Middle school intramural/co-curricular programs

Andrew W. Strottman

University of Northern Iowa

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Middle school intramural/co-curricular programs

Abstract
Schools that have used an intramural program find students benefit socially, academically, and physically from these activities. Some schools have even seen a drop in teens getting into trouble in their communities with the implementation of an intramural program. The first portion of this project was to review the literature to find out: (1) what the benefits of an intramural program are at the middle school level, (2) what grade level or levels would benefit most from a program that involves many students in activities, and (3) what students are interested in doing after school as opposed to being unsupervised after school. Many interscholastic sports programs are too pressure packed, cut kids, and are not meeting the needs of many children. The second part of this project was to design a plan to implement an intramural program for Linn-Mar Middle School. Linn-Mar Middle School is the largest middle school in the state of Iowa with close to 1200 students in grades 6-9. I have used the literature I reviewed to develop an intramural/co-curricular program that intended to increase the amount of participation by students.
Middle School Intramural/Co-Curricular Programs

A Graduate Project

Submitted to the
Division of Middle Level Education
Department of Curriculum and Instruction
in Partial Fulfillment
of the Requirements for the Degree
Master of Arts in Education

UNIVERSITY OF NORTHERN IOWA

By
Andrew W. Strottman
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This Research Project by: Andrew W. Strottman
Titled: Middle School Intramural/Co-Curricular Programs

Has been approved as meeting the research requirement for the Degree of Masters of Arts in Education.

Donna Schumacher-Douglas
Graduate Faculty Reader

Lyn L. Countryman
Graduate Faculty Reader

Rick C. Traw
Head, Department of Curriculum and Instruction
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Middle School Intramural/Co-Curricular Programs

Chapter 1

Introduction

The middle level school has an evolving place in our education system. Many changes including integrative curriculum, advisory programs, block scheduling, co-curricular activities, and intramural programs have taken place over the years. The middle school program explained in this paper is a combination intramural/co-curricular program and its goals.

The nature of the Linn-Mar Middle School community drove this topic selection. Linn-Mar schools has had an explosion of growth in recent years and a new middle school was built. The school organization changed from a junior high school (7-9) format and philosophy to the middle school format (6-9) with the addition of the sixth grade to the building in the fall of 1999. Wanting to be a model middle school and attempting to do what is best for the students, the Linn-Mar Middle School faculty recognized a need for an intramural/co-curricular activity program because: (1) They did not have an activities program for the sixth grade and they needed something to fill that void; (2) They needed something that would get students involved and create a community feeling; (3) and grades seven and eight had an interscholastic sports program that has become overwhelmed by the explosion of growth. Not only did Linn-Mar wish to provide new opportunities for sixth graders, they also wanted to equalize participation for those students. Offering some type of intramural/co-curricular program was one way to help the students in these areas.

Secondly intramural/co-curricular program designs will be explored, and thirdly a program proposal for a middle school will be presented. The overall instructional goals for young adolescents in any middle level program should be the maximization of his/her intellectual, physical, emotional, moral and social capacities (Hovland, 1990).
Co-curricular and athletic programs can help meet these goals. Athletic events and team sports have the capacity to enhance adolescent capacities, but so also can academic and non-athletic clubs such as reading, science, and math clubs (Glover, 1999).

Many of the first intramural programs centered around athletic events only but intramural programs are evolving and often include different types of activities. Students need a variety of activities to help prepare them for the real world. Glover (1999) in Intramural Sports, states “Adolescents have a much greater chance as adults of becoming a doctor, executive, accountant, or lawyer than a professional athlete. Non-athletic clubs will help prepare them for those careers” (p. 30). As Haynes (1990) points out, of the 1.5 million seniors playing varsity sports, only 150 of them will make it to the NFL and the NBA. This works out to be about 1 in 10,000 students making it into professional athletics.

Students need more than just interscholastic sports to help them through their school experience. Every year 35% of students involved in basketball, track and field, tackle football and soccer drop out of the sport (McEwin & Dickinson, 1996). Interscholastic sports is failing to meet the needs of all students. McEwin & Dickinson (1996) in Placing Young Adolescents At Risk in Interscholastic Sports Programs state, “Ten to twelve year olds most often express the following concerns when leaving school sponsored, organized sports programs: (a) interactions with teammates, (b) lack of opportunities to play, and (c) the way practices were conducted” (p. 218).

Intramural/co-curricular programs may be able to fill these voids and ensure that all students to participate. It is important in the intramural programs that everyone is able to participate (Hovland, 1990). Klemp and Hon (1992) state:

Intramural sports is an essential component of the middle school. Not only do many middle-grade students have an affinity for sports but, more significantly, the task force found that a sports program that is available to all students builds a sense of inclusion in the school community. (p. 187)
A variety of models were examined to better facilitate the transition from competitive interscholastic sports to a cooperative intramural program. Interscholastic sports will continue to be part of the school program so, schools with an integration of both programs were looked at as well.

The third part of the paper will be the development of an intramural/co-curricular program for Linn-Mar Middle School. This is a new middle school with around 1200 students and is expanding by about 5 percent a year. Linn-Mar presently doesn't have an intramural program and is finding it hard to get participation of all students in its present system. An intramural/co-curricular program will be designed with the expectation that it will benefit all students, those who like sports and those with other interests and talent. So that all may have a constant understanding of the terminology used in this project a list is definitions follows.

1. **Intramural program:** The word intramural is derived form the Latin words intra, meaning within, and murus, meaning wall. Intramural activities or athletics means activities are carried out within the school itself (Mueller & Reznik, 1979).

2. **Interscholastic athletics:** School athletic teams that play teams from other schools. Such programs have a season of scheduled competition, with rigorous training of athletes, and the attempt produce as often as possible a winning team (Kleindienst & Weston, 1978).

3. **Co-curricular:** In a co-curricular program members of both sexes have equal opportunities to participate in program activities. Boys and girls learn and play the activities together (Colgate, 1978).

4. **Sponsor:** Teacher, administrator, or resource person who is charge with responsibility for overseeing and improving of intramural activities (Daughtrey & Woods, 1978).
Chapter 2

Methodology

The first step in this project was to determine what the philosophical differences were between an interscholastic sports program and an intramural program, and how a middle school intramural program would benefit the students. The next step was to determine the appropriate activities and goals for an intramural program. Three different types of intramural programs were examined as models. And finally, an intramural program was created for a middle school of approximately 1200 students, to be implemented in the 2000-2001 school year.

