WEST OAK ATHLETIC COUNCIL

The West Oak Athletic Council is a great group of kids. Yes, that’s right, kids. The Council is made up of twenty-six students in Grades 4-8 (two representatives from each class) who work hard to create games for everyone to enjoy.

The program was created so everyone could have fun especially those that don’t get to participate in sports outside of school. The Athletic Council meets every month to plan activities. The program is offered to everyone in Grades 1-8, and arranged so that Grades 1-4 play one week and Grades 5-8 play the next. Grade 1 will play on Monday, Grade 2 on Tuesday, etc. The games are played at lunch recess. Grade 8 Council members explain the games and referee with adult supervision. Games include Gator Ball, Quidditch, Blanket Beach Volleyball, The Gatorade Challenge, Scooper 2003, and Skittles.

The Athletic Council has another program, Quality Daily Fitness or QDF. A new aerobic workout is created every two months. Each pair of class representatives is assigned to a class to perform these aerobic workouts during their gym time. After two months, the workout is changed. Athletic Council is also responsible for signing out recess equipment at all nutritional breaks.

“It feels great when we finish our QDF and we have the little Grade 1 & 2s come up to us and hug us, and say thank you. It is always a pleasure to attend those classes,” says Elnaz who is a part of the Athletic Council. “My friends and I used to come in and play games at recess because it was cold out. But the games are so great we come in to play whenever we get a chance!” says Sheena.

West Oak Athletic Council – A Great Group of Kids!
A Message from the President

On June 30, mid-morning, I began a 135 km bike trip on a beautiful sunny day. I love to bike. Last year I logged 3,500 kms and this past year included a long snowy winter in which I didn’t bike much. I wear a bright coloured shirt, cycling gloves, and a helmet with a rear-view mirror. I take along adequate nutrition and water. I did everything to protect myself. The weather was warm and I left with excitement in my blood! I had biked just under 3 kms and the next thing I remember is lying on a hospital bed getting x-rayed. I asked what had happened to me, and was told that a drunk driver riding a pick-up truck had hit me off my bike. I’ve spent the summer beginning a period of recuperation.

There are a lot of emotions that I went through this summer. The largest emotion is the shear joy of being alive. Related to that emotion is the gift of loved family members and friends. The second emotion is one of thanks. The prayerful and loving support of so many people carried me through the worst of my recovery and carries me today. Thanks folks!

I’ve had a lot of time to think this summer. One of the things I thought about was intramurals, and two things came to mind related to my accident. The first is that intramurals are such a fabulous opportunity to totally enjoy the gift of life, of today, of friends and of classmates. What an amazing opportunity and blessing. The second thing I thought of was the large responsibility intramural leaders have on ensuring the safety of the participants from things the players may inflict on themselves (using safe equipment which includes rubber chickens and gator skin balls), and also from injury others may cause (those that bully, those that make derogatory comments to others… ).

It will be awhile before I am able to physically ride a bike, and probably a little longer before I can emotionally get on a bike again but I love biking and plan to bike again and enjoy this amazing life we have been given. But how hard is it for an intramural participant to come out again when she is unsure why she is getting involved and then has her safety violated by someone else’s aggression or ridicule? May we encourage and protect all intramural participants to experience spirited and healing joy every time they come out.

John Byl
President, CIRA Ontario

ANNOUNCEMENTS!!

CIRA Ontario is thankful for the speedy recovery of John Byl following a bicycle accident at the end of June. John’s CIRA Ontario family wishes him continued success with his recovery.

CIRA Ontario is pleased to announce that in the first year of the organization’s Active Playgrounds project, 47 workshops were held across Ontario. Ten workshops were held in the north and two in eastern Ontario. Conducting workshops outside of southwestern Ontario has been a long-term goal of CIRA Ontario. Many thanks to Pat Doyle for his leadership and enthusiasm with the project. The project was made possible by a grant from the Ontario Trillium Foundation and will continue until March 2005. To find out more about how you can conduct a workshop in your area, contact the CIRA Ontario office.

Many thanks to Mohawk College student Rachel Durber for her efforts in the CIRA Ontario office over the past year. Rachel will continue her studies at Brock University. Best of luck.

