the faster runner stops after completing one kilometre.) However, many students challenge themselves to run as much as





they can until they are asked to stop, to try to accumulate more steps. At the very end of the class, students are asked to “circle up” and take off their step counters. This is often the time that the students jump, jog on the spot and jiggle just a little bit more to raise their scores. As the box comes around the circle and the step counters are collected, the student with the highest number of steps gets to hold the box open and move around the circle collecting the other counters until the next student reports a higher score. Holding the box is the ultimate reward and other students typically cheer when someone else achieves a high score. Many students challenge themselves to beat their previous number of steps—another great indicator of success. The step counters can also serve as an indicator to the teacher of the activity level of the physical education class. If students spend a lot of time standing around waiting for instructions or for their opportunity to participate in a game, sport or activity, this will be evident with low steps. Step counters serve as a reminder to keep the ACTIVE in “Fun, Active Participation for All”.

News from ParticipACTION (e-newsletter)
Issue 1/January 2012

SUCCESS STORIES

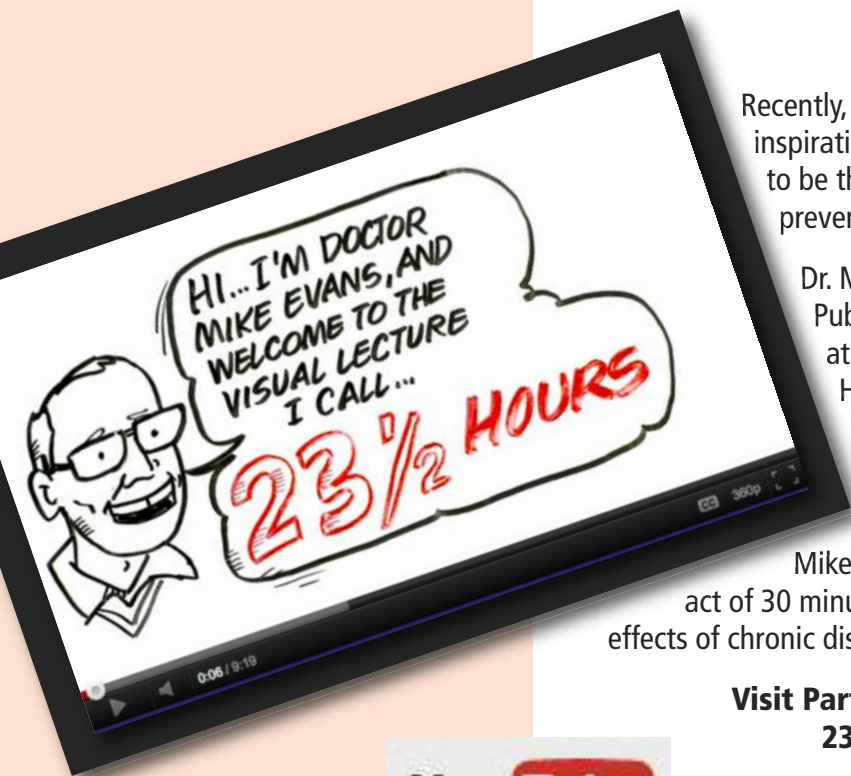
23-1/2 hours: What is the single best thing we can do for our health?

Recently, Dr. Mike Evans illustrated, through his jaw-dropping and inspirational video on YouTube, how physical activity has proven to be the most consistently effective medicine in helping to prevent a wide variety of health problems.

Dr. Mike Evans is an associate professor in Family Medicine & Public Health at the University of Toronto. As a Staff Physician at St. Michael's Hospital and Director of the hospital's Health Design Lab in the Li Ka Shing Knowledge Institute, Mike brings quality health information and patient education together with traditional and new media.

If you have not yet viewed it, we urge you to watch Dr. Mike's amazing video and learn more about how the simple act of 30 minutes of daily physical activity can successfully reduce the effects of chronic disease and improve well-being.

**Visit ParticipACTION's YouTube Channel and view
23-1/2 hours: What is the single best thing
we can do for our health?**





Get your Community Moving
Pedometers & Resources You Can Count On.



CIRA Special Save 25% on SC-T2 Kits of 36!



StepsCount.com

Promo Code: **CIRA2012**

Special ends Mar 31/2012

Some recent tweets include:



**FIELD EVENTS/EQUIPMENT:
WATER BOTTLE HIGH JUMP
CROSSBAR ROPE**

Dick Moss, Editor, PE Update.com
High jump crossbars are expensive, difficult to store, and can be intimidating for novice jumpers, who fear landing on top of them. Here's an inexpensive alternative that won't scare your rookie jumpers: tie water filled plastic bottles to each end of a rope and drape the rope over the high jump standards.



http://www.physicaleducationupdate.com/public/physical_education/FIELD_Events/WaterBottle_High_Jump_Crossbar.cfm



PEACE TAG

Chris Wilson

Peace tag is an easy solution without equipment. Make a peace sign and have the taggers use the two fingers to tag. It is safe and the name suggests non violence.