Most of the sources showed an intramural program working with an interscholastic program to be most beneficial. It was hard to find a significant amount of literature about middle school intramural programs themselves. Articles that dealt with sports programs in schools and articles about co-curricular programs were most common. Many of these articles mentioned intramurals within the context of the article but not as the sole topic.

The three middle school’s intramural programs were chosen to be included in the supporting literature because of their similarity to Linn-Mar Middle School. Different types of programs were examined and good ideas were taken from each when trying to develop a program for Linn-Mar. The last school highlighted, Harding Middle School, is across town from Linn-Mar and the principal in that building was interviewed. The principal who created that program has overseen its direction for more then ten years and provided in depth insights into program development.

Putting together the Linn-Mar Middle School Intramural Program was a big task. After finishing the research, I worked with our assistant principal to come up with a skeleton plan for what we wanted to do in the first year of the program. I then went to different team meetings in our middle school to find out who might be interested in doing certain programs and to see if any staff had any additional ideas for programs they might like to sponsor. If a staff member wanted to sponsor a program, we talked about what
they might do in that program and what the students would be doing. After the assistant principal and I had sufficient numbers of activities for the sixth grade, we looked at the schedule for times when facilities, such as the gym, were open. We devised a tentative schedule. In the seventh and eighth grades, I went to the interscholastic sports coaches, many of whom I coach with, to find out what we needed to do to increase participation in each sport. Many new and exciting ideas were proposed and will be put into effect in the coming year.
Chapter 3
Literature Review

Intramural Participation

Benefits of intramural programs have been stated throughout the years (Colgate, 1978; Hovland, 1990). The most important benefit is that all students get to participate (Glover, 1999; Klemp & Hon, 1992; Priest & Summerville, 1995). Model programs have allowed students to overcome barriers to participation such as lack of transportation or low skill levels to increase participation of all students (Glover, 1999; Klemp & Hon). More students throughout the school need to have an equal opportunity to participate. This has not been the case in interscholastic sports programs. Many bigger schools have had cut policies and only a select few students were able to participate (Greene, 1991). Greene, (1991) talks of finding out he was cut from the basketball team:

The seventh-grade coach had put it up on the board. The boys whose names were on the list were still on the team: they were welcome to keep coming to practices. The boys whose names were not on the list had been cut; their presence was no longer desired. My name was not on the list. (p. 491)

Students who are cut are told that they are not good enough. Students who made the team were desirable and those who did not were less desirable (Greene, 1991). With an intramural program that allows all students to participate, students will not have to feel exclusion from a specific group. Adolescents need to have a boost in their self-esteem at this point in their life and being cut from a team tears it down (Rasmussen, 1999). Another benefit of allowing all to participate is that students are able to develop at their own pace. Hovland (1990) suggests that "Middle level students are at so many developmental levels, both physical and mental, that no one can determine who will become the senior high star" (p. 17). Intramural programs allow each of these students to participate at their own level and develop naturally. Klemp and Hon (1992) state:
The most important feature of a successful sports program in the middle school is the number of students who have access to it; that is the program must have a philosophical commitment to the inclusion of all and exclusion of none. (p.187)

Almost every article read stated the most important factor in a successful program is to include everyone and allow for 100 percent participation (Glover, 1999; Hovland, 1990; Kleindienst & Weston, 1978; Klemp & Hon, 1992; Mueller & Reznik, 1979; Peterson, 1976).

**Diversity of Program Activities**

An intramural program needs to be diverse and have a wide variety of activities: both athletic and non-athletic (Glover, 1999; Hovland, 1990; Mueller & Reznik, 1979). According Hovland (1990) the first ingredient of a good program is not necessarily a strong athletic program, but rather a structure that is a link between academics and the entire activities program, including athletics. The activities need to promote enjoyable, lifelong physical activity among young people. Students should be encouraged to participate in wide variety of activities ranging from team to individual life-long sports (Hovland, 1990). Athletic activities that would be an example of this are basketball, soccer, golf, tennis, and volleyball (Daughtrey & Woods, 1976). These are all examples of sports that could be carried on into adulthood for these students.

Athletic activities should also be broken into skill levels (Glover, 1999; Hovland, 1990). Glover (1999) indicates that beginners basketball could meet different days than intermediate basketball. Breaking students into skill levels allows all students a chance for success. Hovland (1990) also suggests that not loading one team with all the good players, and dividing players in sports such as football by weight, so each student has the same opportunities to succeed. Students will enjoy the game more if it is at their level of ability. Another important factor to having athletics in your intramural program is the
ability to offer many alternatives (Mueller & Reznik, 1979; Peterson, 1976). Hovland (1990) suggests that each athletic season should be short to allow students to try other activities. "Ideally, a new menu of athletic activities should be offered each quarter so that students are provided with a wide variety of choices and options. The co-curricular program should provide something for every student" (p.17). Along with the athletic activities (Glover, 1999) suggests "non-athletic clubs be created in reading, science, and math and noncompetitive athletics- e.g., jogging, walking, and aerobics" (p. 30). These activities allow for more choices and allow students who don’t enjoy sports as much to have some activities they like. These activities also create a tie between the academic day and what students are doing after school (Haynes, 1990). Students could work on a skill needed in particular classes after school in a fun way. Haynes (1990) states the reading and writing skills of our students nationwide are dreadfully low and academic clubs after school could help improve some of these basic skills.

**Competition**

The amount of competition an intramural program allows is a very important factor (Glover, 1999; Greene, Sears, & Clark, 1993; Hovland, 1990). Most people tend to agree that less emphasis on winning and losing is important in an intramural program. Glover (1999) states:

Students choose their level of competitiveness and are matched by skill level. If tournaments are used, they are designed to allow all students/teams an equal number of games or matches, such as round-robin tournaments. There are no elimination tournaments or awards. The emphasis is on teamwork, communication, fair play, learning how to win/lose, and skill development. (p. 31)

With a less competitive environment, students are able to be more relaxed, have fun, and learn the skill of the game. Students need to be taught the value and fun of participating, instead of emphasizing only the outcome. (Hovland, 1990). Glover (1999) also agrees that de-emphasizing competition is key:
The notion that middle level and high school programs must prepare students to be as competitive as possible as they pursue their livelihoods is becoming outdated because rapidly developing global perspectives and 21st century business philosophies are working together to reduce competition as we know it. Top-level business executives and community leaders are realizing that teamwork and cooperation, even among competitors contribute to accelerated and more pronounced productivity for all. (p. 30)

Interscholastic sports programs continue to base play on competition against other teams from other schools. This has put stress on adolescents often before they are ready to handle these stresses (Glover, 1999; Hovland, 1990). Research has been done on this issue and it shows that intramural athletes have far less stress, anger, and feeling of competitiveness than do varsity athletes (Greene, Sears, & Clark, 1993). Students feel more at ease in an intramural program and do not feel the need to be as competitive as in sports against other schools (Klemp & Hon, 1992; Mueller & Reznik, 1979). The intramural participants will be able to concentrate on having fun and learning the game they are playing (Greene, Sears, & Clark, 1993). An old quote, “winning isn’t everything it is the only thing,” should be replaced by a quote by McEwin and Dickinson (1996) “winning is never final, and losing is never fatal” (p. 218). Glover (1999) feels that if children play for enjoyment, they will continue to be active in these activities throughout their lives. An intramural program should teach the value of learning, working together, and the grace of winning and losing (Hovland, 1990; McEwin & Dickinson, 1996). It is as important to learn how to win as it is to learn how to lose (McEwin & Dickinson, 1996).