CIRA Ontario is pleased to welcome Kelly Hare to the CIRA Ontario team. Kelly will assume the role of Office Assistant and can be reached at 905-575-2083.

The University of Western Ontario is looking forward to hosting the CIRA-Ontario Post-Secondary Student Leadership conference on January 23 and 24/04. Stay tuned to future editions of INPUT and the CIRA website for more information!

CIRA Ontario annually awards two deserving students with a $100 cash award in recognition of their outstanding contribution to Campus Recreation at Ontario Colleges and Universities. Look for further information in the next INPUT.

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Use new and innovative ways of advertising, selecting, and training staff to work within a recreation environment in a front-line capacity! Here’s a “tried and true” process that Western has been using for the past six years. The process includes a dynamic group interview format that gives the employer the opportunity to evaluate staff in a group-service environment. In addition, it allows the interviewer to see many different students in a relatively short period of time. Finally, it sees them in a more realistic environment than a one-on-one interview provides.

Goals of the Interview Format
The ultimate goal of this interview format is to hire the right candidate.
The group interview offers a unique environment to assess candidates’:
• Group Dynamics – ability to positively interact with others in a group setting
• Communication Skills
• Problem Solving Skills
• Customer Service Skills

Minor Goals of Interview Format:
In addition to the initial goals established for this process, the following goals are also realized:
Saves time – allows interviewer to see several candidates in a relatively short period of time
Begins training process – able to present overview of the recreation program and educate students
Candidates take it seriously – since candidates invest so much time in the interview process (and training process), they take their application seriously

Candidates’ Skill Set
Looking for candidates who demonstrate the following skill set:
• self-motivated
• above average interpersonal skills
• demonstrate good manners; polite
• above average computer skills
• extensive sport and exercise-related background (certification preferred)
• strong desire to give something back to the university community

• familiar and knowledgeable about the recreation facilities
• first aid and CPR certification

**Hiring Process**

1. Advertising
   • recreation web page
   • posters throughout facility
   • student employment service
   • Kinesiology undergraduate office
   • word-of-mouth from current staff

   Candidates must submit cover letter and resumé before established deadline to be considered for a position.

2. Resumé Evaluation
   • looking for candidates who demonstrate desired skill set

3. Group Interview
   • select 50-60 for group interview (dependent upon number of suitable resumes submitted)
   • conduct interview sessions with groups of 20-25 candidates

4. Individual Interviews
   • from group interview, further decrease group to 15-20 (depending on number of staff required)
   • able to now see candidates in traditional one-on-one setting

5. Mandatory Training Sessions
   **End of August:**
   • four-day mandatory staff retreat (other arrangements made for out-of-province students)
   • staff get to know one another
   • divide staff into groups and move around training stations; each focusing on a specific aspect of the facility
   **End of August and early September:**
   • schedule staff for shadow shifts
   • work one-on-one with current staff
   • more hands-on experience

   The goal is to have all new staff trained by September to better handle the incoming rush of the new school year.

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One Word: Unbelievable, HB Beal Secondary School

When asked to write something about HB Beal and our Intramural Program, funny moments and hilarious memories came flooding into my mind. Beal takes Intramurals very seriously; more fun is had in about forty-five minutes during lunch then the entire school day. Whether your sport is basketball, volleyball, hockey, badminton or soccer, Beal has an Intramural for you. If sports are not your thing, Beal also offers other types of activities. Sometimes people new to Beal get confused about who gets more excited about Intramurals? The teachers or the students? Everyone at Beal gets involved one hundred percent.

One huge school activity that Beal hosts is “Reindeer Games”. Imagine having peanut-butter spread all over your face, while someone with a handful of gummy worms tries relentlessly to stick them to your head. Or how about the indoor snowball fight where teams each have a garbage bag full off newspaper balls? The team with the cleanest corner after the “snowball fight” is the winner. During the games teams also make up cheers and earn points for teamwork, sportsmanship, creativity and spirit. In the end new friends are made, games are played, and everyone gets ready for the Christmas holidays with a smile on their face.

A huge part of Beal is athletics and our competitive, cooperative, and challenging athletic Intramurals are proof of just that. With team names like “The True Raiders”, “Team All Stars”, “The Rookies” and the staff favorite “The Staff Infection” how can you not be eager to get involved in the action? Almost every sport under the sun is turned into an Intramural at Beal. Sometimes we even invent our own sports to play. Almost everyday of the week, cries of victory and accomplishment can be heard coming from the gym.