<http://www.ciraontario.com/forum1/index.php?topic=1498.0>

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RELAY IDEAS

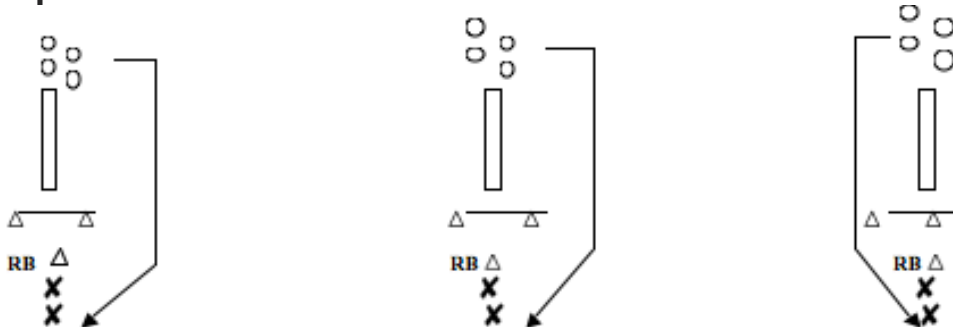
from Melissa Miller, Lincoln M. Alexander Grade 9 Spirit Day

RUBBER BOOT RELAY

Materials Needed:

- Rubber boots (3 pair)
- Pylons (3)
- Pylon hurdles (3)
- Benches (3)
- Hula hoops (12)

Setup:



How to Play:

1. First person in line puts on the rubber boots then jumps over the hurdle, walks along the bench and jumps through the tire hula hoops and then sprints back to the line and tags the second person in line.
2. Repeat until the entire team is finished.

Rules:

- Teams must start behind the pylon
- Must follow the course correctly or start again
- Rubber boots need to remain on during the entire obstacle course
- Make sure the same number of students go on each team (some teams may need a student to go twice)
- The second person is not allowed to leave until they have been tagged behind the pylon
- Once they have ran the obstacle course have them go to the back of the line and sit down
- If time, repeat with them having to hop on one foot

Follow-up:

Pack up all of the equipment. Return the benches to the gym and the pylons, hurdles and hula hoops to Miss Miller in Girls Phys.Ed.



MICE HOUSE TAG

John Byl, PhD

Cats try to tag a mouse with a pool noodle. When successful the cat drops the noodle and the two switch roles, the mouse picking up the noodle and becoming a cat. Mice can be safe when they stand in between the arms of a Mouse Home. However, within five seconds of standing inside the mouse home, the mouse must hold the hands of one of the players and the player that is no longer holding hands becomes a new mouse.



<http://www.ciraontario.com/forum1/index.php?topic=1492.0>



LINK BETWEEN SPORT AND PEACE

Daniel Idowu

Playing for Peace, Dugan said. "It celebrates the transcendent power of the sport at its most natural level," he said. "War and conflict are all about a breakdown of human relationships, respect and communication. On the contrary, sport celebrates and strengthens all these things."



<http://www.sportanddev.org/en/news/nviews/news/?3764%2FPanel-discuss-links-between-sport-and-pea>



PIPELINE RELAY

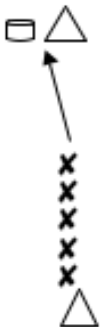
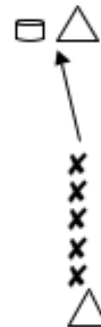
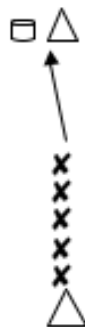
Location: Outside on the field or in the main foyer

Materials Needed:

- Project adventure kit
- Extra marbles
- Pylons (6)
- Buckets (3)

Set-up:

Buckets will be placed beside the far pylon. Each team gets 2 blue, 2 yellow and 1 green pipe. Each team will also get a golf ball, bouncy ball and marble.



How to Play:

1. The team is to line up in single file in front of the first pylon
2. The first five people will be holding a pipeline with the first person also holding the ball
3. The objective is for the team to successfully get the ball to the other pylon and place it in the bucket.
4. Once they are successful they run back to the start and line up again and grab the bouncy ball this time. The marble will be the last ball they do.

Rules:

- After the ball passes through a persons pipe, they must run and hand their piece of pipe to the next person in line and then go to the back of the line.
- If the ball drops you must go back to the start with the same ball.
- Students are not allowed to have the ball stop in their pipeline, it must continue moving.

Follow-up:

Return all of the equipment back to Miss Miller in the Girls Phys. Ed office.



EXERCISE AND MENTAL HEALTH: MORE GREAT REASONS TO GET MOVING

Catherine

Even periods of exercise as short as 10 minutes have been shown to impact mood states, though longer training programs over a period of many weeks or months are likely to provide more reliable benefits.