**Benefits of Intramural Programs**

The goals of an intramural program should center around how the program will benefit the students overall in the program and in the classroom (Glover, 1999; Hovland, 1990). At Hovland’s school (1990) he found:
During the seasons when students are involved, discipline problems drop, attendance increases, academic achievement of participating students increases, and out-of-school problems decrease dramatically. One can only conclude that there is a positive link between academic achievement and involvement in activities beyond the school day. (p. 18).

Hovland (1990) goes on to point out that these things happen only if the activities program at the school is all inclusive and provides each student with a measure of success. The intramural program is a very powerful tool in the educational process if is conducted correctly. Students not only benefit physically, but they benefit academically and at home as well (Hovland, 1990; Klemp & Hon, 1992). McEwin and Dickinson (1996) state:

Benefits of sports participation for children and young adolescents:
- learning to meet life's problems;
- character development;
- having fun;
- overall fitness, strength, and coordination;
- sense of personal competence. Those and other benefits can be gained in a carefully planned sports program designed specifically for the age group. (p. 220)

The last sentence clearly states that these benefits will only happen if the program is tailored for the specific age group intended, and even that does not ensure complete success. Proper conditioning, maintaining the proper competitive environment, rule changes, non-contact sports, improved supervision, better matching of competitors, and using appropriate equipment are all things that can improve an after-school program and ensure success (Goldberg 1989).

The dividends of the advantages to the classroom teacher through better communication are also evident. Klemp and Hon (1992) write:

A teacher who explains to a student about a certain strategy in basketball will get a more positive response from that student in the classroom because a barrier has been broken. In a sense, such interaction enables students and teachers to realize that they really are on the same team. (p.189)
The benefits of a well run program are numerous. It is up to adults to make a program that will work for the students to get these benefits (Klemp & Hon, 1992). McEwin and Dickenson (1996) agree: “Well-balanced intramural and interscholastic sports programs are important steps toward making America’s middle schools safe and effective places for all young adolescents” (p. 220).
Chapter 4

Intramural Programs at Other Schools

Intramural programs can take many different shapes. Some are after school activities while others happen during break times throughout the day. The first program I looked at was Sun Valley Junior High in California. Sun Valley was having problems with students during recess and lunch time, and needed something to motivate students to work together and stay out of trouble (Klemp & Hon, 1992). Their program first began as a noon recess activity. Klemp and Hon (1992) write:

The program began with 25 football teams composed of five players each. The players formed their own teams and turned in their rosters to the director. All students were eligible. During a three month tournament, games were scheduled daily.

Each team played approximately five games during the double elimination tournament, which was held during the noon recess. (p.187)

This program produced immediate results. Interest in it rose and at its peak it included 50 football and basketball teams (Klemp & Hon, 1992). Students in this type of program benefited by having constructive things to do during their recess time. This program would fit in a situation where recess time was still available. In this program a tournament was held and champions were crowned. All students, however, got a certificate for participation and also received special awards for exceptional performance or sportsmanship (Klemp & Hon, 1992). Sun Valley used the time they had to give students a chance to work as a team and participate in something the students were excited about. This not only helped student to student relations but also student-teacher relations. Klemp and Hon (1992) wrote:

Within the context of sports and with an emphasis on participation instead of on winning, teachers and students have a better chance to relate positively to one another. Teachers who take the time to talk to their students about the games convey the message that they are interested in what their students are doing. Such concern is vital
to the students' sense of belonging in the middle school community. (p. 189)

Sun Valley organized a small but efficient program. I could see where this program could be extended after school if needed. I could also see other sports being added for students who were not interested in those specific sports. Game clubs could be started at recess time for students who were not athletic. This program was very flexible and could meet the needs of all students. While the competitive aspects of this program need to be demphasized, nevertheless, the willingness to reward participation and sportsmanship has made this a successful program. The positive factors of this program are that all students can participate and an emphasis was placed on sportsmanship and participation.

The second program looked at was Panorama Middle School in Colorado Springs, Colorado. (www.pnaorama.harrison.k12.co.us/intramural.htm) This program is more extensive than the first in that it has different activities every six weeks and students participate before and after school. This program's focus was on sports. The sporting activities were volleyball, hot shot, tumbling, team handball, basketball, knock out, floor hockey, badminton, pickle ball, and softball. Every six-weeks two of the activities were offered to all students. Times were normally before school from 7:00 a.m. to 8:00 a.m. This school district found it difficult to get into the gym after school because of interscholastic sports, so most intramural activities were held before school. Cheerleading was considered a non-sport and was on their schedule for the fourth six weeks, with weightlifting being held throughout the year.

Their schedule (see Appendix A) was intriguing because they had the opportunity to use two gymnasiums like we do in our school district. The length of their activities was also in the ideal range for Linn-Mar with 20-30 contact days for sponsors and students. This program was successful in getting participation of students who like sporting events. Although there was a wide variety of sporting activities, a more ideal program at Linn-Mar would include other activities and clubs as well as the athletic activities.
The third program examined was at Harding Middle School in Cedar Rapids, Iowa. Randy Krajci was interviewed about his program. Randy is the principal of the school has overseen the direction of the intramural program at Harding for more than 10 years. It was interesting to look at the program Harding Middle School runs because they run the same sports schedule as we do and are within about 300 students of where we are for enrollment. The Harding Intramural Program was much more diverse than the first two analyzed. They did not only include athletic activities but also had a number of non-athletic clubs in place. They were able to get about 80% participation from the students in these activities that they held throughout the year (R. Krajci, personal communication, June 20, 2000).