Everyone remembers exactly how hard it is to come to high school for the very first time. Coming to a school almost triple the size of your elementary school can be pretty intimidating and stressful. The staff and students at Beal all know what this is like, so we try to help relieve some of that stress. The “Field Riot” is something of a tradition at Beal for grade nine students. Once a year all the grade nines are hyped up about a field day but have no idea of what to expect. How can they when this day is totally run by senior students. With games and activities named Pass the Rubber Chicken, Football Gear Relay and Elephant Walk it is a wonder they aren’t trying to escape over the track walls. The day gives the grade nines a chance to see what school spirit is at Beal really like, and takes off some of those “first year pressures”; not to mention meeting many new friends, and forging friendships that last throughout their high school years.

To say that Beal is something of a miracle if not stretching the truth at all, I have been coming to Beal for three years now, and everyday something new amazes me. To actually understand and witness Beal, you would need to be a staff member, student or a member of the community. It is almost like we are one big family, so many different types of people coming together to make one of the best high schools in the city, maybe even the Province. You are saying it all when you say Beal is unbelievable.

Peers Running Outdoor Play Stations

PROPS (Peers Running Outdoor Play Stations) was created to keep students active during recess time. This program encourages children to use their time productively in the schoolyard by helping them learn new and traditional games. PROPS has been proven to decrease the incidents of bullying and improve the environment on the playground. Most PROPS programs are run in the fall and spring. The PROPS leaders consist of trained older students who, not only know the games being played, enjoy playing and teaching them to younger students prior to implementing the PROPS program in the schoolyard. PROPS leaders are trained in a variety of leadership principles including teamwork, communication, fair play, and conflict resolution and safety awareness.

PROPS leaders are matched with a primary, junior or intermediate classroom. It is the responsibility of the PROPS leader to teach the active play games and mentor the class they have been paired with. PROPS leaders are responsible for making school wide
announcements, and actively participating at weekly assembles. Anything to get the student body moving! Some of the active assembles include teaching of the hand jive and an aerobic workout.

PROPS leaders teach the various games, but also ensure fair play of all students, correct aggressive behaviour, initiate enthusiasm, and referee or play the game along with the students. The average class size is 24 students. These 24 students respect the PROPS leaders and participate in the many activities.

PROPS at Adelaide McLaughlin Public School continued through the winter months. Many outdoor games were learned by the PROPS leaders and then taught to their respective classes. Even during the cold indoor recesses, many activities were incorporated into the classroom to create small space movement. PROPS leaders researched the games and taught the games during PROPS leader meetings. The games are then taught to students.

PROPS meetings are held with two supervisory teachers three times per week. The 25 PROPS leaders attended these meetings during lunch and before school. The purpose of the meetings were to learn new games, problem solve and to increase personal leadership skills.

The success of the PROPS program is largely due to the students who have continued the program. The PROPS leaders have kept the playground a safe and fun place to be at recess time.

Source: Leslie Welsh/Kristin Bugelli, Adelaide McLaughlin Public School

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**Recess Challenge**

Beginning late last fall, everyone at Chelmsford Public School participated on a voluntary basis in the Chemmy Dragon’s Recess Challenge. This is a walking/running activity held during the first and last recesses of each day. The playground has had a 200M area measured out which the student leaders set up at each recess. The students from junior classes (am recess) who choose to participate have a punch card and carry it with them while they walk or run around the “track”. As they complete one lap the student leaders punch out one of the numbers indicating which lap they have completed. After they have completed 25 laps, which is equal to 5 km, they receive a “Toe Token”. This is a small plastic foot which they can tie to their shoe laces or what ever they choose. As they complete each 5 km they gain another “Toe Token”. When they reach 25 km they receive a medal. As they complete 50km, 75km, etc. they receive another medal. Another incentive is that they receive a draw ticket for each 5 km and the chance to win various fitness, sport, and athletic prizes. The primary students use the same set up in the pm recess.

