

# North Carolina Intramural Sports Handbook



Active Living Through  
Sports

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## I. Overview

*Bobby has been immunized against every disease ... except inactivity. When Bobby started school this past year his parents made sure that all his immunizations were up-to-date. But to stay healthy, Bobby needs something else - physical activity.*

Increasing demands on public education coupled with shrinking resources have resulted in a prioritization of educational objectives at all levels. The past decade has seen an increasing emphasis on academics and a reduction in extra-curricular opportunities like health, physical education and physical activity at the elementary, middle, and high school levels. An increasing propensity of obesity, however, and the increasing costs of sedentary living has prompted government officials at national, state, and local levels to re-evaluate the value of physical education and physical activity in our schools.

A recent study commissioned by 'Be Active North Carolina Inc.' shows that physical inactivity and other unhealthy lifestyle choices are costing the state more than \$24 billion each year. The combined cost of physical inactivity, excess weight, and type II diabetes among North Carolina's children is estimated to be at least \$38.16 million. The report also found that over three quarters (76%) of children did not participate in even moderate physical activity on five or more of the past seven days. As a result, Lieutenant Governor Bev Perdue commented, "we must spend our energy and funding upstream: on prevention programs that keep adults and children healthy and that instill the value of a healthy, active lifestyle." (<http://www.beactivenc.org/mediacenter/economicreport.cfm>)

Several states, including North Carolina, have responded with legislation that requires a health and physical education curriculum and a minimum amount of physical activity time during the school day. An excellent example of a recent policy change here in North Carolina is the recent amendment of the Healthy Active Children Policy approved by the North Carolina State Board of Education. A key component of the revision includes "a minimum of 30 minutes of moderate to vigorous physical activity shall be provided by schools for all K-8 students daily" and "structured/unstructured recess and other physical activity ... shall not be taken away from students as a form of

punishment“.. Although increasing physical activity requirements represents an excellent first step towards achieving a more active, healthier, and less obese population, without structured program alternatives, guidelines, and instructor training we run the risk of diminishing the value of this opportunity. Having students participate in classroom and recess physical exercises may achieve numerous short term benefits and will likely improve student's performance on grade specific academic requirements.

These activities, however, do little to promote life long physical activity. A structured physical education curriculum followed by opportunities for students to practice and test their skills is much more likely to have long term impacts on physical activity patterns and general health and well-being.

### **Program Purpose**

The purpose of this proposed initiative is to develop and pilot test a program that would help North Carolina Middle Schools meet new physical activity standards in a way that promotes life long physical activity and healthy living. The basis of the initiative is an intramural program that would be designed to help students develop or refine skills in a variety of sport and non-traditional activities. Intramural sports, unlike interscholastic sports, are designed to supplement the regular physical education program by providing opportunities for students to participate in a variety of activities that allow for exploration of individual skills and talents in an inclusive student-centered environment. Schools ought to provide sufficient intramural sport opportunities to ensure that all students/children meet the recommended guidelines for physical activity.

### **Purpose of this Manual**

This manual provides guidelines for the organization and administration of an after school intramural program for North Carolina's middle and elementary schools. The philosophy guiding the program places an emphasis on voluntary participation, student leadership, and enjoyment for all participants. Other than being limited to students from a specific school, the National Intramural Sports Council (NISC) of the National Association for Sport and Physical Education, an association of the American Alliance for Health,

Physical Education, Recreation and Dance suggests three characteristics of an after-school intramural physical activity program:

1. **Inclusion:** Every student is given an equal opportunity to participate regardless of physical ability.
2. **Challenge By Choice:** Activities are intended to be voluntary in nature, i.e., the student has a choice of activities or participation.
3. **Student-Centered:** Students have the opportunity to be involved in the planning, organization and administration of programs. Such involvement should be age-appropriate and under the supervision and guidance of a qualified adult.

## II. Goals of the Intramural Program

Based on the 'Guidelines for After-School Physical Activity and Intramural Sport Programs', the NISC recommends the following goals:

- Provide an opportunity to participate in sport and physical activities without regard for high performance, skill or ability.
- Provide activities in a safe and professionally supervised environment.
- Nurture healthy competition, enjoyment, fair play, and teamwork.
- Establish a student-centered program that considers the needs and interests of all students.
- Enhance social interaction and reduce student conflict.
- Provide opportunity for co-ed physical activity participation.
- Provide opportunities for students to experience a variety of physical activities that will contribute to an active lifestyle and enhance their leisure time.

The philosophy behind this intramural manual and program is also guided by the value of Fair Play. The following fair play principles were proposed by Byl (2002).

### Five Fair Play Principles:

1. **Give everyone an equal chance to participate** - Design activities or change rules to ensure that everyone participates equally. For example, have students play soccer while sitting on scooters or play floor hockey with a small piece of carpet under each foot so players have to shuffle rather than run.
2. **Respect the rules** - Communicate and post rules in a visible location.

3. **Respect officials and their decisions.** - Publicly recognize the important work of officials and ensure that all students respect their positions at all times.
4. **Respect opponents** - Teach respect for opponents. Consider having each team pick someone from the opposing team who best represented fair play.
5. **Maintain self-control at all times** - This requires ongoing monitoring by leaders and supervisors.

### III. Why is the Intramural Program Important?

An Intramural Program






uses

Carefully Selected Activities

to help produce

A Physically Competent Individual

who possesses

| Physical Skills  | Physical Fitness   | Knowledge & Understanding  | Social Skills   | Attitudes & Appreciations   |
|--|--|--|---|---|
|  |  |                |  |   |
| Enable participation in a wide variety of activities.                              | For an active healthy lifestyle.   | Of physical and social skills, physical fitness, and the relationship of exercise to well-being. | Promote acceptable standards of behaviour and positive relationships with others.   | Encourage participation and enjoyment of physical activity, physical fitness, a positive self-concept & respect for others. |

*Adapted from Carlton & Stinson (1983)*

## IV. Types of Activities

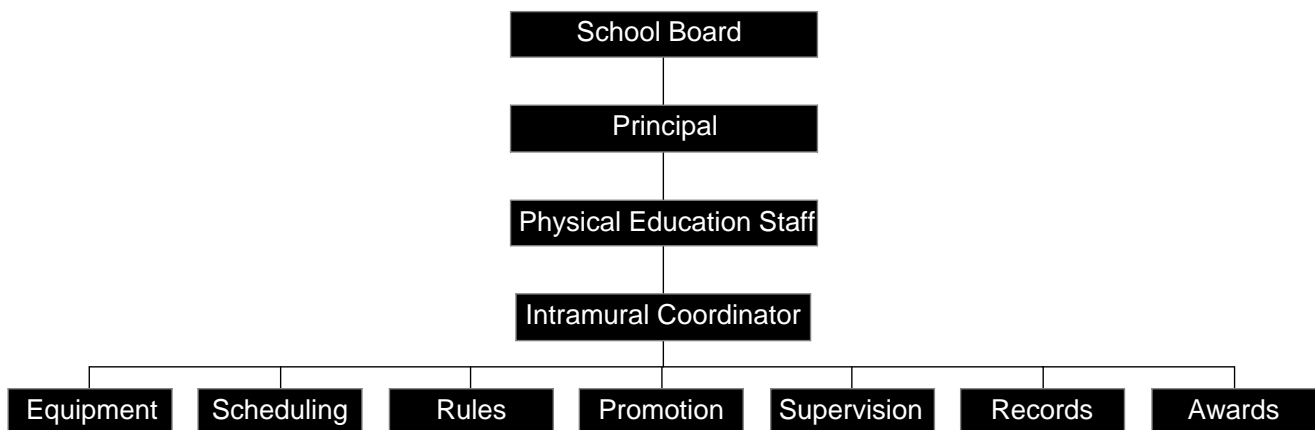
The program of activities should include competitions in various sports, clubs, self-directed activities, open gym, special events, field trips, instructional and practice opportunities. Guidelines for selection should include (National Intramural Sports Council, n.d.):

- Providing opportunities for inclusion for males, females, and co-educational participation;
- Organization that facilitates full participation for all students in all activities;
- Activities should meet the needs of all skill levels and physical abilities, including students with disabilities;
- Modification of activities so that they are appropriate to the age, physical development and skill levels of individual participants. In some cases, height and weight may be of more importance than age or grade level in determining groupings for team and individual competition;
- Leagues may need to be established based upon low, moderate, and high skill levels;
- Specific rules and regulations should be established that assure equal opportunity, fair play, and safe participation;
- Activities should reflect student interest and provide challenge, enjoyment and moderate to vigorous activity for all participants (Sport For All).

## V. Organization and Administration

- Intramurals should be considered an enhancement of the school's physical education curriculum.
- Schools should provide for physical activity opportunities for students outside the physical education program. Intramural programming does not replace a physical education curriculum, but provides an outlet for learning achieved in physical education classes.
- Intramurals should be directed by professional educators, have access to adequate facilities and equipment, ensure safety of participants, and be adequately funded.
- A student leadership program should provide input into selection of activities and policy development and enforcement.
- Grouping of students during activities should be based on age-appropriate activities as well as considerations for skill and maturity level. (Canadian Intramural Recreation Association, 1980; National Intramural Sports Council, n.d.)