The major road block that they found in their program was transportation. Krajci (personal communication, June 20, 2000) indicated at Harding 85% of the students are transported via buses during the normal school hours. If students wanted to participate in the program they would have to have parents take them home or car pool with another parent. Although this has worked, an activities bus was initiated on Tuesdays and Thursdays to take the students home from their activity. Harding charged a small fee for the use of this bus and had between 70 and 80 students using the bus each Tuesday and Thursday during intramurals.

The program did not have a problem attracting staff sponsors. Each staff member was paid 20 days work and received $682 to sponsor an activity, scheduling was more difficult. Harding had only one gym at its disposal and needed to schedule all gym activities around the interscholastic sports in the gym. For instance, volleyball was the intramural activity offered in the fall because football was the only sport at that time and they practiced outside. Therefore each athletic intramural program that takes place in a gym was squeezed into a 4-week segment (Krajci, personal communication, June 20, 2000). The other programs and clubs were spaced out over a longer period of time.
meeting twice a week. All of the activities at Harding took place after school from 3:00-4:00.

The non-athletic clubs were run on a flexible schedule (see appendix B) with the sponsor working the dates out with the participants. The 20 days were often spread throughout most of the year. Not being tied into any particular practice facility these club’s schedules are much more flexible. Krajci (personal communication, June 20, 2000) stated many times sponsors will work their schedule around other intramural athletic events so students can participate in more than one activity.

Harding encourages all students to participate in as many activities as possible. Participation in team sport activities was the highest at Harding and individual sports such as track were dropped because of lack of interest. Sponsors remain a big key in drumming up support in an activity and if they are in the building working with kids they are able to do that. Krajci (personal communication, June 20, 2000) recommends using staff within the building who already work with the students, to be sponsors.

This last program offered the most diverse activities and acceptable program parameters for our school. We envisioned a program that included both athletic and non-athletic events and be accessible to the sixth grade population. We have a sports schedule to work around identical to Harding, even to the point of having the benefit of two gyms at Linn Mar Middle School. The final part of this paper will be a proposal for an intramural program at Linn-Mar Middle School taking ideas from all three of these programs, although borrowing more heavily from Harding’s program.
Chapter 5

Linn-Mar Intramural Program Proposal

Linn-Mar is a big middle school of 1200 students in grades six through eight. Students do not have a recess time and only a short lunch. Any intramural program initiated will need to make use of times before or after school.

The seventh and eighth grades at Linn-Mar already have interscholastic athletics with a no-cut policy. All students may participate on these teams, but because of a high number of students participating, students may not have equal amounts of playing time. Basketball, football and volleyball seem to be the sports with the highest inequalities in playing time. For instance, boys basketball in the eighth grade had 68 students participate. Of those 68, 10 were placed on an A team and 15 on a B team. Each of these two teams played 9 games each. That left 43 students to be divided evenly between 4 C teams. That meant each of these teams only got a chance to play in 2 games apiece against other schools. As we grow bigger, we encounter more of these problems, which is not fair to the students of our school. They need the opportunity to be able to compete equally and an intramural program can help. The problem in sixth grade at present is that students do not have any activities after school.

This program will have to accommodate large numbers of students and need to be implemented in three to four phases. A new phase will be implemented each year. The first phase would begin with the sixth grade. They take priority because they do not have any activities at the present. Smaller steps could be taken in the seventh and eighth grades the first year to alleviate participation concerns. The second and third phases would start to involve the seventh and eighth grades creating new activities and clubs for them.

Goals

One goal of our intramural program will center on the lifetime benefits for our students. We will want to provide our students with lifetime sports and activities. Hopefully, students will be able to learn an activity, have fun, and want to continue this
activity into the future and throughout their lives. Examples of lifetime sports activities could be basketball, soccer, softball, volleyball, and golf. Clubs that are examples of lifetime activities are computers, industrial technology, board games, science clubs and drama. These are areas in which students have expressed interest and are all activities that can fit into our program. A science club has already been started. In this club students took care of animals in the classroom and managed the prairie and wetland outside of the school. These are all examples of activities that could continue to be beneficial to them throughout their lifetime.

Another goal of our program will be to help students become socially responsible citizens of our community. We will expect students to be leaders and demonstrate good sportsmanship at all times. We will also expect students to referee their own sporting events. Glover (1999) writes, “When students self-officiate games and matches children learn how honesty and fair play contribute to participation.” (p. 32). We will avoid focusing on the winning or losing in our activities. We will promote teamwork and the learning opportunities available through participation.

**Participation**

All students will be encouraged to participate, but participation will not be mandated. If we provide quality activities and they are implemented correctly, they will sell themselves. Student participation should increase every year for the first few years. Our goal will be to get 80% or more of the student body to participate in at least one of the intramural program activity. Attendance will be taken each afternoon and students who sign up will be held responsible for being at each practice. Students who have unexcused absences will not be allowed to participate the rest of that semester. The first two years we anticipate some problems adequately providing enough activities to cope with the number of students signing up for particular programs. In the future we hope to have a wider selection of and a greater number of activities to choose from to spread students through these selections. It would be hard to manage huge numbers of students
in one activity. We want to be able to lower the sponsor to student ratio to help students have a better experience and learn more skills necessary to participate in that activity.

**Competition**

In any program one of the issues that needs to be addressed is the amount of emphasis that is going to be put on winning and losing and how much competition this is going to generate. Some studies have pointed to the fact students seem to enjoy themselves more if there is less competition and they will be more likely to pick this activity up later in life if this is the case (Glover, 1999). We will include these ideas on less competition as our philosophy.

Our students will compete against each other in tournaments and contests but as adults we will not treat the winners any differently than the losers. We will not give any special trophies or awards for the best team but give certificates for participation and sportsmanship which is similar to what Sun Valley Middle school did. It is important to acknowledge students who exemplify good sportsmanship in how to win and lose contests. Students should be rewarded for being leaders in this area of our program.

Sports and activities are, in themselves, a competition and always will be. Contests are played so students can test skills they have learned and see if they have improved. Somebody is going to win and lose; that is why we play the game. If we can limit the perceived notion that winning every game is important, we can limit the competition level. The program we develop will concentrate on learning and doing our best every time out; whether that be in a winning effort or a losing effort.

**Sponsorship**

One of the most important parts of our intramural program will be the people who sponsor activities. Most sponsors will be staff members of Linn-Mar Middle School. Teachers, coaches, administration, education assistants, and parent volunteers have all expressed interest in helping with student activities. It will be helpful to have sponsors from middle school staff because they are already trained in adolescent development.
Middle school students generally will have more of a positive experience if coaches and sponsors are knowledgeable about the developmental realities of adolescents (McEwin & Dickinson, 1996).

