

Workshop 8

Organisational skills for assisting at school events

Workshop focus

Some participants may decide that they want to assist with the organisation or running of a particular school event, rather than helping out on an ongoing basis. This decision may be made for a number of reasons, including their interest in the particular event, the time they have available, or the skills or expertise that they wish to utilise or to develop.

This workshop allows participants to explore the following:

- roles and responsibilities in carnival/event management; and
- developing skills required for carrying out particular roles and responsibilities in event management.

Pre-workshop requirements

There are no pre-workshop requirements.

Materials required

- Stopwatches (one per person in each 'expert group')
- Measuring tape
- Butcher's paper and pens
- Whiteboard and marker
- Copy of Workshop 8 from the *Participant's Handbook*

Activity sheets

- 8.1 Organising a round robin event
- 8.2 The importance of measurement in physical activities
- 8.3 Identifying help required for particular events

Overhead transparency masters

- 8.1 Overview of workshop 8 - Workshop outcomes
- 8.2 Overview of workshop 8 - Sequence of activities

Workshop outcomes

1. Participants should be able to develop a framework for managing a school or community physical activity event, including identifying roles and responsibilities.
2. Participants should be able to identify how volunteers might be needed for events soon to occur at the school.

Note that photocopy master sheets for activities and overhead transparencies are found at the end of each workshop section.

Orientating phase

Sequence of learning experiences

Show OHT 8.1

Overview of workshop 8 - Workshop outcomes

Show OHT 8.2

Overview of workshop 8 - Sequence of activities

Activity 1 - Identifying school and community events

As a group, brainstorm all the possibilities for school or community physical activity events that might require someone to manage or organise them. Record these on butcher's paper.

Next, brainstorm all the roles that volunteers might take in assisting with school or community events. Record these on a separate sheet of butcher's paper.

A master list can be created in Activity 1 in the *Participant's Handbook*.

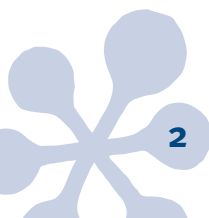
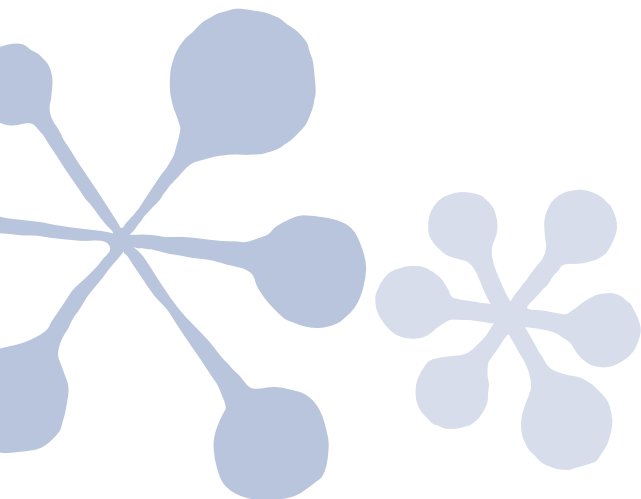
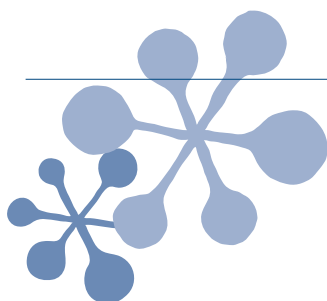
Notes for workshop facilitators

Explain that in this workshop, participants develop the skills required to assist in carnivals and other school events.

Participants might need prompting to include the following:

- sporting carnivals (eg athletics, swimming);
- round robin events (eg tennis or netball fixtures);
- physical activity related sponsorship events (eg walkathon, bike-a-thon);
- 'come and try' days (ie a range of activities organised for people to 'come and try' to see if they are interested in pursuing further);
- Health and Physical Education week; or
- walking school buses

Approximate timeframe - five minutes



Enhancing phase

Sequence of learning experiences

Activity 2 - Using expert jigsaws to develop some event management skills

Divide participants into three groups by allocating one of the following activity sheets to each person.