### YEAR 1 - Introduction of Program and Intramural Coordinator

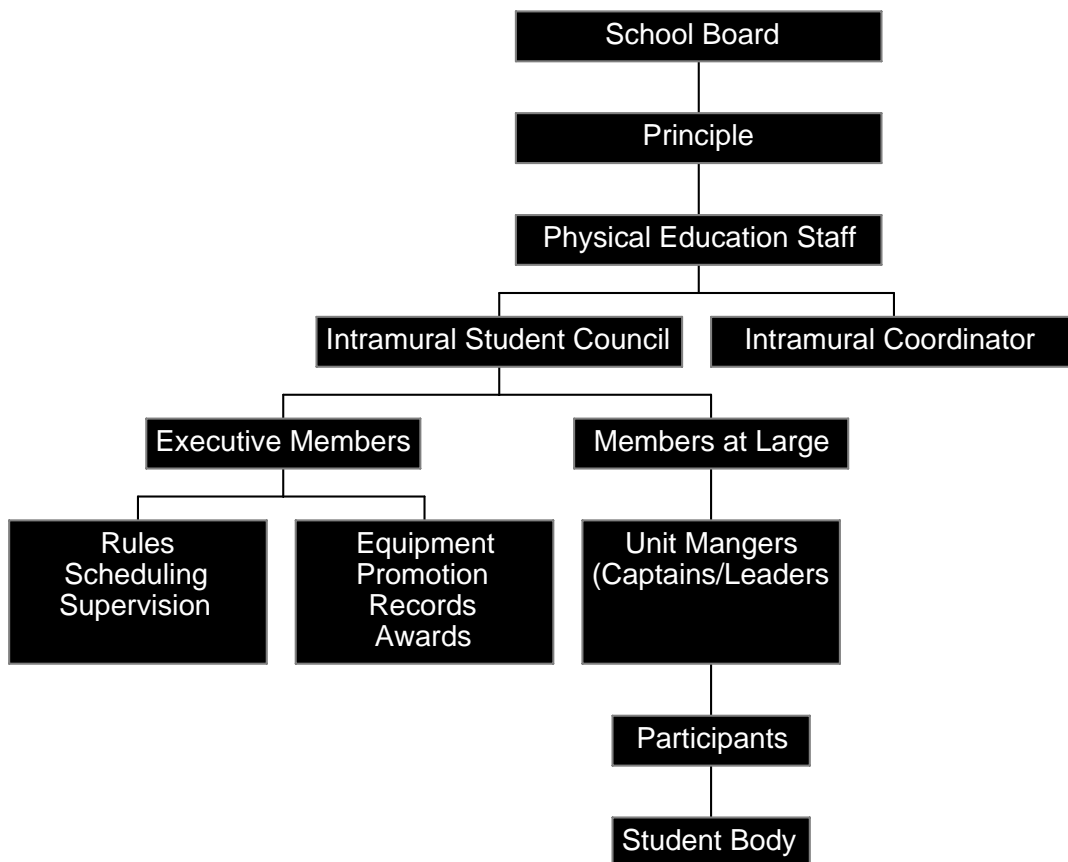


### YEAR ONE DETAILS TO CONSIDER

- Designate one teacher to be the Intramural Coordinator.
- Involve students as both participants and volunteers in the first year (set up fields, promote programs, communicate results, help with planning, equipment, etc...).

- Involve Caretakers/Custodial Staff in maintenance of equipment, sweeping gyms, lining fields, etc...
- Develop a budget (see SECTION XIV).
- Suggest using the homeroom system to coordinate teams/sign-ups.
- Use homeroom teachers to make announcements about the program as well as coordinate the sign-up and registration system.

## YEAR 2 - Introduce Intramural Student Council



## YEAR TWO DETAILS TO CONSIDER

- Develop responsibilities for the Intramural Student Council (ISC).
- Recruit students to be on the ISC.
- Train the ISC to be able to handle assigned responsibilities.

- Evaluate strengths of program from year one as well as areas that need improvement.

## Intramural Student Councils

The Intramural Student Council (ISC) is a group of students (either volunteers or selected) who help lead and implement the intramural program (Byl, 2002) under the guidance and supervision of the intramural coordinator. There are a number of ways to determine the ISC composition, each with its own pros and cons:

| <b>ISC Composition Options</b>                  | <b>Pros</b>                              | <b>Cons</b>   |
|---|--|---|
| <b>Volunteers</b>                               | More students buy in to the program      | May have too many members   |
| <b>Student Elections</b>                        | Helps build excitement about the program | Most popular students may be elected rather than the best leaders |
| <b>Application/Handpick Teacher Recommended</b> | Assures high quality students            | Some students who wish to participate may be left out             |

## Responsibilities of the ISC

The following are typical responsibilities of ISCs (Byl, 2002):

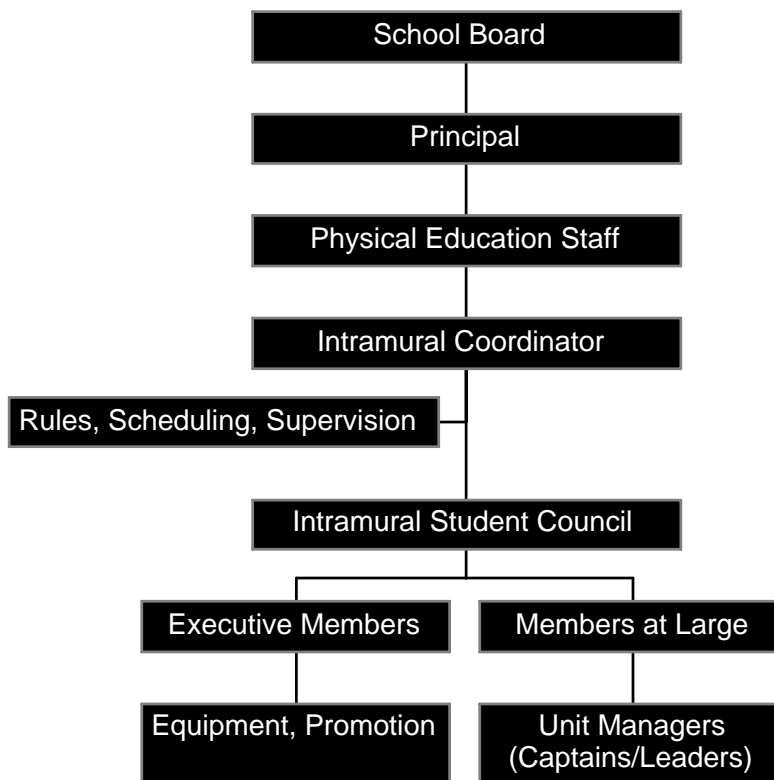
- ◆ Advise the intramural coordinator about the types of activities and events that students most like;
- ◆ Take on the role of event convenors/coordinators and help organize and implement many specific events and leagues;
- ◆ Help with the promotion of the program including keeping bulletin boards up to date and making announcements in classrooms;
- ◆ Be responsible for equipment sign-out and any other responsibilities deemed to be appropriate by the intramural coordinator.

The intramural coordinator would likely want to meet with the ISC on a weekly basis to discuss upcoming events, delegate responsibilities, as well as to provide any necessary training or instruction for the ISC members.

In addition to the ISC, some schools also have Parent Council's. This council could:

- ◆ Provide insight as to how the intramural program is going based on discussions with their children;
- ◆ Help with fundraising efforts;
- ◆ Offer expertise in the areas of officiating, leadership, marketing, etc...

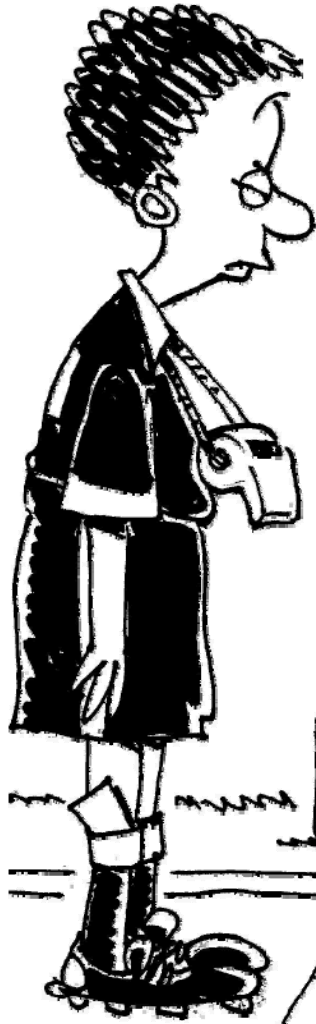
### YEAR 3 - Introduce Officials & Increase Areas of Responsibility Assigned to ISC



### YEAR THREE DETAILS TO CONSIDER

- Expand responsibilities for the Intramural Student Council (ISC).
- Train the ISC to handle these new responsibilities.

- Depending on philosophy of the program recruit, train, and schedule officials.
- Evaluate strengths of program from year two as well as areas that need improvement.



## VI. Organizing Students into Units of Participation

There are a variety of ways to organize students into different groups ranging from open participation, house systems, home rooms or team and individual sign-ups. Regardless of the method, you should use the following guidelines.

### Always Remember to...

1. Maximize participation;
2. Make it as simple as possible - both for students and administration;
3. Ensure equality of skill and playing level;
4. Be ready to re-organize teams as needed.