Sponsors will be taken on a volunteer basis at first. Many teachers have come forward with ideas for clubs and sports activities. Initially there may not be a stipend for these people, but in the future our assistant principal may be able to find money for some compensation. He feels there will be $2,900 to be used toward this program; as early as this year. If we do get this money, we will be able to split this money up for the different sponsors or use it for equipment. The stipend for a sponsor at this point could be around $250. This pales in comparison to Harding Middle School which can give $682 to their sponsors. They receive funds from their central school district for co-curricular programs and they choose to split this money between the intramural sponsors and the activities coordinator. They have between ten and twelve sponsored events in their program. Money received from the school district normally accounts for between $7,900 and $8,000. The number of students who benefit from this program is 700 out of the approximately 900 students who attend Harding. (R. Krajci, personal communication, June 20, 2000). We will continue to look for more funds to see if we can get our stipend higher in years to come. Money from selling magazines might be a source of revenue if we can show high numbers of participation from the student body. Even if we don't get this money it makes me feel good that staff see the need for a program and are willing to help our students.

One or two people will be needed as overall program administrators. This position or positions has not been filled yet. A program administrator would help schedule activities and find locations for activities. As the organizer, they would be responsible for getting information to the students and parents. The assistant principal and I fill this position until someone is found. A larger stipend will be provided to encourage someone to fill this position.
If this program is going to be successful, many adult volunteers will be needed to promote this program. We are very fortunate to have educators who are trained in the middle school concept and are willing to put time and effort forth for an endeavor like this.

**Transportation**

Our program will have to rely on car pooling and parents for transportation at first. Our transportation department could have a late activity bus in the future, if this program is a success. Harding Middle School has shown that an activity bus can be very useful in getting higher participation of students in the program. It may be necessary to research how much it would cost per student to operate a activity bus and charge a small activity fee. A goal of our program will be to limit any roadblocks low income students face in their attempts to be a part of the activities. Because 85% of our students are bussed we will do the best that we can to give every student the opportunity to and from our program.

**Phase One**

**Sixth grade**

In the past, sixth grade has had no after school activities at all. This is why the first year of our intramural program will focus mainly on the sixth grade. One of the changes Linn-Mar will make for the coming year is to change its schedule from a four quarter system to a trimester system. Our goal will be to offer at least three after school activities at a time in each of the three semesters. We will call the terms fall, winter, and spring. The first year activities that have been suggested are coed basketball, coed volleyball, wrestling, board game club, drama club, science club, track, flag football and computer club. We have already found sponsors for several of these and started organizing facility time. One of the major factors in our program will be how to reduce the conflict with 7th and 8th grade sports that take place in the gymnasium. The fall will be the best time to offer any sports that will take place in the gym because there are no
interscholastic sports utilizing the gym in the fall. In our district gym space is a significant factor even though we have two gyms for the middle school. If a sport such as basketball is going on, both the seventh and eighth grade will use both gyms. August, September, and the beginning of October will be when we can have these gyms available for the sixth grade activities.

*6th Grade Intramural Activities*

<table>
<thead>
<tr>
<th>Activity</th>
<th>Days and Times</th>
<th>Semester</th>
</tr>
</thead>
<tbody>
<tr>
<td>Coed Basketball</td>
<td>3:00-4:00</td>
<td>One</td>
</tr>
<tr>
<td></td>
<td>Aug. 28-Sep. 22</td>
<td></td>
</tr>
<tr>
<td>Wrestling</td>
<td>3:00-4:00</td>
<td>One</td>
</tr>
<tr>
<td></td>
<td>Aug. 28-Sep. 22</td>
<td></td>
</tr>
<tr>
<td>Volleyball</td>
<td>3:00-4:00</td>
<td>One</td>
</tr>
<tr>
<td></td>
<td>Aug. 28-Sep. 22</td>
<td></td>
</tr>
<tr>
<td>Board game Club</td>
<td>2:45-4:00</td>
<td>Two</td>
</tr>
<tr>
<td></td>
<td>Monday &amp; Wednesdays in October, November and December</td>
<td></td>
</tr>
<tr>
<td>Drama Club</td>
<td>3:00-4:00</td>
<td>Two</td>
</tr>
<tr>
<td></td>
<td>Tuesdays &amp; Thursdays in October, November, and December</td>
<td></td>
</tr>
<tr>
<td>Computer Club</td>
<td>2:45-4:00</td>
<td>Two</td>
</tr>
<tr>
<td></td>
<td>Mondays, Wednesdays, &amp; Thursdays in October &amp; November</td>
<td></td>
</tr>
<tr>
<td>Track</td>
<td>2:45-4:00</td>
<td>Three</td>
</tr>
<tr>
<td></td>
<td>April 2-April 27</td>
<td></td>
</tr>
<tr>
<td>Flag Football</td>
<td>2:45-4:00</td>
<td>Three</td>
</tr>
<tr>
<td></td>
<td>April 2-April 27</td>
<td></td>
</tr>
<tr>
<td>Science Club</td>
<td>3:00-4:00</td>
<td>Three</td>
</tr>
<tr>
<td></td>
<td>Mondays &amp; Wednesdays</td>
<td></td>
</tr>
<tr>
<td></td>
<td>February through May</td>
<td></td>
</tr>
</tbody>
</table>
Fall 2000 6th Grade Activities

1. Activity: Coed basketball  
   Sponsor: Steve Kaler  
   Place: Competition gym  
   Times: August 8-September 22, 3:00-4:00

   Coed basketball will focus on skills required to play the game of basketball. Students will learn the basics of shooting and dribbling, along with running an offense, and playing defense. Students will form their own teams of 7 each with approximately half girls and half boys as the only requirement. When the teams play a game, two girls will be required to be on the floor at all times. Teams will play a round robin schedule playing all teams at least once.

2. Activity: Wrestling  
   Sponsor: Dave Dunning, Kevin McCauly, and Mike Geers  
   Place: Wrestling room  
   Times: August 8- September 22, 3:00-4:00

   Students will learn the fundamentals of wrestling from the seventh and eight grade coaches. Students will wrestle against other students their own size. Students will look to improve all season and have a short wrestling tournament during the last week of participation. Teams would be split according to the participant’s home room.

3. Activity: Volleyball  
   Sponsor: Sherry Condon  
   Place: Small gym  
   Times: August 28- September 22, 3:00-4:00

   This will be the first experience in volleyball for many girls. They will learn the fundamentals of volleyball and teamwork that is essential for success. Students will form teams and play games against each other throughout the course of this program.
**Winter 2001 6th Grade Activities**

1. **Activity:** Board game club  
   **Sponsor:** Kurt Thompson  
   **Place:** 6th grade commons area  
   **Times:** Mondays and Wednesdays October-December, 3:00-4:00  
   
   Students will learn to play different types of board games. The emphasis will be on playing chess and checkers, but students will be allowed to bring other games in as well. Students will learn strategies essential to each game and will practice playing against other students. A tournament can be held the last two weeks for different games played. This program will be an extension of the chess club that has already been in place at our school. The amount of participation students have shown in this activity has already proven this to be a success.