- Activity Sheet 8.1
Organising a round robin event
- Activity Sheet 8.2 The importance of measurement in physical activities
- Activity Sheet 8.3
Identifying help required for particular events

Invite all the people with the same activity sheet to form one group. This will be called the 'expert group'. Each group discusses and completes their activity, noting any key points or key messages. Once this is completed, ask the participants to form new groups of three, each containing one member from each of the 'expert groups'. Ask each person to report on their activity to the rest of the group, using this time as an opportunity to have guided, and then independent practice, of each of the skills. Notes can be recorded in Activity 2 in the *Participant's Handbook*.

Notes for workshop facilitators

'Expert jigsaw' is a technique used where one set of people studies a particular piece of information or activity, and then shares their expertise with others through the creation of a new group. Using this technique, participants will be exposed to a range of information in a short period of time.

This activity is an opportunity for some guided practice, followed by some independent practice when new groups are formed.

Some possible responses to each of the activity sheets are recorded at the end of Activity Sheet 8.3

Approximate timeframes

Expert groups - approximately 10 minutes.

Forming new groups, sharing learning and practising new skills - approximately 15 minutes.



Synthesising phase

Sequence of learning experiences

Activity 3 - Developing and sharing frameworks for managing an event

It is common for parents and volunteers to be involved in school sporting events such as athletics and swimming carnivals. In the *Participant's Handbook*, there are some general guidelines on things that participants need to be aware of when assisting at such events. Please read this information for your reference.

Invite participants to develop a framework for managing an event of their choice. Ensure that all possible events are covered. If all participants are doing the same event then perhaps suggest alternatives. They may do this individually or in small groups, and should record their ideas on butcher's paper. Suggest to them to draw on some of the activities and discussions from this and previous workshops they have attended. Key aspects they should include are:

- possible dates and venues;
- who is involved;
- advertising the event;
- equipment needs;
- human resources required;
- insurance; and
- first aid.

Once completed, invite participants to post their ideas on the wall, and encourage the group to walk around and view other ideas (gallery walk).

Participants should record their framework in Activity 3 in their *Participant's Handbook*, including any modifications that resulted from viewing other's ideas during the *Gallery Walk*.

Activity 4 - Using the journey to look to the future

Recap the range of opportunities that have been provided during the workshops. Invite participants to share what they have found most beneficial about the program, and how they plan to put some of their skills and knowledge into action. Invite them to create a group list of all the opportunities for volunteering in school and community settings, including identifying those opportunities about which they need to find further information.

These reflections should be recorded in Activity 4 in their *Participant's Handbook*.

Notes for workshop facilitators

This is an opportunity for some review of the skills and strategies that might have emerged earlier in the workshop.

Write the list of key aspects to be included on the whiteboard.

Participants may need prompting to come up with things like ensuring adequate shade, food and water are available, booking venues, organising roles, making links with sporting organisations.

Facilitator could undertake to have all posters copied into a reference book that is copied for all participants.

Approximate timeframe

Developing the framework - 15 minutes

Gallery walk - five minutes

It may be useful to show OHT 1.2 Overview of the *Support an Active Learner* program.

Remember to wish everyone good luck, to encourage them to keep in contact with each other, and to continually remind themselves that they and the young people they are working with need to have fun and to stay safe.

Approximate timeframe - 10 minutes

OHT 8.1 Overview of Workshop 8

Workshop outcomes

1. Participants should be able to develop a framework for managing a school or community physical activity event, including identifying roles and responsibilities.
2. Participants should be able to identify how volunteers might be needed for events soon to occur at the school.



OHT 8.1 Overview of Workshop 8

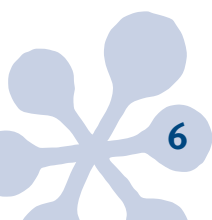
Sequence of activities

Activity 1 - Identifying school and community events

Activity 2 - Using expert jigsaws to develop some event management skills

Activity 3 - Developing and sharing frameworks for managing an event

Activity 4 - Using the journey to look to the future



Organising a 'round robin' draw

Activity Sheet 8.1

Background information

A 'round robin' draw is used to determine eventual winners from one or more pools of players or teams. Depending on the number of people/teams, the first few rounds are used to give each person/team the opportunity of playing each of the other people/teams. Points are usually allocated on the basis of two points for a win, one point for a draw, and no points for a loss.