The Challenge has been highly successful with even kindergarten students participating. Sometimes they do the activity in Physical Education class because they like it so much. Many of our students have reached over 300 laps, even through the snow and cold of winter.

Source: Erica Carlson

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**Teachers Can Encourage Kids To Be Active**

Most school children, especially in the primary grades, take part in one physical education class per week which is not nearly enough activity, especially in the winter months when outdoor activities are restricted. Even though physical education classes may be few and far between, there’s a lot teachers can do in the classroom to encourage their students to be active. Health Canada produces the New Teacher’s Guides to Physical Activity for Children and Youth to help educators promote good health by incorporating physical activity into their daily routines in the classroom. In addition to class discussions, other recommendations for active school projects include:

**Estimate** how much physical activity is done by the class on a daily basis and set a class goal to reach by the end of the week and month

**Challenge** another class in the school to see which group can make the biggest improvement

**Take** the class on an active field trip, such as a nature walk or a treasure hunt

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The first function of a poster is to attract the attention of a passer-by. Then, the poster must launch a message at the observer that produces a reaction. This message must be clear and intense. A bad poster can have a great message, but this message is obscured by the poor design or production of the bad poster. For example, a black marker will write a catchy message on a blue piece of paper, but nobody will take the time to read it because it is very difficult to see.

Several basic rules of good poster design are:

1. A poster should communicate quickly and directly. It must be simple and to the point.
2. Creativity and originality are important because these qualities catch the viewer's eye. If the dance poster looks the same as all the other posters that you have used before in your school promotions, your intended audience will ignore it.
3. The prime purpose of a poster is to attract immediate attention and to transmit a simple message at a glance. (A person will spend less than EIGHT seconds reading your poster.)

4. The line, shape and colour used, as part of the overall design should not be confusing.
5. Designs should be kept to a minimum of shapes, using strong flat areas of colour. Limit your lettering to a single style or font on any one poster.
6. All elements of composition should relate to each other in their arrangement and proportion to give the finished poster a unified and complete image.
7. Your message must be readable from a distance. People should not have to treat your message like a magazine ad. They should be able to read it from across a hallway.

Remember that the three essential qualities of a good poster are: simplicity, unity and surprise.

The use and basic characteristics of a poster may vary; but if the poster is read for any length of time, the complete effect should be instantaneous. You want your message to have the best chance of being seen, so think of locations in your school that have the highest traffic flow. The facing walls at the bottom of stairwells and T-junctions of hallways are most effective.

Source: CASAA www.casaa-resources.net

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**ANNOUNCEMENTS**

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OPHEA's Active Schools Program awarded the grand prize for being the most active school to **Our Lady of Mount Carmel Catholic School** in Amherstview. The entire school won a pizza party sponsored by Pizza Pizza. For more information about the Active Schools Program e-mail activeschools@ophea.net.

Grade 6 students from **Loughborough Public School** won the TVO Kids Crawlspace Cup for writing an essay outlining how their school is one of the most physically active schools in Ontario.

CAHPERD's new Diamond Award was presented to **John Graves Simcoe Public School**. This top award goes to schools that offer daily physical activity with a minimum of 150 minutes of class time per week. For more information about the school recognition award program check out www.cahperd.ca.

Did you know the **Alberta Government** has mandated daily physical education classes of up to 30 minutes for Grades 1-12.
IN PU T— A Publication of CIRA Ontario

MORE ROCK, PAPER, SCISSORS!

In June, Students at Linden Park School in Hamilton were introduced to a variety of activities from CIRA Ontario's newest resource – Rock, Paper, Scissors. The resource will be unveiled at the upcoming OPHEA Conference. The book contains 27 warm ups, tag games, sport variations, group and individual games all using a rock, paper, scissors theme. To order a copy contact the CIRA Ontario office at cira.mohawkcollege.ca.

RPS Dodgeball
Objective: To be eliminated as rarely and for as short a time as possible.

Description:
Players play a game of dodgeball. All players may hit any other player with a ball.
If you have a ball, you must stand still, but pivoting is allowed.
If a player is hit, he must move to the out/save zone and wait for another player to be eliminated.
Two eliminated players play RPS and if a player wins out of three throws, she may re-enter the game. The opponent waits for someone else to be eliminated.

New RPS Resources available later this month!