<http://blog.participation.com/participation/en/?p=1235>



SNOWBALL ALLEY

Developmental Goal: To develop strategic thinking and agility.

Equipment: Bouncy Balls, Cones

Game: As they are running, the other team attempts to roll the "snowballs" underhand and hit the runners below the knees.



<http://www.playworks.org/blog/game-week-snowball-alley>



Introducing...

CIRA Ontario Board Member

Kirstin Schwass



Kirstin Schwass has been a teacher for 19 years, the last 12 of which have been as an elementary physical education teacher in the Peel District School Board.

In 2002, Kirstin received Peel's Award of Excellence for outstanding contributions to public education. Kirstin holds a Bachelor of Physical Education and a Master of Arts in Psychology of Sport.

Kirstin is passionate

about helping children to lead active,

healthy lives and provides many opportunities for her

students to engage in physical activities both at school and in the community. She is the coordinator of Morton Way Public School's "Walk and Roll" program which encourages active means of transportation for getting to and from school in an effort to attain cleaner air, safer streets and healthy bodies. This program won the International Walk to School Award in 2005. Kirstin has contributed to the writing of several CIRA Ontario resources and is a regular workshop presenter. Every weekend in the winter, Kirstin can be found on the ski slopes coaching a ski racing team of young athletes. She has been involved in dryland and on-snow training for 30 years. In the last eight years, Kirstin has developed a passion for long-distance running and has completed many half and full marathons, including the Boston Marathon with her husband and son. Kirstin is an avid canoeist and enjoys wilderness canoe tripping with her husband and three children.

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

SCHOOL SPIRIT

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 the applicants discussed the way in which they promote school spirit.

School spirit is an important aspect of intramurals. There are many varieties of ways in which school spirit can be implemented into active programs. These can include assemblies, video montages, cheerleading, or the wearing of special clothing items. The following schools provide good examples of ways in which they have promoted school spirit for intramural activities.

Brisdale Public School: We promote special tournaments by having the finale as a special event itself where the finalist square off against each other in front of the entire school during special assemblies. Before the finale takes place, a video showing highlights of the tournament and all involved really hypes up the crowd to make for an intense final stage,

Trent University: We started introducing a Spirit Score system in all leagues which encourages all participants to display sportsmanship and respect for teammates, competitors, referees and staff. We will be introducing "Top Spirit" award to recognize teams that have displayed the best Spirit, and "Gold Star Spirit" to one team each year.

The York School: We started a new initiative called Action Day's. Students wear their house colours and house wrist bands, which increase their school spirit. Season Captains and assistant captains are responsible for increasing student spirit and making sure there is a lot of support. This includes making announcements during assemblies.

Edenbrook Hill PS: Like many schools, athletics can be a source of school pride. Students are very proud of their green Edenbrook Athletic shirts (which we have for teams and clubs) and wear them regularly at school.

There are many ways in which school spirit can benefit an intramural program. School spirit promotes community and gives support to those involved within the activities. Not only does this encourage the participants, it also encourages other students to join and become active within the program. For these reasons, it is important to create opportunities for school spirit to develop.

Further Resources for Spirit Activities

Spirit Couch

"Four students are selected to sit on the spirit couch during a basketball game. Students on the couch get free popcorn and pop from the concession stand."

Spirit Points

"At school pride assemblies, open with ice breaker competitions pitting students from different grade levels and staff against each other to earn spirit points. Points are recorded and publicized. This goes on throughout the year with a winner at the final assembly of the year. Other ways to earn points throughout the year could be food drive, fewest overview library books, fewest tardies in a month, most fans at a sporting event, etc."

For more from this source, visit:
http://www.wacaonline.org/resources_spirit.html

For further spirit ideas, visit:
<http://www.oakharborcheer.com/Spirit.html>

FUN-FOR-ALL CHALLENGE

2011 WINNERS

"A total of **13,342** participants from **33** different schools"
and the winners are...

ELEMENTARY

First – St Michael Catholic School
Second – Mary Street Community School

HIGH SCHOOL

First – Lindsay Collegiate
Second – E.C. Drury

POST SECONDARY

First – Redeemer University College

To view the **winning submissions** go to <http://www.ciraontario.com/ehr/page/challenges>:

TRY AGAIN NEXT YEAR

Host a fun, active event, for as many students as possible.
Video tape the excitement and send in your brief report by 15 November 2012 to be eligible.

For next year we have broadened the prize pool.
Prizes will be given for each of the following categories:

ELEMENTARY SCHOOL OR MIDDLE SCHOOL (K-8)

First Prize = \$500
Second Prize = \$400
Third Prize = \$300
Fourth Prize = \$200
Fifth Prize = \$100

HIGH SCHOOL (9-12)

First Prize = \$500
Second Prize = \$300
Third Prize = \$200

POST-SECONDARY

First Prize = \$500

To view the registration details for next year go to
<http://www.ciraontario.com/ehr/page/challenges>

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 Hilton

\$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

(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**