At the conclusion of these rounds, points are tallied, and rankings made. The highest rank of 'one' is allocated to the person/team who has won the most games, and the lowest rank to the person/team who has won the least games.

Usually the top four teams go into the next round with the top ranked person/team playing the third ranked, and the second ranked playing the fourth ranked.

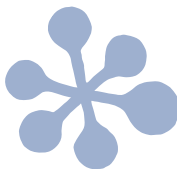
Record your responses to each of the activities in the relevant section of Activity 2 in your *Participant's Handbook*.

For you to do

1. Teams A, B, C, D, E, F, G and H have entered a tennis competition. Split the teams into two pools, each with an equal number of teams.
2. Using the template provided, develop a fictitious draw that allocates points to different teams, and that ensures the eventual winner is determined by the top ranked teams in each pool playing each other in the Grand Final.

For discussion

- What are the advantages of round robin draws?
- What are the disadvantages of round robin draws?
- Who would be involved in the play-offs for the minor placings (3rd and 4th place)?



Pool 1			Pool 2	
<input type="text"/>	<input type="text"/>	Round 1	<input type="text"/>	<input type="text"/>
<input type="text"/>	<input type="text"/>	Round 2	<input type="text"/>	<input type="text"/>
<input type="text"/>	<input type="text"/>	Round 3	<input type="text"/>	<input type="text"/>
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	<input type="text"/>	Semi Finals	<input type="text"/>	
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The importance of measurement in physical activities

Activity Sheet 8.2

Background information

Measurement in sports and physical activities is important for a number of reasons. It can:

- help determine the outcome of a particular event (eg where heats of athletics are held and the fastest eight runners go into the final or in high jump where the person who has cleared the highest measurement is the winner);
- be used as a basis for improvement (eg motivating swimmers to beat their personal best time, rather than competing against each other, or, to establish whether records have been beaten, equalled or missed); and
- communicate some of the rules and regulations of particular sports (eg size of court/playing area, height of net in volleyball or tennis).

Record your responses to each of the activities in the relevant section of Activity 2 in your *Participant's Handbook*.

For you to do

1. **Measuring speed.** Each person in the group is given a stopwatch. Play with the stopwatch to determine how to start and stop it, and how it can be used to keep lap times (you may need to refer to the instruction manual). When everyone is comfortable that they can use the stopwatch, allocate one person in the group to say 'go', and approximately five seconds later to say 'stop'. The other members of the group are to respond to the instructions by starting and stopping their stopwatches. Compare the times shown on your stopwatches. What does this tell you about individual reaction time and accuracy? Repeat the activity a few times, continuing to compare results.

2. **Measuring distance.** Mark out a rectangle with chalk or tape measuring 30cm by 15cm. Invite someone to stand in the rectangle with both feet on the ground, and ask them to jump as far as they can, landing with both feet. Measure the distance that they have jumped. Allow other people in the group to have a turn at jumping and/or measuring. Compare measurements, identifying some of the things you would have to consider in making measurements comparable.

For discussion

- Referring to the background information, what might be some other important reasons for measurement in physical activity?
- Referring to the background information, which other games, sports or physical activities use measurement, and how do they use it?
- What are some of the potential difficulties and anomalies when using stopwatches to measure time?
- What might be some of the potential difficulties and anomalies of using measuring tapes for measuring distance?
- What might you need to find out about measurement in different games, sports and physical activities?

Identifying roles required for particular events

Activity Sheet 8.3

Background information

In organising games, sports or physical activity events, there are usually a number of roles that need to be undertaken in order for the event to run smoothly. Some of these roles are more specialised in relation to the game, sport or physical activity and may require some prior training or knowledge (eg judging performance in gymnastics), whilst others can be picked up easily with little prior training (eg marshalling students for their events).