### Program Structure Options

| Method                        | Comments  | Pros   | Cons  |
|-------------------------------|---|--|---|
| Open or Drop-in Participation | Easiest way to organize students into groups. Specifies the grade levels for activities and then attendance is open to anyone from that grade who wishes to participate. Pick-up games are also another form whereby students organize themselves into groups during free or open gym time. | <ol style="list-style-type: none"> <li>1. Voluntary participation - students are free to attend, or not - they can come one week but not the next;</li> <li>2. Minimal administration/ organization required - no league schedules, little promotion, or standings to keep.</li> </ol> | <ol style="list-style-type: none"> <li>1. Lack of meaningful participation - if too many students show up, allowing everyone enough playing time will be difficult;</li> <li>2. Pressure on the intramural coordinator - must be prepared with games that can accommodate a few players but also many.</li> </ol> |

| <b>Method</b>  | <b>Comments</b>  | <b>Pros</b>  | <b>Cons</b>   |
|--|--|--|---|
| <b>Team or Individual Sign-ups</b>                                 | Allow students to form teams or participation units with their friends.  | <ol style="list-style-type: none"> <li>1. Greater sense of ownership - students feel more connected to one another, greater camaraderie and likely fewer cancellations.</li> </ol>   | <ol style="list-style-type: none"> <li>1. If students that tend to be more athletic sign up as a team then unbalanced teams, lopsided results, and the omission of shy or less skilled students is the result.</li> </ol> |
| <b>Individual sign-up but Intramural Coordinator creates teams</b> | The best way to ensure competitive equality is to have the intramural coordinator assign teams by spreading out the best players over several teams. | <ol style="list-style-type: none"> <li>1. Individual sign-ups could allow students to rate their own abilities and indicate whether they are interested in being a team captain.</li> <li>2. Permits intramural coordinator to group students into teams based on self-rated ability level.</li> <li>3. This method allows for more timid students to sign up and participate.</li> <li>4. All students who sign up, regardless of their skill level or popularity get to be on a team.</li> </ol> | <ol style="list-style-type: none"> <li>1. Since students may not know their team mates they may not show up or drop out if they are not getting to play with their friends.</li> </ol>                                    |

| Method   | Comments  | Pros   | Cons  |
|--|---|--|---|
| <p><b>House System</b></p> <p><i>NOTE: House lists should be balanced by gender, grade level, and competitive level. Intramural coordinators should scrutinize the house lists and make any adjustments necessary before finalizing them</i></p> | <p>A house is an organizational unit in which participants are assigned by dividing the student body into several large groups. Students are divided into houses and participate as house teams, or participate for their house when participating in individual/dual activities (i.e., singles or doubles tennis). Students can be organized into houses in a variety of ways:</p> <ol style="list-style-type: none"> <li>1. students are randomly assigned to one of a number of houses in which they will participate during the year. The number of houses will depend on the size of the student population - but should typically be at least two houses per grade level so that there would be at least two teams in each grade that could participate with one another;</li> <li>2. alphabetically by surname;</li> <li>3. or by birth date.</li> </ol> | <ol style="list-style-type: none"> <li>1. Since students will be playing others they don't know, but who share their interests in a particular sport or activity, students have the opportunity to meet their peers, form new relationships and create new friendships. This may ultimately lead to greater school cohesion and/or unity.</li> <li>2. Administration is relatively straight forward when forming houses, and should guarantee a set number of teams when scheduling leagues or tournaments.</li> </ol> | <ol style="list-style-type: none"> <li>1. random assigned to houses may result in displacement of friends.</li> <li>2. Students may feel reluctant to contact other team mates they don't know and therefore choose not to participate.</li> <li>3. keeping each house involved, organized and motivated requires staff time and students leadership</li> <li>4. Communication with houses is not as easy since the only time houses would be together would be during intramural participation.</li> </ol> |

| Method                                    | Comments  | Pros  | Cons   |
|---|---|---|--|
| <b>Homeroom/<br/>Classroom<br/>System</b> | Similar to the house approach, students are grouped into teams, or houses, based on their homeroom class. | <ol style="list-style-type: none"> <li>1. Easiest formats administratively as students are already grouped into their homeroom classes.</li> <li>2. Since the homeroom class meets first thing in the morning, communication is simplified - schedules are easily distributed and announcements can be made within each homeroom.</li> <li>3. Could accommodate more than one team from each homeroom.</li> <li>4. If the homeroom is smaller than the house, then cohesiveness could improve as students might be able to better identify with a smaller group.</li> <li>5. Allows homeroom teachers to become involved and a facilitator in the process.</li> </ol> | <ol style="list-style-type: none"> <li>1. Since homerooms usually consist of less than 40 students, house teams will have fewer available players. So, if there is not enough interest from the homeroom to form a team then students who are interested will not get to participate. Depending on the size of homerooms, two or more homerooms could be combined to overcome this problem.</li> </ol> |

For administrative ease and the other benefits listed, this manual recommends that students be grouped into teams based on the homeroom classroom system but also recognizes that other strategies may be required depending on the activity, time of day, etc...

## **VII. Facilities & Equipment**

Adequate facilities and equipment are critical to support the success of physical activity programs. Programs may be modified and adapted to meet the budget and space available. Basic guidelines include (from National Intramural Sports Council, n.d.):

- Facilities should be adequate to meet the needs, interests and number of students participating.
- Safety standards must be considered and met for each activity in the program; all damaged equipment should be repaired or discarded.
- The amount of equipment depends upon specific programs, but should meet the needs of participants so that programs can serve the maximum number of participants under established safety standards.
- Equipment should be modified according to age, size and/or physical ability of the participants, as well as the facility and activity.
- Regular inspections should be implemented to assure safety for all activities.

### **Organize Equipment:**

- Assess and use all available resources.
- Be innovative (i.e. use volleyball nets for indoor tennis).
- Establish routines for distribution and control.
- Develop system for maintenance and care of equipment.
- Where possible select good quality equipment.

It is important to be resourceful with the facilities and equipment that your school has, consider alternative uses of facilities and equipment and work with your community in securing additional facilities and equipment if need be.

### **Some Additional Notes:**

- Use all available facilities (gyms, hallways, empty classrooms, stages, multi-purpose rooms, etc...).

- Paved school parking lots make great surfaces for hockey and other sports.
- Outside gym walls make good walls for handball or other wall related sports.
- Have a volunteer or a member of the ISC act as equipment manager & outline her/his duties:
  - develop inventory list of equipment,
  - identify items in need of repair or replacement and make minor repairs,
  - label equipment with school name and a number,
  - develop organization system for proper storage of equipment.



## VIII. Scheduling

The key to scheduling is to minimize 'sit time'. Keep games timed, the need for substitutions to a minimum, and courts/fields to a smaller space (allowing more students the opportunity to play). While elimination of participants may sometimes be necessary try to incorporate activity alternatives for students and teams that have been eliminated from play (i.e., small games that promote practice or skill development). By keeping student active, even when eliminated from competition, your programs will be more successful in meeting the North Carolina 30 minutes of physical activity requirement.

### Some Additional Notes:

- Stress activities that maximize participation - that is where the largest numbers of students can participate.
- Keep the activity ratio high by having many teams, limiting the number of subs, using smaller courts, having shorter games, or adapting activities to maximize participation.

There are also a variety of ways to schedule leagues and/or tournaments including: round robin, single elimination, double elimination, or challenge tournaments (Canadian Intramural Recreation Association, 1980).

|             | Pros  | Cons   |
|-------------|---|--|
| Round robin | 1. Equal number of games for all teams<br><br>Most valid winner is determined | 1. Requires a lot of time to complete a single round if there are a lot of teams |

|                       | Pros  | Cons   |
|-----------------------|---|--|
| Single elimination    | 1. Quick determination of a winner  | 1. Teams are eliminated after one loss.<br>2. Eliminates those who could really benefit from the playing experience.<br>3. Potentially creates a more competitive atmosphere by stressing 'winning or you're out'    |
| Double elimination    | 1. Every team plays at least two games.<br>2. Overcomes disadvantage of being eliminated after one bad game | Same as single elimination   |
| Challenge tournaments | 1. Ladder positions could be used to determine ability level of participants for seeding purposes           | 1. After determining initial position, there is little movement within the ladder.<br>2. Requires students to schedule matches which may just result in friends playing one another and some students being left out |

## Round Robin Schedules

Since the goal of the intramural program is to maximize student participation while ensuring that individuals and teams play one another an equal number of times, the round robin format is typically the most desired. However, when there are a large number of individuals or teams, the intramural coordinator may wish to create either two or four 'pools' or 'groups' and then use the round robin format within those groups.

### EVEN Number of Teams

If there is an even number of teams (e.g., 6) then:

- There will be N-1 number of rounds (e.g., 4 teams, 4-1=3 rounds)
- The number of games =  $\frac{N(N-1)}{2}$

Where N = The number of teams

- So, for 6 teams:  $6(6-1)/2 = 15$
- Assign numbers or letters to teams and post the schedule to look something like:

| Round 1 | Round 2 | Round 3 | Round 4 | Round 5 |
|---------|---------|---------|---------|---------|
| 1 vs. 6 | 1 vs. 5 | 1 vs. 4 | 1 vs. 3 | 1 vs. 2 |
| 2 vs. 5 | 6 vs. 4 | 5 vs. 3 | 4 vs. 2 | 3 vs. 6 |
| 3 vs. 4 | 2 vs. 3 | 6 vs. 2 | 5 vs. 6 | 4 vs. 5 |

Note:

- Within the first round, teams are listed in order down the first column (1,2,3) and then continued in order up the next column (4,5,6).
- In round 2, team 6 from the second column is brought to the team 2 position in the first column, team 2 is bumped down, team 3 across to the next column, then teams 4 and 5 up one spot within that second column.
- This process is repeated until scheduling is complete.

If there were 8 teams then you could:

- Keep all 8 teams in one group, and have each team play each other. The disadvantage is that this would require 7 rounds to complete with four games per round.
- Run a partial round robin where all 8 teams remain in the same group, but every team only plays some of the other teams in the league. The advantage of this is that the intramural coordinator can specify the

number of rounds required based on the number of games for each team.

- Divide the teams into two groups and run a round robin based on 4 teams per group to look like:

**Group A: Teams 1-4**

| Round 1 | Round 2 | Round 3 |
|---------|---------|---------|
| 1 vs. 4 | 1 vs. 3 | 1 vs. 2 |
| 2 vs. 3 | 4 vs. 2 | 3 vs. 4 |

**Group B: Teams 5-8**

| Round 1 | Round 2 | Round 3 |
|---------|---------|---------|
| 5 vs. 8 | 5 vs. 7 | 5 vs. 6 |
| 6 vs. 7 | 8 vs. 6 | 7 vs. 8 |

**ODD Number of Teams**

If there is an odd number of teams (e.g., 5) then:

- There will be the same number of rounds (e.g., 5 teams, 5 rounds)
- The number of games =  $\frac{N(N-1)}{2}$

Where N = The number of teams

- So, for 5 teams:  $5(5-1)/2 = 10$
- Assign numbers or letters to teams and post the schedule to look something like:

| Round 1   | Round 2   | Round 3   | Round 4   | Round 5   |
|-----------|-----------|-----------|-----------|-----------|
| 1 vs. BYE | 1 vs. 5   | 1 vs. 4   | 1 vs. 3   | 1 vs. 2   |
| 2 vs. 5   | BYE vs. 4 | 5 vs. 3   | 4 vs. 2   | 3 vs. BYE |
| 3 vs. 4   | 2 vs. 3   | BYE vs. 2 | 5 vs. BYE | 4 vs. 5   |

### Note:

- Instead of giving a team a bye, you could have another team play twice that day so that each team would get one extra game (i.e., 5 games opposed to 4).