ACTIVE SCHOOLS...
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For more information or to obtain free copies of Canada's Physical Activity Guides for Children and Youth and support resources – including the Teacher's Guides and interactive magazines – call toll-free 1-888-334-9769 or visit www.healthcanada.ca/paguide

Beat Boogie
Objective: To stay in rhythm and move to the far end of the gym.

Description:
The gym is divided into four areas, and everyone begins at level one.
Music starts and to the rhythm of the music, players challenge someone to RPS.
Winners dance to the rhythm to the next level.
Players who tied or lost dance to a new partner in the same level.

Keep the rhythm:
Beat, beat, beat, throw, dance, dance, new partner...
OR
Beat, beat, throw, dance, dance, new partner...
Choose a pattern that fits the music.

Ha Ha
Objective: To have a player’s partner run.

Description:
Partners face each other and play RPS. The loser runs to the penalty line (end of court, mid-court, or another pre-determined line) and back. When they return they play their partner again and the loser runs again.
Play as a warm-up activity.

Variation: Instead of running, players do something else (five push-ups, ten sit-ups...). Also try RPS Crash Mat, where the winner runs and jumps on a crash mat at the opposite end of the gym, then runs back to play against a new opponent.

MEETING TIP
Do the fun stuff at the beginning of your meeting. This will make those people who are late realize that they miss something if they don't arrive on time.
Source: www.casaar-resources.net

ACTIVE ASSEMBLIES
At Morton Way Public School, school assemblies are held on a regular basis, usually twice per month. As the students, staff and guests enter and exit the gym, they are invited to participate in various routines to music. The routines can also be done while seated. The music is well received and the students enjoy engaging in these activities. Some of the routines are easy to learn by following the leader at the front of the gym. Others are learned in music class or during our “Active Playground” days, where the stereo is brought outside to encourage activity and dance. The music helps to keep the students focused. If the assembly is lengthy, the principal asks for a “body break” where everyone can, once again, stretch and get active.
Source: Kirstin Schw aas, Morton Way Public School

BASIC IS BACK!
Be Active Schools Initiative Challenge (BASIC) is not only back but the initiative is growing. Last January, six elementary schools joined a pilot program for incorporating daily physical activity into the school day for all of their students. This September five additional schools have joined the pilot.

BASIC schools work towards ensuring that each student participates in at least 30 minutes of moderate to vigorous physical activity every day. Eventually the goal is for all students in the Kingston area two local school boards to benefit from the same opportunities for improved health and learning. For more information, contact Anne MacPhall, hearts@work coordinator at 549-1232, ext. 117.

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Group Interview Format

1. Introduction
   • introduce interviewers to group
   • usually have two or three senior student staff to assist with groups

2. Mixer Activity – Bingo!
   • draw up a Bingo card and each blank space identifies something about the students in this interview session
   • students seek out your fellow interview candidates and if one of the listed pertains to them, ask them to sign their names (legibly) in the appropriate place on their Bingo card (even though more than one item may be relevant to any person, only one blank spot should be signed)
   • the first person to complete three rows is the “winner” (give away prizes such as t-shirts, key chains, etc.)

3. Outline Agenda and Overview of Sports & Recreation Services
   • indicate to candidates that this is an opportunity for them to get involved at a deeper level, to make a difference in their university community and to begin to fulfill their own potential.
   • give general overview of Sports & Recreation Services (i.e. what is offered, how many people access the facility, the type of service and environment staff strive to provide)

4. Group Activity #1
   • problem solving exercise
   • looking for candidates’ communication skills, problem solving skills and ability to work with others

5. Group Activity #2
   • customer service scenarios
   • looking for candidates’ customer service skills and experience in fitness facility

Sample Scenarios:
Give a brief explanation of how your group would handle the following situations and why (point form is fine):

1. A customer, who has never been to your facility before, comes in and is interested in purchasing a membership.
2. A member violates facility rules (e.g. does not put weights away; brings bags, coats, etc. into the weight room). How would you approach him/her about this?

3. You are serving a customer at the counter and the telephone rings. All other staff are busy dealing with customers as well. What do you do?

Looking for more great ideas such as this interview process? Plan to attend the CIRA-Ontario Post-Secondary Student Leadership Conference this fall!