Some roles that are required for particular events to run smoothly include the following:

- **timekeeper** records the time for a particular person to complete the event, or records the length of halves/quarters in games, and any time out;
 - **place judge** identifies the person who comes a particular place in an event such as the third place getter in the 100m. This is compared to the times recorded for each person;
 - **starter** calls the start of the event and may note any incorrect starts;
 - **marshall** ensures students are in the correct event, ready to go when their event is called, and that they know where to go;
 - **announcer** calls the program, notifying spectators of the results over loud speakers;
 - **recorders/scorekeepers** record scores, laps, times, distances, and usually tally individual or team points;
 - **disqualification judge/line judge** ensures correct techniques are used, makes decisions about whether balls are in or out;
 - **program coordinator** identifies which events are going to be held and ensures they will fit within the timeframe;
- **event nomination recorder** records all the people who have nominated for an event, and checks to make sure they meet any criteria such as age, minimum competition standards; and
 - **umpire/referee** controls the game or event according to set rules.

Participants can record their responses to each of the activities in the relevant section of Activity 2 of the *Participant's Handbook*.

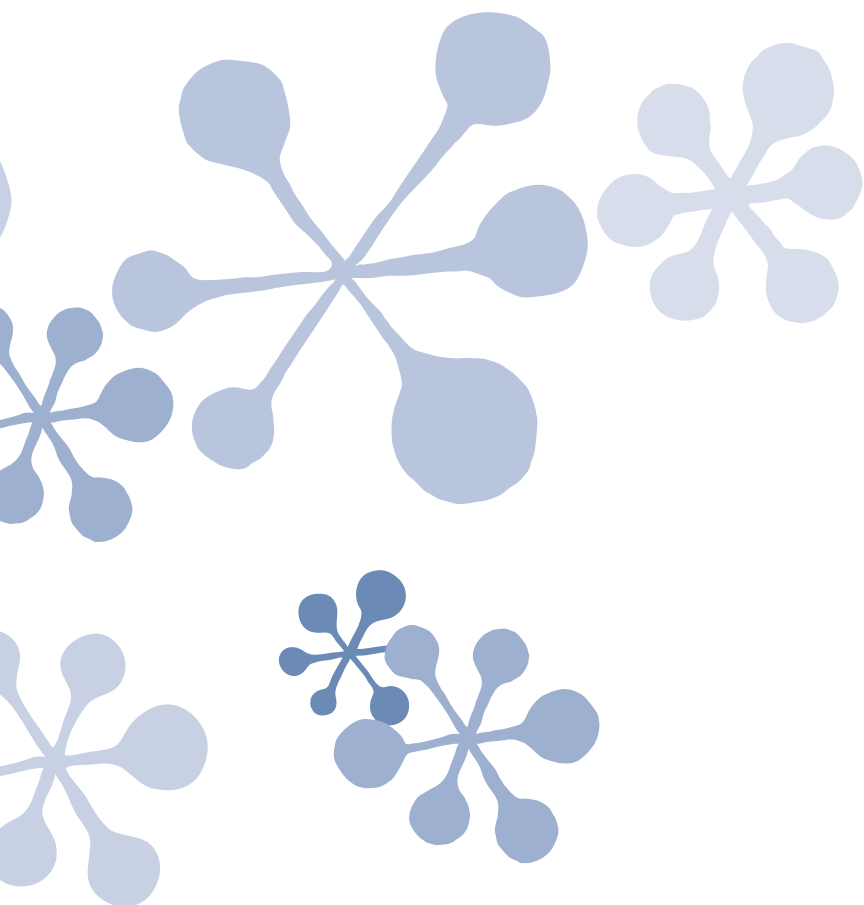
For you to do

1. Identify which of the above roles might be suitable for volunteers, and which require specialist training and why. Consider where any required training might be obtained (refer to the Sport and Recreation Queensland's website - www.srq.qld.gov.au for some listings of state sporting organisations and other sport and recreation industry organisations that may be able to assist).
2. For each of the following events, identify the roles that would be required for the event to run smoothly:
 - a walkathon;
 - a mini game between two groups in the same class;
 - an athletics carnival; and
 - a 'come and try' sports afternoon.
3. Discuss why each of the events listed in 2 above involve different personnel.

Sample responses to Activity Sheets 8.1, 8.2 and 8.3

The following responses have been offered as one possible solution to Activity Sheets 8.1, 8.2 and 8.3. These are not the only solutions, and participants should be encouraged to share, explore and discuss the range of solutions.

Participants should also be encouraged to refer to their *Participant's Handbook* for further information on general guidelines for assisting with these events.