### **Additional Considerations:**

- If there is a small number of teams then you might consider running a double round robin in which each team plays each other team twice.
- To try to develop groupings of equal skill level or playing ability, you might choose to create smaller groups (say of 4 teams), then run a round robin with shortened games and then re-group the teams based on the following:

League 1 - teams that did not win any games

League 2 - teams that won one game

League 3 - teams that won two games

League 4 - team that won all three games

### **Single Elimination**

While it is not recommended to use single elimination formats for league play (since individuals or teams are eliminated after one loss), this may be a desirable format for playoffs once league play has concluded.

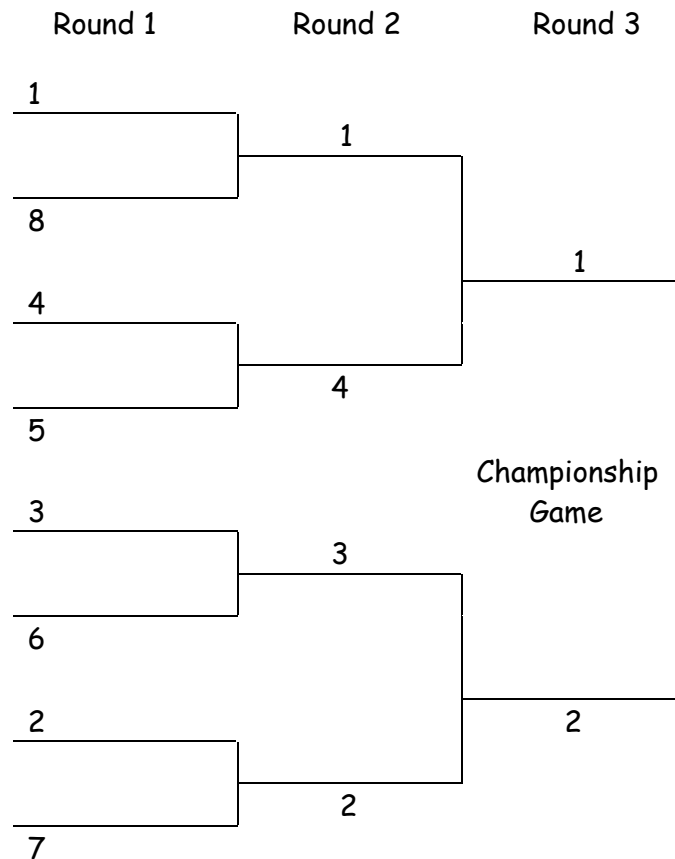
### **Considerations:**

- Teams need to be seeded based on their league standings.
- Should the highest two seeds continue to advance in the single elimination format, they should not meet until the championship game - as a result, these two teams should be placed as far as possible from each other in the single elimination bracket.
- The number of games is equal to  $N-1$  where  $N$  = the number of teams.

- The number of rounds is equal to 2 to the power of ? so that it equals N or the closest number above N. For example:

- 2 teams =  $2^1 = 2$  rounds
- 3-4 teams =  $2^2 = 4$  rounds
- 5-8 teams =  $2^3 = 8$  rounds
- 9-16 teams =  $2^4 = 16$  rounds
- 17-32 teams =  $2^5 = 32$  rounds
- 33-64 teams =  $2^6 = 64$  rounds

The following is a sample single elimination bracket based on 8 teams ranked 1 through 8.



For detailed examples of single elimination and other bracket formats refer to: Byl, J. (1999). *Organizing successful tournaments, 2<sup>nd</sup> ed.* Champaign, IL: Human Kinetics. Tournament scheduling software is also available from a variety of companies and websites.

## IX. Promotion

One of the main reasons for non-participation in intramural sports is a lack of awareness. As a result it is important for intramural coordinators and those involved with the intramural program to plan a variety of promotional activities designed to change the school environment to a more physically active atmosphere.

### Promotion Has Three Major Functions

1. *Create Awareness* - This can be as simple as making students aware that there is an exciting and fun intramural program at their school.
2. *Informs* - After making students aware about the intramural program you need to tell them how to participate. This information includes such things as specific activity or event times and locations, the benefits of participating and so forth.
3. *Elicit a Response* - An effective promotional campaign encourages students to act, that is to go to the intramural director and sign up for an activity.

### Five Common Characteristics of Effective Promotion (Byl, 2002)

1. **Details** - Promotions about the intramural program should address the following questions:
  - ◆ How do participants join?
  - ◆ Where do they go?
  - ◆ What do they do?
  - ◆ If an event, what will it be?
  - ◆ Where will it be held and when?
  - ◆ Who is eligible to participate?
2. **Inspiration** - Once the details are covered students need to be inspired to sign-up. Promotion should focus on the fun that participants have while participating in intramurals, developing friendships, getting to know others, forming relationships etc...This

might also be a good opportunity to use a catchy slogan to help convey the message behind the program and inspire students to participate.

3. **Consistency** - Regardless of the visual image, slogan, logo, etc... that you use for the intramural program, it should be a consistent feature on all promotional materials (i.e., a photographic image, a program logo, a slogan, a mascot, or even color).
4. **Visual Appeal** - Effective promotions should catch people's attention which can be done through the use of color photographs or other visual images.
5. **Timeliness** - Promotion efforts need to be continually updated and should give students as much advance notice as possible (preferably two weeks) about upcoming events.

## **Types of Promotion**

1. Bulletin and Sandwich Boards - this should be a 'high traffic' area in the school and should serve as a centralized location for the latest information about the intramural program. Byl (2002) also suggests the following components for an effective bulletin or sandwich board:
  - Large colorful heading: INTRAMURAL PROGRAM
  - Slogan, mascot, or other tool that builds familiarity through consistency and communicates the purpose of the intramurals.
  - Current events
  - Schedule of activities
  - Relevant rules
  - Up-to-date results
  - Officials schedules (if using officials)
  - Upcoming events (how to sign up, who, what, when, why, and where?)
  - Photos of participants in action

Bulletin and sandwich boards should also include:

- Past activities - fun times, happy memories

- Present activities - what's happening
- Future activities - something to look forward to
- Photographs of participants/events - good sports, good attitudes, officials, etc...
- Posters that emphasize participation
- Articles about activities, skill improvement, strategies, training etc...
- Cartoon characters or Olympic Athletes encouraging 'Fair Play'
- Some slogan's that encourage fair play include:
  - It's not whether you win or lose but how you play the game!
  - Play hard, play fair, nobody gets hurt!
  - Friendship first, competition second!
  - Your opponent is your partner. Without them there would be no game!
  - If you are a participant, then you are a winner!
  - It's nice to be important, but it's more important to be nice!
  - Have you participated today?
  - Good sports are good for sports!

Bulletin boards are also a good location to post information about the benefits of physical activity, or have weekly sports, health, nutrition, or physical activity statistics or even weekly trivia contests, and information about local community events.

2. Live Promotions - Since these formats are live and involve students interacting with other students, teachers, or the intramural coordinator, they have a dynamism and energy that other forms of promotion do not (Byl, 2002). The following are all possibilities for 'live' promotions of the intramural program:

- Homeroom Announcements
- Presentations
- P.A. Announcements
- Videos
- Student Assemblies
- Instructional mini-clinics covering the basic rules, etc...
- Student-teacher games
- Parent - teacher meetings

### 3. Print/Computer Promotions -

- Posters
- Fliers
- Newsletters
- Website
- Email

#### Additional Notes:

Byl (1999) suggests using simple and creative ways to promote the program. If you want to stress that the program is fun, use wild posters and wacky PA announcements. If the program is about being inclusive, then use pictures of all kinds of people. If the program is about respect, then establish fair play awards as a key part of the program. Byl also suggests that you could have the intramural student council carry a turnip with them for a day. When asked why they are carrying a turnip, they can say "to announce the next great intramural event, and they should 'turn up'."

## X. Points Systems

"Many highly successful intramural programs are administered without utilizing a point system. They achieve excellent success by stressing good public relations, communication, and student, teacher and administrative involvement (Canadian Intramural Recreation Association, 1980)

The philosophy guiding this manual emphasizes participation and the values of: friendship, fair play, and mutual respect. Therefore, the goal of the points system is to:

1. keep it as simple as possible,
2. award points based on the philosophy of the program (i.e. fair play).
3. award points based on participation and not achievement (i.e. wins and losses),

One idea to consider is to keep track of points based on the organization system you selected from "Section VI. Organizing Students into Units of Participation" and hand out awards at the end of the year to the 'homeroom classroom' or 'house' that earned the most points.

- **Year 1:** No points system.
- **Year 2:** Simple point system that is easy to track and rewards fair play and participation.
- **Year 3:** Working with the Intramural Sport Council, you may choose to develop a more elaborate point system based on achievement, especially if officials are introduced this year.

### A. Fair Play Points

Teams could be awarded points based on the value of fair play based on the following fair play principles from Byl (2002):

- a) Respect the rules,
- b) Respect officials (if using officials) or supervisors,

- c) Respect opponents - could have each team pick one player from the opposing team who best represented fair play, or have each team rate the other based on fair play,
- d) Maintain self-control at all times.

## B. Participation Points

### i. Based on participation:

- Points are awarded for individual or team participation,
- Number of points awarded should reflect the amount of time required to participate in that activity,
  - 5 points/student per day for each hour participating in:
    - -dual/individual activities (i.e. singles vs. doubles handball), or
    - -self-directed activities (i.e. running club after school)
  - 10 points/game for team activities

### ii. Based on a percentage of participation:

- Points may be awarded on a percentage basis based on who actually turned up versus who signed up to participate in that activity.