2. **Activity:** Drama Club  
   **Sponsor:** Karen Sprafke  
   **Place:** 6th grade commons area  
   **Times:** Tuesdays and Thursdays October-December, 3:00-4:00  
   
   Drama club will teach students how to play different roles in plays and other theatrical performances. Students will work towards several performances that will be given to the whole sixth grade class during small group guidance time. This program will also help students prepare for seventh grade drama and the spring play.

3. **Activity:** Computer club  
   **Sponsor:** Nancy Nygren and Byron Thompson  
   **Place:** Computer labs  
   **Times:** Mondays, Wednesdays, and Thursdays October and November, 3:00-4:00  
   
   This club will focus on computer skills. Students will learn the essentials of searching the Internet, word processing skills, and playing computer games provided. One of the most exciting ideas is to have the students work with our web page.
Spring 2001 sixth grade

1. Activity: Track and field events
   
   Sponsor: Larry Gass
   
   Place: Outside at track
   
   Times: April 2 - April 27, 2:45-4:00
   
   Students will participate in a variety of track and field events. Running events will be the 200, 400, 800 meter runs as well as a variety of relays. Field events will be the softball throw, long jump, and high jump. Each student will participate in all the activities that will be taught and practiced.

2. Activity: Coed Flag Football
   
   Sponsor: Andy Strottman
   
   Place: Practice football field
   
   Times: April 2 - April 27, 2:45-4:00
   
   Essentials of flag football will be addressed. All aspects of offense, defense, and special teams will be taught to participants. Students will form teams and play games each afternoon. Teams will consist of 13 students. Eleven students can participate at a time and there will be 2 substitutes. This also allows for students who might be sick. Each team will play against each other in a round robin tournament.

3. Activity: Science Club
   
   Sponsor: Doug Smith
   
   Place: Science labs and outside
   
   Times: Mondays and Wednesdays February through May, 3:00-4:00
   
   Science club will create an environmental teams with earth year activities. Students will learn how to take care of the wetland and prairies we have created in our school district. Examples of activities will be collecting and sowing prairie seeds, testing pond water, eradicating garlic mustard weed, and picking up garbage around the campus.
Students will also select animals to have as pets in the classroom and study the animals' needs for future care.

This is a tentative schedule for the next school year 2000-2001. Sponsors have shown interest in these activities and details still need to be ironed out as we get closer to fall of 2000.

**Seventh and Eighth Grade Activities During Phase One**

The first year we will not be able to add many more activities for the seventh or eighth graders because we will focus most of our energy on the sixth grade. The interscholastic program already in place will continue. We have never cut students in our program and have always allowed all to participate. What we will try to do in year one is look at ways in which we will be able to bring equity in the amount of playing time each student receives. Students on lower level teams need to get as much playing time as students on higher teams. Our coaches have done a great job in the past of trying to compensate for high amounts of student participation.

In basketball, we hold two separate practices for the different teams. Our C squad has a separate practice time than our A and B squads. This allows us to teach more fundamentals to these C squad players, and they get more coach-to-player interaction. Other schools in our metro area only hold one practice and leave by 5:00 at night. Some of the C squad players never get to see the playing floor during practice time. We hold two practices which sometimes don't get over until 6:00 p.m.-7:00 p.m. at night, but it is worth it. We continually have the highest amount of participation in basketball in the metro area. These are good principles with which to start adjusting our interscholastic sports program. We will now look for further ways to get more playing time for all students.

**Seventh and Eight Grade Schedule**

<table>
<thead>
<tr>
<th>Activity</th>
<th>Time</th>
<th>Semester</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sports</td>
<td>Seasons</td>
<td>Teams</td>
</tr>
<tr>
<td>------------------------</td>
<td>----------------------------------</td>
<td>-------------</td>
</tr>
<tr>
<td>Football</td>
<td>August, September, and October</td>
<td>One</td>
</tr>
<tr>
<td>Girls Track</td>
<td>August, September, and October</td>
<td>One</td>
</tr>
<tr>
<td>Boys Basketball</td>
<td>October, November, and December</td>
<td>One and Two</td>
</tr>
<tr>
<td>Mock Trial</td>
<td>Before school October, November, and December</td>
<td>One and Two</td>
</tr>
<tr>
<td>Girls Basketball</td>
<td>January and February</td>
<td>Two</td>
</tr>
<tr>
<td>Wrestling</td>
<td>February, March, and April</td>
<td>Two and Three</td>
</tr>
<tr>
<td>Boys Track</td>
<td>April and May</td>
<td>Three</td>
</tr>
<tr>
<td>Girls Volleyball</td>
<td>April and May</td>
<td>Three</td>
</tr>
<tr>
<td>Girls Soccer</td>
<td>April and May</td>
<td>Three</td>
</tr>
<tr>
<td>Boys Soccer</td>
<td>April and May</td>
<td>Three</td>
</tr>
</tbody>
</table>

**Fall 2000 Seventh Grade Football**

Our football program will be divided by student size in the seventh grade. Students will be playing against other players close to their same weight range. This will help eliminate some injuries until students can learn to block and tackle correctly. The students are split into a large and a small teams with the small team then splitting into two evenly divided teams. Each team will play 5 games against other schools. The number of games is equal for all students. We will continue to have an “everyone plays” rule on offense and play students as evenly as possible in games against other schools. On defense, students will play more as they learn to tackle and protect themselves. Defensively students can be hurt if they don’t possess these tackling skills. In the past, players have continued to improve and play more on defense as the season moved on. We sometimes get beat because of this method of distributing playing time for our players. Our opponents in Iowa City do not have the same philosophy. They play their best players for most of the game. As a coach I was worried how parents would react to us
getting beat more often. Overall parents have been very supportive of our equal play rules. We don’t emphasize winning and losing but learning the game and improving everyone who plays the game. We also want to show improvement every game gaining more yards on offense and tackling better whether we win or lose the contest.

**Fall 2000 Seventh and Eighth Girls Track and Field**

Not many changes need to be made in this sport. All girls who go out for track get to participate in the meets. We have set up extra relay teams that compete in our meets to allow everyone to be able to participate and contribute to the team. In the past we have had as many as 80 girls go out for track and our coaches have found ways to get them into each meet.

