Planning a Successful Intramural Program

ORGANIZATIONAL TIPS
The Nuts and Bolts of How to Start

I. DECIDE YOU ARE GOING TO RUN AN INTRAMURAL PROGRAM

 You only get one chance to make a first impression.

II. SET GOALS AND OBJECTIVES

Could be to develop:
- Physical skills
- Physical fitness
- Knowledge and understanding
- Social skills
- Attitudes and appreciation

III. EVALUATE YOUR SITUATION

A. Type of students – bus, disabled, etc.,
B. Number of students: ratio boys to girls
C. Facilities and equipment available
D. Money available for equipment
E. Time available – noon, after or before school, evenings, and weekends, recess.
F. Staffing supervision
G. Age of students

 Assessing needs now, will build a strong program for the future.

IV. ACQUIRE ADMINISTRATIVE SUPPORT

A. For program goals and objectives
B. For budget commitment
C. For release time for person running program
D. For facility time

 Help maintain intramural priority by keeping administration posted through information and involvement. i.e. Invite administrators to visit and to participate in intramural programs.

V. ACQUIRE STAFF INVOLVEMENT

A. By emphasizing the value of the program to all staff members.
B. By sharing workload in program with other staff members. (planning, supervision, announcing)
C. By maintaining good relationships with caretakers as they are key facilitators (open doors, clean areas)

- Make staff feel their contributions are important and necessary.
- Parents can be involved by offering and providing support – manufacturing items and assisting with funds.

VI. PLAN YOUR PROGRAM
A. Decide leadership system i.e. Council, teacher(s), both.
B. Make long-range plans i.e. 3-year plan – begin small and build.
C. Plan yearly agenda and schedule of events.
D. Decide how long each activity will run – keep interest high.
E. Decide grouping for participation:
   A. Everyone who comes, signs up
   B. Home rooms, classes, faculties, etc.
   C. House system
   D. Individual
   E. Free grouping--by choice

- Plan a personal “time out”.

VII. ORGANIZE EQUIPMENT
A. Assess and use all available resources.
B. Be innovative. i.e. Use volleyball nets for indoor tennis.
C. Establish routines for distribution and control.
D. Develop system for maintenance and care of equipment.
E. Where possible, select good quality equipment.

- Everything in its place and a place for everything.

VIII. DECIDE ON USE OF AWARDS
A. YES/NO – depends on philosophy of program, amount of motivation required.
B. Suggest an emphasis on improvement, participation, sportsmanship, fun awards.

IX. RULES
A. Have rules clearly outlined and accessible.
B. Allow participants some input on rules to be used (depends on age)

- Modify rules to meet situation (adapt to age and abilities).
- Should allow for maximum participation for all individuals.
A good sport is good for sports!

X. DECIDE ON USE OF OFFICIALS

OPTIONS
A. No officials – (call your own)
B. Officials – Students, teachers, or a combination

POINTERs
1. Keep officials well informed.
2. Provide leadership for officials (direction, support, guidance) via clinics, workshops.

*v* Take the responsibility and do it right.

XI ADVERTISE YOUR PROGRAM

1. This is a good opportunity to involve other staff members (art, music) students and parents.

*v* Post information early – at least one week in advance.

XII EVALUATE YOUR PROGRAM

1. Observe participants. (objectives met?)
2. Look at program structure. (variety? Organized?)
3. Encourage evaluation from student leaders, helpers, officials, program assistants, and participants. (Written? Verbal?)
4. Evaluate content. (activities) (Challenging? Enjoyable? Activity ratio?)
5. Evaluate commitment:
   A. Yours (personal) (sufficient?)
   B. Participants (involvement?)

XIII ESTABLISH RECOMMENDATIONS FOR THE FUTURE

1. Summarize the evaluations to plan future programs.

*v* Be flexible – there’s always another way!

Source: CIRA Series #1