For example, If one team had 12 students sign-up or register but only 8 showed up one day for their game then:

$$\frac{8}{12} = 75\%$$

Therefore, this team would only receive 75% of their 10 points/game for team activities, so 7.5 points out of 10.

Additional recommendations for points systems (Canadian Intramural Recreation Association, 1980):

- Keep the point system as equitable, fair, and especially simple as possible.
- The point system should be guided by the philosophy of the program (i.e. participation and fair play vs. winning and losing).
- The teaching staff/intramural coordinator should determine the points system in year one, and consult with the ISC in subsequent years.
- The point system should be maintained by volunteers in year 1, and the ISC in subsequent years.
- The point system should be kept up-to-date.
- Point totals by 'homeroom' or 'house' should be posted to maintain interest and participation in the program as well as friendly competition between homerooms.
- Game sheets should be developed that account for accurate recording of the points system.

## **XI. Awards**

Awards can contribute to the success of the intramural program and can also serve to help reinforce the philosophy of the program. Based on the points system awards could be given out for:

- the team that received the highest fair play ratings,
- the team that received the most participation points,
- both an individual girl's and boy's overall aggregate based on dual/individual participation,
- an individual after each game could be presented with a fair play certificate,
- the homeroom or house that received the highest fair play ratings,
- the homeroom or house that accumulated the most participation points,
- the volunteer, official, or intramural sports council.

In the spirit of promoting fun in the intramural program, awards can also be humorous such as:

- Deflated Ball Award: Awarded to students who accidentally broke some equipment;
- Red Face Award: Awarded for the most embarrassing situations in an intramural event or activity;
- Eager Beaver Award: Awarded to the participant who gave the most conscientious effort throughout the year (Byl, 2002).

### **Participation Awards**

All students could also be given a certificate prior to the start of the intramural program and after each game or different activity they could be given a sticker acknowledging their participation. Or, the intramural coordinator, student volunteers or the ISC could keep track of students' participation, affix stickers to certificates that they keep in their possession and then distribute these certificates at the end of the year. The student with the most sticker laden certificate could be presented with an award at the end of the year.

Creative arts, computer, and home economics classes could be used to help create awards for the intramural program. The *Intramural Series - Junior High School Intramurals* manual published by the Canadian Intramural Recreation Association suggests the following awards:

**Standard Awards:**

- T-shirts
- Pennants
- Trophies
- Crests/Badges
- Plaques
- Buttons

**Creative (and typically less expensive) Awards:**

- Gold spray painted: home made trophies, plaques, athletic shoes or equipment.
- Broken equipment mounted on stained blocks of wood and sprayed
- Sculptures made in art classes.
- Certificates, photographs, or honor rolls posted on the Intramural Bulletin Board.
- Explore opportunities to integrate community organizations and businesses into your intramural program through gifts in-kind (i.e., gift certificates, merchandise, etc.)

## **XII. Regulations**

### **Health and Safety of Participants**

Based on the "Guidelines for After-School Physical Activity and Intramural Sport Programs", the NISC recommends the following to help ensure the health and safety of participants:

- All activities should be structured to ensure that safety requirements are met including consideration of each participant's readiness for the activity based upon age, skill, and physical condition.
- All participants should have medical clearance to participate.
- Medical problems that may affect participation should be communicated to the program leader. Medical clearance should be reaffirmed on a periodic basis.
- Locker rooms should be supervised with clear rules for student behavior.
- Parents must provide informed consent.
- Written policies are available outlining procedures for accident prevention, management of injury situations, reporting, and notification of parents/guardians in the event of an emergency.
- Immediate first aid must be available from trained providers any time the program is in progress. First aid equipment must be available on-site, be part of the budget for the program, and be regularly monitored.
- Communication in emergency situations must be available.
- Pupil/teacher ratio must be 4 to 1 or better.
- Students must be supervised at all times.

### **Eligibility**

- All students in the school should be eligible to participate.
- Students can only play on one team per sport.

### **Dress/Attire**

- Clothing appropriate to the activity should be worn including proper footwear.

- All jewellery, especially earrings, rings, bracelets and watches, and necklaces should be removed.

### **Forfeits, Postponements, and Protests**

- A minimum number of players for different activities should be established and if that number is not met then the game would be forfeited.
- Guidelines should be established for postponing games due to unforeseen circumstances or interruptions in the intramural activity schedule.
- The intramural coordinator should also establish protocols for dealing with protests.

### **Equipment**

- Establish guidelines for equipment use, check-out, repair, replacement, etc...

## **XIII. Intramurals For All: Creating Inclusive Activities**

All students should have the opportunity to participate in the intramural program, but often times including children with disabilities can pose special challenges. The intramural program should be inclusive, maximizing participation and providing appropriate challenges to all ability levels.

Students with significant physical disabilities require a variety of supports in order to participate in the intramural program. Activities need to be modified and individualized to the student's ability level. Assistance should be provided only to the degree to which it is needed. Students need to be allowed to take appropriate risks and to make choices as much as possible.

### **Getting Started:**

1. Contact parents to learn more about the student's disability and abilities.
2. Identify safety issues.
3. Set realistic expectations for the student.
4. Modify the program as necessary.

### **Classmates Roles:**

Able-bodied classmates can play an important role by understanding the limitations and finding creative ways to include and assist those with disabilities to participate fully.

**Modifications that Work** (from Canadian Association for Health, Physical Education, Recreation & Dance, n.d.):

Activity modifications for the student with a disability can be incorporated within the regular activity routine. For example,

- Students with low vision will find it much easier to identify team members if they wear brightly colored pinnies.
- Students on crutches can be designated to take the throw-ins during soccer games.

- Students in wheelchairs can play zone defense in a basketball game, rather than player-to-player.

***Equipment:***

- Lighter, softer, and larger balls will slow games down to allow more time to execute a skill.
- Shorter, lighter bats and racquets give greater control to those with less arm strength.
- Choosing larger goals or target areas reduces the number of misses.
- Beanbags instead of balls, makes catching and throwing easier for students with limited use of their hands.
- Partially deflated balls allow dribbling and kicking to be done by those with slower reaction times.

***Skills:***

- Substitute wheeling for running, rolling a ball off a lap for kicking, striking a soccer ball with a floor hockey stick instead of a foot.
- Simplify games by having students toss a ball and catch it rather than asking that they bounce it.
- Use props to enhance your students' skills, such as a towel to extend a student's reach in a game of tag.

***Distance/Space:***

- Use a smaller playing area for players whose movement ability is impaired.
- Lower targets or move them closer to make them more accessible.
- Reduce starting or finishing points to make the competition more equitable.
- Assign team members tasks that suit their abilities, e.g. a student in a wheelchair could be the pitcher, the goalie or the designated foul shooter.

Additional resources for teaching and facilitating inclusive physical education & intramurals can be found in "Teaching, Responding, & Communicating Inclusive Physical Education" published by the NC

Department of Public Instruction  
([www.ncpublicschools.org/curriculum/health/resources](http://www.ncpublicschools.org/curriculum/health/resources))

### **Limited English Proficient (LEP) Students**

Limited English Proficient (LEP) students are similar in most ways to students whose heritage language is English: they learn at different rates, have various interests and characteristics and different personalities, and bring vast differences in background knowledge and experiences to the learning situation. All are unique. However, language and culture add other dimensions to their uniqueness.

Problems may surface because these learners may use another language at home as they are learning English at school. Thus there may be a psychological "pull" between two worlds; these students often feel that their native language is "wrong." Because self-concept is influenced by the attributes of others, negative attitudes from family, friends, and school personnel may result in LEP students feeling isolated and overwhelmed with the new environment, new sounds, and new culture. Many times we even mispronounce their names and don't bother to learn them. This hampers the learning environment for the LEP student. Physical education teachers must be flexible, willing to learn and grow, able to adapt and accept LEP students, and value others' languages and cultures.

Many cultures have an entirely different view of physical education and sports, including the role of the teacher, coach, and student; the environment for learning and playing; as well as the equipment used for participation.

### **TEACHING STRATEGIES**

To support teachers in choosing effective strategies to use in working with Limited

English Proficient students in their classes, the following suggestions are provided. It is important to remember that strategies may be introduced, extended, and expanded at all levels according to the interests and abilities of the learners.

For all levels, be sensitive to the culture of the activity and be sure to include intramural activities that do not discourage participation of the student. Understanding and being sensitive to the needs of students who are

learning English as a second language is important. These students may know very little about American sports or skills, so physical education teachers should not assume so. Using effective strategies to support them as they learn physical education will help ensure an environment that will provide successful experiences for LEP students. Providing or allowing the LEP students to share activities from their culture could be a win-win for all students.

**At the beginning English level, teachers may:**

1. Provide opportunities for students to hear and practice language in context with others. (Students need to talk and listen to each other to practice sorting out of inflection, stress, intonation, and accent.)
2. Provide a learning buddy or mentor
3. Involve parents and community members; cultural exchange builds understanding
4. Categorize words and ideas, which provides "hooks" for learning
5. Provide opportunities for students to learn and respond to the usual classroom directions, for example, "raise you hand", or "get into squads" and
6. Use repetition and consistency in instruction and gestures.

**At the intermediate level, teachers may:**

1. Set reachable goals and expect students to be accountable
2. Encourage students to ask questions to clarify their understanding
3. Obtain background information about language and culture to avoid embarrassing situations
4. Speak clearly and at a normal pace with normal stress and intonation
5. Check for understanding, as early clarification paves the way for success
6. Present key words and ideas orally, demonstrate skills or use other visual aids before introducing a new concept or skill, and
7. Use diaries, journals, or picture collages.