**Winter 2000-2001 Seventh and Eighth Grade Boys and Girls Basketball**

Many of the same coaches that coach boys basketball in the fall, coach girls basketball in the winter. Since I was one of the coaches, it was easy to sit down and make some changes for the upcoming season with the other coaches input. We will continue to hold two practices, one for the C squad and one for the A and B players. This will allow the most equal amount of coach to player interaction and the same amount of instruction time for all players. In the past, players on the A and B squads got 9 games against other schools and C squads only got to play approximately 3 games. This was unequal and extra scrimmages during practice were not the same as real game situations. What we propose to do is create inter-squad scrimmages called C-wars. This will be 3-4 afternoons where students will get to play against other C squads after school in front of an audience. We will open the concession stands, have the bleachers out, and invite students and parents to come watch the games. We will run a round robin tournament between the 4 C squads and play for the championship of that particular grade. This can be very successful because parents will be able to come and see their kids play in a real game situation. There are two coaches per grade so each coach will coach a team and we will have referees come in and officiate the games. Everything will be equivalent to a normal game
situation except for the fact they are playing other teams from our school. We will also be able to do fun things like announce names and play music during time-outs and breaks that will make it a friendly and fun atmosphere. I am very excited about the opportunity these C-wars can present our students and families.

**Spring 2001 Seventh and Eighth Grade Wrestling**

Wrestling has been a model for participation and equality the last few years. They are able to allow everyone on the team the same amount of matches. They have A wrestlers and B wrestlers and they all wrestle against other schools. The only problem is when another school does not have a wrestler or two wrestlers at a specific weight level and those matches have to be forfeited. Coaches think that this doesn't happen very often and it is not always the same weight level. Coaches did mention they liked the fact that basketball was not at the same time as wrestling and students can try both sports during the school year. The reason this is a concern is because of gym space for meets and games. There are not enough gyms for both sports to hold contests at the same time in the metro area. We will continue the practices already used by our wrestling coaches.

**Spring 2001 Seventh and Eighth Grade Girls Volleyball**

Volleyball has traditionally had the highest number of participants at our middle school. Coaches have worked to get students into games and play. However, traditionally, students who are on the top two teams get three games per match whereas all other teams get only one match per game. A possibility of getting an after school inter-squad scrimmage for these players like C-wars was brought up, but I don't know if coaches liked the idea. Something will need to be done in this sport to make it a little more even in the amount of time all students get to play. The instructional time coaches spend with this sport is equal and they hold more than one practice each afternoon. The coaches of this sport will probably be changing next year which could mean we could make some changes in the program.
Spring 2000 Seventh and Eighth Grade Boys Track and Field

The coaches of track for boys once again is doing a model job of providing for equal participation for our students. They are able to use extra teams in the track meets to allow students extra time practicing events. Students seem very happy with the amount of time they get with the coaches and no changes are planned in the track program this year.

Spring 2000 Seventh and Eighth Grade Boys and Girls Soccer

Soccer is a new sport at Linn-Mar Middle School. Boys and girls soccer teams have been formed. So far the numbers for soccer have been very manageable and all students have had equitable opportunities within the sport. Until the numbers of participants gets higher, no changes to the program are going to be needed. Coaches have said it would be very easy to accommodate more students by playing extra games and having longer practices.

2000 Seventh Grade Drama Club

Students in drama club have traditionally participated and worked for the presentation of a spring play. Numbers have been fairly low and easy to manage. This year, however, more students signed up and the drama club leader had to make some adjustments. Instead of one big play, she organized several smaller plays students could participate in called snap-shots. This allowed more students to be involved and equity for these students. The plays were well received by students and staff.

2000 Seventh Animal and Science Club

The animal and science club has been around a couple of years and is still evolving. It started out with 3 or 4 students and is up to about 10. We hope to change this program and thereby interest to join. The students in the past have primarily chosen animals from the classroom and worked at taking care of them throughout the school year. They study the animals, buy them, and then take the responsibility for caring for each animal. This program will now need to be realigned to be an extension of a new science club that is being created in the sixth grade.
**2000 Mock Trial**

Mock trial will involve students across grade levels. This activity has been done at Linn-Mar the past several years. We want to continue this and expand this as an opportunity for the sixth grade as well. This program is run by our TAG teacher and is open not only to TAG students but also the general student body. Students practice a mock trial setting and then proceed on to compete against other school districts. This program has traditionally been held before school and on weekends. This schedule has worked well and specific dates will be given when competition dates have been set.

**2000 Mathcounts**

Mathcounts is a competition of how well students can solve mathematics problems. In our district there is a big push for excellence in mathematics. Students created this club and have been very successful. We will expand this club as interest has been rising. Our students have placed very highly in state and national Mathcounts competition.

**Summary**

These are the tentative activities we have planned for the first year. Phase 1 of our intramural/co-curricular program. Some details, exact times, and some sponsors have to be ironed out yet. I believe that we have a good start for this school year and by the time our first activities are starting we will be well organized and ready to go.

**Phase Two**

**Sixth Grade During Phase Two**

In year two we will try to proceed with the successes of the previous year and add more programs for the students. We will have more information about what activities work well and what activities need to be improved. It will also be helpful to find out the amount of participation we have. We may need to find more sponsors for certain activities if they were loaded with students or if not all students got to participate in a certain activity because too many had signed up for that activity. There are many variables
that will affect what we will do in the second year. Sponsors will be a big key once again, because if we don’t have them, we don’t have a program. If sponsors have success in year one they will come back and do this again and that is our hope. It would be a goal to be able to start building year two around the same schedule that we have in place with modifications for improvement.

Second, we will look for new activities to possibly add to the program. Students and teachers will be surveyed about new activities that could be included in our program. If students feel they have input and come up with activities they want to do, they will feel more ownership in the activity. Some of the activities already being discussed are soccer, golf, floor hockey, and Olympics day.

**Seventh and Eighth Grade During Phase Two**

More energy will be focused on these two grades in Phase Two. We will add to the variety of programs offered and continue with practices offered in the interscholastic sports programs. If we have equal participation in those areas, we will not offer those sports as separate intramural activities. The primary area of emphasis will be to add activities that are more academic-related, not sports-related, to these grades. We already have plenty of sports activities and feel the need for more at this point will not exist. The new activities will be extensions of programs developed for the sixth grade or new activities altogether. If they are extensions of a previous program we will make the class accessible to students who were not in the previous year’s activity also. Our goal is to make any activity available to any student so we can not have sixth grade activities be prerequisites to taking seventh and eight grade activities. At this point computers, drama, and science clubs are the only non-athletic clubs that will be added or continued in the program for Phase Two in seventh and eighth grades. It is going to be a goal to find more people interested in sponsoring new activities but without these people in place it only will be speculation as to what and when other programs will be added.
Chapter Six
Summary, Conclusions, and Recommendations

Summary
The purpose of this project was to look at why an intramural program is important and find a program that we could base our program from that would meet the needs of our students. Much has been written on how intramural activities benefit the students of middle level schools. Other programs have shown that when programs are offered students participate in high numbers. The Linn-Mar program has been created based upon these other programs and should become very successful if the program experiences the same successes of these other programs.