**At the advanced level, teachers may:**

1. Provide examples when making assignments for book reports, class logs, lab, reports, and research assignments; a visual goal helps with understanding
2. Use cooperative learning groups and partners when learning a new skill

- or game to demonstrate, and
3. Ask students to explain what they have heard or read and where they have seen words, phrases, or situations; this provides opportunities for expanding ideas and oral expression. This is especially true for learning words that carry a double meaning like "fine". Someone can be fine and someone can be fined.

**Generally, and across all subject areas, teaching LEP students requires**

1. Knowledge of language development and language acquisition;
2. The ability to adapt content to students' needs and levels of learning;
3. A willingness to learn about cultural differences and similarities;
4. Flexibility and sensitivity;
5. A philosophy that learning takes place in every situation and in every environment;
6. A belief that everyone learns from mistakes and from one another;  
and
7. An encouraging, nurturing attitude.

Understanding and being sensitive to the needs of students who are learning English as a second language is important. Using effective strategies to support them as they learn and be active daily.

For more information on working with LEP students in activity settings, visit [www.ncpublicschools.org/curriculum/health/resources](http://www.ncpublicschools.org/curriculum/health/resources) for a brochure, "Limited English Proficient (LEP) Students in Physical Education" published by NC Department of Public Instruction.

## **XIV. Budgeting**

To ensure the growth and development of intramural middle school programs, the intramural coordinator needs to be familiar with budgeting techniques and capable of defending a proposed budget. A properly prepared budget should accomplish the following (Carey, 1983):

1. Provide a general statement of the financial needs, resources, and plans of the program, including an outline of all program components and their costs and any allocations for personnel and facilities;
2. Inform administrators of the amount money spent, revenue sources (if any), and the costs of achieving the goals of the program;
3. Help promote standardized and simplified operational procedures by classifying all expenditures and requiring specific procedures for approving these expenditures;
4. Serve as a means of evaluating the success of the program (Carey, 1983, p.25).

Budgets should be prepared and developed in a way consistent with the format used by the county district school boards. Two common examples include line-item and program budgeting which are briefly described below.

### **Line-item**

This format allocates a specific dollar amount on a line-by-line basis to each expense listed in the budget. These expenditures can also be grouped into "object of expenditure classes" such as: equipment, awards, promotion, personnel, etc... The focus of the line-item budget is one inputs - that is those resources needed to operate the intramural program.

### **Program**

Like the line-item budget, the program budget lists expenses line-by-line but further breaks down these expenses based on activity functions or major program areas. For example, the intramural coordinator's salary (and other salaries and expenses) would be allocated to the various programs based on the amount of time (or money) spent in that area (team sports, clubs, ropes course, dual/individual activities, etc...). This breakdown allows for

comparisons of expenses between programs and allows for an evaluation of where resources are being directed.

The most common budget items include: equipment, promotional supplies, awards, facilities, and any personnel related costs.

## XV. Evaluating the Intramural Program

The National Intramural Sports Council's position paper on "Guidelines for After-School Physical Activity and Intramural Sport Programs" recommends that intramural programs should be evaluated on a continuous basis. Areas to be evaluated include:

- Objectives
- Safety
- Programming
- Organization / Administration
- Facilities / equipment
- Student response

The results of the evaluation process allow for modification of objectives, planning and implementation of program needs, justification for budgets, and program changes.

The process of intramural evaluation involves five steps (Byl, 2002):

1. Considering the mission and goals of an intramural program;
2. Looking at the results;
3. Measuring the difference between intention and reality;
4. Explaining the differences;
5. Considering revisions to either the mission or the implementation of the intramural program.

Program evaluations should ask participants questions about the following (Canadian Intramural Recreation Association, 1980).

### Programming:

- Are participants satisfied with activities and events?
- Are activities and events run well?
- If given the chance, what programming would participants add or remove? What would they change?
- If last-minute problems occur do event and convenors know what to do?

### Budget

- Is the cost of activities reasonable?
- Is there something that the intramural department should be spending more money on?
- Is there something that the intramural department should be spending less money on?

### Promotion

- Do participants know about activities and events? Enough ahead of time?
- Are promotional materials clear and understandable?
- Do they inspire participants to get involved?
- Is the program website or bulletin board useful?

### Awards and Prizes

- Are the intramural awards and prizes positive incentives for wholesome participation in intramural events?
- What parts of the intramural program should awards and prizes be added to?
- What current awards and prizes should be improved? How?
- What current awards and prizes should be diminished in importance? How?

### Officials

- Are officials effective?
- Are they objective and fair?
- Do they contribute to the fun of the activity or event, or do they strictly enforce the rules?

### Mission

- Do participants know what the intramural mission is?
- Do the intramural department and activities represent and fulfill that mission?

- What should be the prime goals of intramurals?

### Tournaments and Leagues

- Is the structure effective?
- Is it fair?
- Does the schedule work?

### Leadership

- Are program staff helpful and informative?
- Are they available?
- Are they well informed about the activities and events?

### Policies

- Do participants know about the program policies?
- Are they fair?
- Which areas of intramurals should have policies to encourage broader and more positive participation?

In addition to asking participants about the various components of the program, the intramural coordinator should consider the following key questions when evaluating the overall program:

- |  |  |
|--|--|
| • Is the intramural mission being satisfied? | • How can safety be improved?                    |
| • Has the program stayed within budget?      | • Is fair play evidenced throughout the program? |
| • Could more revenue be raised?              | • Do officials handle players satisfactorily?    |
| • Is participation high?                     | • Is the programming calendar effective?         |
| • Is participation inclusive?                | • Are employees happy in their jobs?             |
| • Are promotions effective?                  | • Are people volunteering to help                |
| • Are sport and activity rules               |  |

- |   |   |
|---|---|
| <p>effective?</p> <ul style="list-style-type: none"> <li>• Are intramural policies and procedures working well?</li> <li>• Have there been any injuries?</li> </ul> | <p>out?</p> <ul style="list-style-type: none"> <li>• Are last minute problems bogging down events and activities?</li> <li>• Are officials satisfied with the program?</li> </ul> |
|---|---|

**Complete Evaluations should include (Canadian Intramural Recreation Association, 1980):**

**The Participants**

1. Do they enjoy participating every time?
2. Do they participate on a regular, active basis?
3. Do they always exhibit good sportsmanship, consideration and respect for their opponents?
4. Do they participate voluntarily, or due to peer or teacher pressure?
5. Does the program emphasize the individual and his/her total improvement through participation?
6. Do all students have an equal opportunity to participate or do your leagues and tournaments provide some opportunities for the skilled players to obtain an "unfair" participation advantage?

**The Program**

1. Are your philosophy, aims, and objectives up-to-date and in written form?
2. Is the program the responsibility of one person who is knowledgeable and enthusiastic about it?
3. Are students responsible for the day-to-day organization and administration of the program?
4. Do all workers in the program have job descriptions?
5. Are the regulations governing the program (such as eligibility, behavior of participants, etc.) up-to-date, in written form, available and posted?
6. Are rules for each activity in harmony with your philosophy and up-to-date?

7. Are all portions of your program well publicized, even your philosophy, aims, and objectives?
8. Are all your intramural activities challenging, stimulating, and varied enough to interest all students in activities of their choice?
9. Are your intramural activities safe for all participants?
10. Are your intramural activities reasonable in cost?
11. Do the activities in your program satisfy your aims and objectives?
12. Do you offer an intramural program with a balance of non-structured play opportunities, sports clubs, leagues, tournaments, meets, co-recreational fun days, and mini-clinics?
13. If you use points, do they emphasize participation?
14. If you use awards, are they inexpensive - made perhaps by the participants?

## **XVI. Activities in the Intramural Program**

### **A. Activities (National Intramural Sports Council, n.d.)**

The program of activities should include competitions in various sports, clubs, self-directed activities, open gym, special events, field trips, instructional and practice opportunities. Guidelines for selection should include:

- Providing opportunities for inclusion for males, females, and co-educational
- participation with organization which facilitates full participation for all students in all activities;
- Activities meet the needs of all skill levels and physical abilities, including students with disabilities;
- Modification of activities so that they are appropriate to the age, physical development and skill levels of individual participants. In some cases, height and weight may be of more importance than age or grade level in determining groupings for team and individual competition;
- Leagues may need to be established based upon low, moderate, and high skill levels;
- Specific rules and regulations should be established that assure equal opportunity, fair play, and safe participation;
- Activities should reflect student interest and provide challenge, enjoyment and moderate to vigorous activity for all participants (Sport For All).

The next section of this manual suggests a variety of team, dual/individual sports, and clubs as possible activities to include in the intramural program.

### **B. Team Activities**

## TRADITIONAL SPORTS

| Sport  | General Considerations   |
|--|--|
| <p><b>Basketball</b></p> <p><i>Play regular five-person basketball using regular rules, few subs, and consider allowing substitutions at any stop in play or during play from a designated spot, usually near the middle of the court.</i></p> | <ul style="list-style-type: none"><li>• Can vary the number of players - from three to six depending on the size of the court.</li><li>• Suggest using a running time system or play to a set number of points in order to speed up play.</li><li>• Could also adjust the court size (i.e. play half court) in order to maximize the number of students playing.</li></ul> |

| Sport  | General Considerations   |
|--|--|
| <p><b>Football</b></p> <p><i>Play a variety of football games using smaller teams consisting of four to six players modifying the rules as needed. Use few subs and consider having defensive and offensive substitution systems. Some common modifications to football you may also wish to consider are:</i></p> <ul style="list-style-type: none"> <li>• <u>Flag football</u> - Players wear belts with flags. Defensive players grab the flag of the offensive player with the ball in place of a tackle. Can play using a timed 'rush the passer system' (e.g., count to ten steamboats) or with no rush in which the passer has 10 seconds to throw the ball.</li> <li>• <u>Touch football</u> - using flag football regular rules but defensive players must touch the offensive player with the ball with either one hand or two in place of grabbing the flag. Limit touches to below the shoulders (i.e. no head touches) and prohibit 'slapping', 'hitting' or 'pushing' type touches. One or two handed touch football has the advantage of not requiring extra equipment in the form of belts and flags.</li> </ul> | <ul style="list-style-type: none"> <li>• Limit the number of players per team.</li> <li>• Consider using smaller field sizes with smaller teams in order to play more games at the same time.</li> <li>• Limit the number of downs (plays).</li> <li>• Offensive teams advance the ball by running or passing. A play stops when the defensive team grabs the flag or touches the offensive player with the ball with one or two hands.</li> <li>• Recommend no blocking. If blocking is permitted - allow blocking at the line of scrimmage only with no blocking above the shoulders or below the waist. Or, restrict blockers from using their hands or arms, similar to setting a pick in basketball.</li> </ul> |

| Sport   | General Considerations   |
|---|--|
| <p><b>Hockey</b></p> <p><i>Play using regular hockey rules, few subs, and allow substitutions during play from a designated spot, usually near the middle of the hockey court. Also suggest playing five or six aside (including goalie) as having too many players can become a concern as the playing space becomes congested with hockey sticks. Two different formats for hockey you may wish to consider are:</i></p> <ul style="list-style-type: none"> <li>• <u>Outside/asphalt hockey</u> - using regular rules and played with either a tennis ball or soft plastic hockey ball, with surface marked off with pylons, chalk, or ropes laid on the ground. Use shoot-ins (similar to throw-ins in soccer or in-bounding the ball in basketball) when the ball goes out of bounds or face-offs.</li> <li>• <u>Indoor floor hockey</u> - using same rules and played with a similar ball, but no out-of-bounds (unless there's an area of the gym that needs to be sectioned off for safety reasons). Also suggest using hockey sticks with plastic blades to protect the gym floor surface.</li> </ul> | <ul style="list-style-type: none"> <li>• Can vary the number of players - from five to six depending on the size of the field/court.</li> <li>• Suggest using a running time system or play to a set number of goals in order to speed up play.</li> <li>• Use larger goals (if available) to increase scoring.</li> <li>• Could also adjust the court size (i.e. play half court or across the width of the gym) in order to maximize the number of students playing.</li> <li>• Goalies must wear face masks and other protective equipment. Sticks must be kept below the waist and cannot be used to hit other players or their sticks.</li> <li>• Absolutely no body checking.</li> <li>• Players are not allowed in the opposing goalie's crease.</li> </ul> |

| Sport   | General Considerations   |
|---|--|
| <p><b>Soccer</b></p> <p><i>Play using regular soccer rules, few subs, and consider allowing substitutions at any stop in play or during play from a designated spot, usually near the middle of the field. Also suggest playing six on six, or seven vs. seven, as too many players are uninvolved in the play, and the field/court space is too large for regular eleven player a side soccer. Some common modifications to soccer you may also wish to consider are:</i></p> <ul style="list-style-type: none"> <li>• <u>Indoor soccer</u> - using regular rules but teams are allowed to use the end walls and side walls. Use kick-ins, instead of throw-ins when the ball hits the ceiling, basketball nets or any other protruding objects from the wall that are at a certain height or disrupt the flow of the game. Also suggest using a nerf ball in order to prevent damage to the gym.</li> </ul> | <ul style="list-style-type: none"> <li>• Can vary the number of players - from five to seven depending on the size of the field/court.</li> <li>• Suggest using a running time system or play to a set number of goals in order to speed up play.</li> <li>• Use larger goals to increase scoring.</li> <li>• Could also adjust the court size (i.e. play half court) in order to maximize the number of students playing.</li> <li>• In addition to using a regular soccer ball, you might want to consider using a smaller beach ball or the bladder of a soccer or basketball.</li> </ul> |

| Sport  | General Considerations   |
|--|--|
| <p><b>Softball</b></p> <p><i>Play using regular softball rules. Some common modifications to softball you may also wish to consider are:</i></p> <ul style="list-style-type: none"> <li>• <u>Soccer softball</u> - Using a soccer ball (or utility ball) instead of a softball, the pitcher can either roll the ball to the batter to kick or the batter can kick a ball placed at home plate. Hitters/base runners can either be tagged out by the player with the ball, thrown out at first base, or hit below the waist when running the bases.</li> <li>• <u>Tennis softball</u> - Using a tennis racquet and a tennis ball, the pitcher can either one bounce the ball to the batter to hit with the tennis racquet or the batter can hit the ball from home plate. Regular softball rules apply after the ball is hit.</li> <li>• <u>Frisbee softball</u> - A Frisbee is thrown by the batter as opposed to hitting the ball. Regular softball rules apply.</li> </ul> | <ul style="list-style-type: none"> <li>• Suggest having teams pitch to themselves.</li> <li>• Limit the number of pitches.</li> <li>• Have a mercy rule (i.e. a fixed number of runs before the other team comes up to bat) or consider allowing each player to hit once during an inning and the inning is over after all players in the rotation had a turn at bat.</li> <li>• Consider using a small utility ball in order to make it easier for batters to hit.</li> </ul> |

| Sport  | General Considerations  |
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| <p><b>Volleyball</b></p> <p><i>Play regular six-person volleyball using regular rules, few subs, and rotate after each serve. Some common modifications to volleyball you may also wish to consider are:</i></p> <ul style="list-style-type: none"> <li>• <u>One Bounce volleyball</u> - using regular rules but teams are allowed to let the ball bounce once on their side before hitting the ball back to the other team. This allows players more time to prepare to hit the ball and also allows for the opportunity to keep the rally alive if there is a miss-hit.</li> <li>• <u>Big Point volleyball</u> - using regular rules but points are based on how many total hits each team had during the rally with the team winning the point receiving points equal to the number of total hits from each team. This adds more excitement to the game as some serves end up being worth much more than one point. This format also encourages teams to use three hits on their side. One sub from each team can also be involved to keep track of the number of hits for each rally.</li> </ul> | <ul style="list-style-type: none"> <li>• Suggest allowing teams to score on each other's serve (rally scoring) in order to speed up the game or use timed games.</li> <li>• May need to adjust the net height depending on the grade and/or the height of the students.</li> <li>• In addition to a regular volleyball, you might want to consider using a beach or nerf ball, or perhaps the bladder of a soccer or basketball.</li> <li>• Could also adjust the court size (i.e. play half court) in order to maximize the number of students playing.</li> </ul> |

| Sport  | General Considerations  |
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| <p><b>Whiffle Ball</b></p> <p><i>Played with a whiffleball and plastic bat, teams usually consist of four (4) players. A regulation game shall consist of five (5) innings, or no new inning shall begin after (specify time here: e.g. 30 minutes) has elapsed from the start of play. If the time limit has elapsed and the inning in progress has been completed with the score remaining tied; the game will remain a tie. During playoffs, games tied at the end of regulation would be completed in their entirety. Teams must rotate in a new pitcher every inning. Each pitcher must complete an inning or give up four runs before a reliever can take over. Any player can relieve. Runners cannot play off base and cannot leave base until the ball is hit. Fielders cannot play directly behind the pitcher. Maximum of 10 runs per team, per inning (except for the final inning). Other than these general game rules, regular softball/baseball rules apply.</i></p> | <p><u>Offence</u></p> <ol style="list-style-type: none"> <li>1. Runners cannot play off base and must tag before advancing on fly ball outs.</li> <li>2. A batter may not lean in front of the AutoUmp target (A standing target behind home plate used to determine strikes if pitched balls hit it, or balls if pitches miss it) . If the batter is hit by the pitch, he or she has the option to take their base. If the batter does not elect to take a base, the pitch is ruled a ball.</li> <li>3. Any foul ball that does not stay in the Pickoff Pocket is ruled as a foul ball.</li> <li>4. A batter can get a ground-ruled double by bouncing the ball over the fence and a ground-ruled triple by hitting the fence in the air.</li> </ol> <p><u>Defence</u></p> <ol style="list-style-type: none"> <li>1. Regular baseball rules with 2 additions: Once the runner rounds third and crosses the <b>Run Line</b> located between third base and home plate, a fielder may throw him/her out at the plate by hitting the AutoUmp target on the fly or on the bounce before the runner crosses the plate.</li> <li>2. Any throw that misses the target is still in play unless it rolls beyond the backstop. If the throw lands in the Pickoff Pocket</li> </ol> |

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|  | <p>before the lead runner scores, all runners are out.</p> <ol style="list-style-type: none"> <li>3. On any strike that stays in the AutoUmp Pickoff Pocket, (foul-tipped or otherwise) all base runners are ruled out.</li> <li>4. A strike is any pitch that hits the AutoUmp target in the air. Three strikes is an out.</li> <li>5. A ball is any pitch that misses the target. Four balls is a walk.</li> <li>6. Infield Fly Rule: With a force situation and less than two outs, a fielder may <b>not</b> intentionally misplay a pop fly.</li> <li>7. Indoor Fly Rule: When playing indoors, any fly ball that hits the rafters or ceiling and falls into the field of play is in play. Any fly ball that hits the rafters and is caught in the air by a fielder is an out.</li> </ol> |
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## NON-TRADITIONAL SPORTS

### Ultimate Frisbee:

Similar to football or rugby, but this non-contact sport is played with a Frisbee. Goal lines or end zones are established at each end and teams score points by catching the Frisbee in their opponent's end zone. Players only have five seconds with the Frisbee and can only run three steps (usually just enough to stop after having had to run to catch it). If a pass is dropped, or if the Frisbee is knocked down by the team without it, then the Frisbee becomes the possession of the other team - same as it would if the defending team intercepts the Frisbee. Play starts by having one team

throw the Frisbee to the other team just like a kick-off in football to start the game.

### **Speedball:**

This sport combines soccer, basketball, and football. It can be played with a soccer or utility ball and the ball can be kicked like in soccer, passed like in basketball or run with like in football with teams trying to score a goal like in soccer, a basket like in basketball (if played in a gym or on a basketball court) or a touchdown run or pass like in football. When running with the ball, the defending team can tag the player with it in order to gain possession. There is no blocking or dribbling with the ball.