Conclusions
1. Total Participation

Readings indicate that an effective middle school intramural program can be very beneficial to middle school students. An intramural program has many advantages over an interscholastic program. Interscholastic sports have there place in the middle school and will always be a factor. Interscholastic sports, however, do not allow for full participation and a wide variety of activities. Intramural programs can fill this void and give middle school students who are not great athletes many opportunities to participate and learn. Readings suggest successful middle school intramural programs allow for full participation, reduced amounts of competition, less of an emphasis on winning and losing, a wide variety of activities, and middle school trained sponsors (Hovland, 1990). With this in mind our program at Linn Mar Middle School will revolve around these goals. When we meet these goals we will have an effective middle school intramural program that will give students many chances to be successful at whatever they chose to do.

2. Sportsmanship and life-long participation

Students will learn life lessons of leadership and sportsmanship and the graces of winning and losing. Students will also pick up skills which will lead to life long
participation in a wide variety of sports as well as non-athletic activities. It is our responsibility to give the students of our school the very best opportunities that are available. A well run intramural program will ensure students get many of these opportunities.

3. Increased rapport with students

As a teacher and a coach I have seen many advantages to working with students in after school activities over the years. I feel that students really respect that you are putting in more time with them in activities outside the school day. I know they are willing to put forth more effort in class if they see this. Working with students after school also allows a teacher to get to know students in a more relaxed setting and you will get to know these kids on more of a personal level. The rapport and relationships built during this time are invaluable to me as a educator. With intramurals, I can see more of these students building rapport with their classroom teachers. This will ensure progress not only in our intramural programs but in our academic program as well.

Recommendations For the Future

1. Students and staff

This program will be evolving throughout the years at Linn-Mar Middle School. We hope to build upon our successes and modify programs that need to be. Students and staff will be the key to any successes or failures of the program. If ownership in the program is given to these groups and each has a voice we will be able to improve this program and it will benefit the students of Linn-Mar Middle School for years to come. It is very exciting to be part of something new that could be so beneficial and has so much potential.

2. Meeting goals

If all of the goals of this program are followed we will have a great program for many years. With these ideas in hand we also need to keep an open mind and always look for new ideas that might benefit a program such as this.
3. Continual review of other programs

Other programs need to be continually examined and research of the benefits of intramural programs also needs to be continued throughout the years while this program is in place. It is always best to look at how other people conduct their programs to maximize the potential of our program.

4. Reflection

After every year we will need to sit down and reflect upon our successes and failures. We will need to create surveys that students and staff can use to recommend ways to improve the program and to communicate what has been really positive. Once we pinpoint what it is that students think is very valuable we can build upon it and create and maintain a program that we have a lot of pride in.

Recommendations for Others Starting an Intramural Program

1. Support

It is vital to find out how much support there is for an intramural program. Support needs to come from administration, educators, parents, and students. People need to see the importance of a program and see the benefits it can give students. It might take a well organized effort to get people excited and garner the support necessary to start creating an intramural program.

2. Review other programs

It will be important to review different types of intramural programs. Find a program that is flexible, has a wide variety of activities and can meet the needs of students and staff. Many schools programs are listed on the Internet and is a good starting point in looking at what different types of programs look like. Other schools nearby are also good areas to find ideas for intramural programs. Interviewing people who run particular programs can answer many of the questions that need to be asked before attempting to put together a program.
3. Look for funding sources

It will take money to run any intramural program. Equipment will need to be bought and sponsors might need to get stipends. Administrators can often find very creative ways to fund programs they feel can benefit a great percentage of the students at the school.

4. Look at facilities schedules

It is important to look at the districts gymnasiums and find out when they are scheduled for interscholastic sports. Most districts have a high demand for gym space and is often difficult to find times for intramural activities to take place. It will be important to be flexible and use any time that is open.

Recommendation for Further Research

1. More research study on specific intramural programs

At this time there is a limited amount of research on intramural programs themselves. It is important to start looking at programs and finding out what makes them successful. With so many intramural programs already in existence it would be easy to set up a research study.

2. A link between academic success and intramural activities?

In my research I found that some think that academic success is increased during participation in intramural programs. This is an exciting idea that could be researched. I believe that any program that is implemented at school should be closely related to improving the academic performance of the students that participate in them.
References


Appendix A

Panorama Middle School Intramural Schedule
Panorama Intramural Schedule 1999-2000

Second six weeks October 18-November 19
6th Grade Volleyball AM Comm Gym
Hot Shot AM Dist Gym

Third six weeks December 6-January 21
Tumbling AM Comm Gym
Team Handball AM Dist Gym

Fourth Six Weeks January 31-March 3
6th Grade Basketball AM Comm Gym
Knock Out (American Heart Assoc.) AM Dist Gym
Cheerleading PM Commons

Fifth Six Weeks March 13-April 21
Floor Hockey AM Dist Gym
Badminton AM Comm Gym

Sixth Six Weeks April 24-May 26
Slam Dunk/Open Gym AM Dist Gym
Pickle Ball AM Comm Gym
6th Grade Softball PM Outside Dist Gym

*** Weight Lifting will be scheduled throughout the school year. Please listen on the announcements for times and dates.
Appendix B

Harding Middle School Intramural Schedule
Intramural Schedule 1999-2000

Athletic Events

Fall

Co-Ed Volleyball August 23-September 17 Harding Gym
Co-Ed Soccer August 23-September 17 Soccer Fields
Wrestling October 11-November 5 Wrestling room

Winter

Boys Basketball February 21-March 17 Harding Gym
Girls Basketball March 20-April 14 Harding Gym

Spring

Girls Softball May 1-May 26 Softball field
Boys Flag Football May 1-May 26 Football practice field
Co-Ed Kickball May 1-May 26 Soccer field

Non-Athletic Clubs

Chess Club Tuesdays and Thursdays November 15-December 17

Optimist Club (service learning) Throughout year announce meeting times
Future Scientist before school during the fall
Year Book sponsor scheduled dates before the school day throughout year