### **European/Team Handball**

This sport is played between two teams of seven players each, the object being to throw the ball into a hockeylike goal at either end of the rectangular court. The ball is moved by dribbling and passing with the hands.



- Two teams of seven players each (six players and a goalkeeper) pass and bounce a ball trying to throw it in the goal of the opposing team.
- The ball is smaller than a volleyball in order for the players to be able to hold and handle it with a single hand (though contact with both hands is allowed).
- The ball is transported or advanced by bouncing it between hands and floor like in basketball.
- A player may only hold the ball for three seconds and may only take three steps with the ball in hand. Possession is lost if players take more than three steps per one bounce of the ball off the floor.

### Field

- Handball is played on a field forty meters long by twenty meters wide (this can be adjusted/reduced if playing indoors) with a dividing line in the middle and a goal in the center of either end.

- The goals are surrounded by a near-semicircular line that is generally six meters away from the goal (much like a three-point line in basketball). There is also a line that is seven meters away, which is used for penalty shots.
- Only the defending goalkeeper is allowed inside the six meter perimeter, though any player may attempt to catch and touch the ball in the air within it. If a player should find himself in contact inside the goal perimeter he must immediately take the most direct path out of it.
- Should a defender make contact with an attacker while in the goal perimeter, their team is penalized with a direct attempt at the goal, with only one attacker on the seven-meter line and the defending goalkeeper involved.

### Game play

- Suggest using two halves of 15 minutes each. Normal league games are usually allowed to end in a draw, but in playoffs or tournaments, two extra periods of 5 minutes could be played, and if each of them ends in a tie as well, the tie-break is an individual shootout from the 7-meter line.

## **C. Dual/Individual Activities**

Since the goal of the intramural program is to maximize participation, offering singles/doubles activities only allow a few students to participate at a time. However, it is also important to offer a wide variety of sports and activities in order to appeal to a wider audience. Therefore, this manual recommends offering the following traditional singles/doubles activities but in a team format in order to increase the number of players that can participate. You might also want to consider timing these games or playing until a lower set number of points is reached (i.e. 7 -9 vs. 12-15) in order to speed up games so that other teams can play.

The following sports could be played in a doubles format - with 2 players on the court - and have the next player ready to rotate into the court after each hit or serve. Having players rotate after each hit from their team would speed up rotations but could cause some instability in the game.

Rotating each time your team serves could add more consistency in the game allowing players to participate for a full point but causes more sit time between rotations. You may want to try both rotation approaches and see which one students prefer. Suggest trying these activities with teams of 4-8 depending on the rotation format used.

### Individual Sports with Team Format

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| 1. One-wall Handball - Use gym or outdoor walls. Use a tennis ball, racquetball, or handball.*   |
| 2. One-wall Racquetball - Use gym or outdoor walls. Could use tennis balls with wooden paddles or tennis racquets, or racquetballs with racquets.* |
| 3. Badminton   |
| 4. Tennis  |
| 5. Table Tennis (Ping Pong)  |

\*Note: You will need to mark court boundaries on both wall and floor surface.

### D. Clubs

Clubs can provide sport participation opportunities that are unavailable elsewhere, an opportunity to engage in the sport of one's choice, and extramural opportunities that are distinct from those offered in the intramural activity program. Those students who desire club sport membership seek regular participation on a more long term basis than that of the intramural activity program (Mull, Bayless, Ross, & Jamieson, 2005).

Clubs can also provide good leadership opportunities for students as clubs may need volunteer executive members such as a president, vice-president, treasurer or secretary. The following are examples of the types of clubs that could be offered at the middle school level:

- Track and field;
- Cross-country;
- Running/jogging;
- Hiking;
- Dance;

- Gymnastics; and
- Cycling.

Other clubs that are consistent with the philosophy and goals of the intramural program and meet the needs of students are certainly also welcome.

## **E. Non-Traditional Sports: Team Building and Leadership Activities**

Team building and leadership activities can provide non-traditional participation opportunities in addition to conventional intramural sports. These types of activities typically range from socialization, problem solving activities, as well as trust sequences (Rothman & Spurier, 1996).

Socialization - The main purpose of these types of activities is for students to 'get to know' each other in the group and/or to stretch before attempting more strenuous activities. Socialization activities are usually done at 'ground level' and are typically low in perceived risk.

Problem Solving Activities - These activities are mentally challenging as the primary focus is on finding a solution and can also be physically demanding depending on how groups choose to solve the problem.

Trust Sequences - While these activities could also be classified as socialization or problem solving activities, the main goal is to develop trust in and of one another in the group.

These types of activities can also provide good leadership opportunities for students; that is involving students in planning, assuming responsibility and making decisions. In addition to leadership opportunities these activities also have the benefit of:

- Building Positive Self-Concept
- Increased Mutual Support within Groups
- Increased Trust in One Another

- Learning Different Roles
- Developing Team Communication and Cooperation
- Improved Agility, Coordination, and Physical Fitness
- Decision Making, Problem Solving, and Creative Thinking
- Leadership and Goal Setting
- Appropriate risk taking

### Warming Up

Students should be given the opportunity to warm-up and stretch before beginning these team building initiatives. Suggest having students warm-up together in the same groups that they will be in when participating in the team building activities. Warm-ups may include various stretching exercises as well as light to moderate physical activity such as:

- jumping jacks
- push-ups
- skipping rope
- windmills
- sit-ups
- laps around the gym or touching opposite sidelines of the gym floor
- etc...

### Organizing Students into Leadership Roles

Glover and Midura (1992) in their book "Team Building Through Physical Challenges" suggest that students should have the following roles when participating in these team building activities:

*Organizer* - This student is responsible for facilitating the team building activity. This person outlines the challenge as well as the rules for the activity and is responsible for enforcing any penalties (i.e. having one team member or the entire group start over if a rule is broken).

*Encourager* - This student acknowledges the effort of the group and provides positive encouragement while the team is participating in the activity. Positive encouragement is not restricted to this role as all group members are encouraged to provide positive feedback and support to one another.

*Summarizer* - After each challenge, this student informs the intramural coordinator or supervisor how the team solved the challenge, what was fun for the team, what was hard, and what changes, if any, to make to the activity.

Suggest setting up several stations within the same gym or outside activity area so that groups of students can rotate between different 'stations'. By having one or two more stations, than groups, you will always have an open challenge station for groups to move on to.

The following are examples of the types of activities that could be offered at the middle school level. These activities are modifications from Karl Rohnke, author of the classic "Cowstails and Cobras II: A Guide to Games, Initiatives, Ropes Courses and Adventure Curriculum" and "Silver Bullets: A Guide to Initiative Problems, Adventure Games, Stunts, and Trust Activities".

If you are interested in incorporating these sorts of initiatives into your intramural sport program I would also highly recommend three books. The authors, with two successful books on team building and 30 years of team-building experience, offer a detailed guide for implementing activities and challenges for individual sessions, units, or an entire semester. Their activities have largely been modified from Karl Rhonke's work and adapted to fit the equipment that most middle school physical education classes would already have.

Title: [\*Essentials of Team Building\*](#)

Authors: Daniel W. Midura, Donald R. Glover

Year: 2005

Title: [\*More Team Building Challenges\*](#)

Author: Daniel W. Midura, Donald R. Glover

Year: 1995

Title: [Team Building Through Physical Challenges](#)

Author: Donald R. Glover, Daniel W. Midura

Year: 1992

Note: All titles are available through Human Kinetics  
([www.humankinetics.com](http://www.humankinetics.com))

The following is a brief description of some of the types of activities that are contained within these resources.

### **Birthday Balance Beam (B<sup>3</sup>)**

Description - Students sit in random order on a balance beam and have to rearrange themselves based on their birthdays - from youngest to oldest. (Can also alphabetize by first or last name, or arrange based on height, etc....).

Goal - For the group to stand on top of the balance beam in proper order.

Guidelines - i. Students must remain on the balance beam;  
ii. If anyone touches the floor, mats or legs of the balance beam the entire team must get off the beam and begin again.

Equipment/Set-up - one balance beam, a dozen gymnastics/tumbling mats, and a couple of crash pads. Be sure to cover the entire area below, in front, behind and surrounding the balance beam.

### **Mount Everest**

Description - Students step on top of an object (a tire, a solid box, etc...) and must all remain balanced atop the object for a count of ten.

Goal - For students to balance on top of the object for 10 seconds without falling.

Guidelines - All students must have both feet off the floor and be balanced atop the object for 10 seconds. Should someone step off the object and touch the floor/mat during the 10 count, all students must step off and start over.

Equipment/Set-Up - one tire or a solid box/object to stand on relative in size to the size of the group and a dozen gymnastics/tumbling mats.

### **Walking the Plank/Bridge Over Troubled Water**

Description - Students use a variety of equipment to move from one side of a hypothetical river over to the other without touching the floor (water).

Goal - For students to successfully traverse across the space (river) without touching the floor, violating any of the rules, and bringing their equipment with them.

Guidelines - Students can not touch the floor, use a board (plank) if one end is touching the floor, and must start over if any of these guidelines are not followed.

Equipment/Set-Up - Four tires (to be used as islands to stand on or place planks of wood on), two eight foot long boards (planks to be used as bridges) and two ropes.

### **Suspended Hula Hoop Pass Through**

Description - A hula hoop is suspended approximately three feet in the air and students are to pass through it to the other side with help from their group members.

Goal - For students to successfully pass from one side to the other through the hula hoop.

Guidelines - There is no diving through the hula hoop and all group members must pass through the hoop without touching it. If the hoop is touched during a pass through then the student who touched it plus one other who

has successfully passed through must return to the other side and start over.

Equipment/Set-Up - Suspend the hula hoop from a basketball net, or from volleyball/badminton poles that are securely in the ground to prevent them from tipping over during this challenge. The height of the bottom of the hula hoop should be at about waist height of the students. Be sure to surround the area with gymnastics/tumbling mats and use a rope to create a dividing line between the two sides of the suspended hula hoop.

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