Sample response to Activity Sheet 8.1

Pool 1 - Teams A, B, C and D

A versus B <i>A 2pts B 0pts</i>	C versus D <i>C 2pts D 0pts</i>
A versus C <i>A 1pt C 1pt</i>	B versus D <i>B 0pts D 2pts</i>
A versus D <i>A 0pts D 2pts</i>	C versus B <i>C 2pts B 0pts</i>

At this stage, the two pools go into a round of Preliminary finals, whereby the top ranked plays third ranked, and second ranked plays fourth ranked.

A = 3 pts, B = 0 pts, C = 5 pts, D = 4 pts

C versus A <i>C 2pts A 0pts</i>	D versus B <i>D 2pts B 0pts</i>
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During the semi finals the two pools combine and the top four teams play each other to determine who goes into the finals. Again, the top team plays third ranked and the second ranked plays fourth ranked.

C versus G <i>C 2pts G 0pts</i>

The winner of this final match is considered to be the winner of the competition.

C versus E

Pool 2 - Teams E, F, G, H

E versus F <i>E 2pts F 0pts</i>	G versus H <i>G 2pts H 0pts</i>
E versus G <i>E 0pts G 2pts</i>	H versus F <i>H 2pts F 0pts</i>
E versus H <i>E 2pts H 0pts</i>	G versus F <i>G 1pt F 1pt</i>

Note: If two teams are tied on points, there is usually a count back on goals scored to determine a winner.

E = 4pts, F = 1pt, G = 5pts, H = 2 pts

G versus H <i>G 2pts H 0pts</i>	G versus F <i>G 1pts F 1pts</i>
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Note: If there is an uneven number of teams in the draw, usually the top five are chosen, with the top ranked team sitting out the round and progressing directly to the grand finals after the preliminary finals.

D versus E <i>D 0pts E 2pts</i>

For discussion

- Some advantages of round robin draws are:
 - it makes the pool size more manageable;
 - it minimises the time taken (number of weeks) to run a competition;
 - it can be operated with equal or unequal numbers of teams in the competition.
- Some disadvantages of round robin draws are:
 - sometimes one pool has a much stronger group of teams than another, meaning that the final four teams are not necessarily the strongest in the competition overall.
- The minor placings are usually determined by the two losing teams from the semi-finals playing each other, or determined on a points allocation for these two teams.

Sample response to Activity Sheet 8.2

The importance of measurement in physical activities

For you to do

1. **Measuring speed.** It should be noted that individual reaction time, and therefore accuracy, varies from person to person. It is usual in timekeeping to react to the smoke from the starter's gun, or the flash of light from the starter's gun, to increase accuracy. This is because these cues are immediately visible, and there is usually a slight time delay before the sound is heard.
2. **Measuring distance.** There are a number of points for consideration in making measurements comparable. For example:
 - a. using the same scale (centimetres instead of inches and metres instead of yards);
 - b. measuring from the same point (from the front of the rectangle rather than the back, from the back of the landing foot rather than the front); and
 - c. considering other things which may affect the measurement such as weather (wet and windy conditions as opposed to sunny still conditions).

For discussion

- a. Other important reasons for measurement in physical activity include:
 - to make comparisons, for example in performances of the same person over time, or of different people at the same time, or of different people at different times in the same event; and
 - for historical or record keeping purposes.
- b. Other games, sports or physical activities which use measurement may include:
 - basketball, hockey, netball, to ensure the length of each game is the same when accounting for time outs/breaks in play;
 - equestrian events, heptathlon/decathlon, where each competitor is timed/measured individually as they complete their events; and
 - horse-racing, boxing, wrestling, where competitors have to meet particular weight requirements.
- c. Some difficulties/anomalies when using stopwatches include:
 - reaction time of timekeepers;
 - calibration of stop watches; and
 - lack of concentration of timekeepers eg missing the start or finish.
- d. Some difficulties/anomalies when using measuring tapes include:
 - using different scales of measurement; and
 - inconsistencies in commencing or completing the measurement from a standard reference point.
- e. Things you might need to find out about measurement in different games, sports and physical activities would relate to the rules and regulations governing each event.

Sample response to Activity Sheet 8.3

Identifying roles required for particular events

For you to do

Role	Indicate whether the role could be carried out by a volunteer and whether any specialist training would be required.	Explain why you made this choice.
Timekeeper	Yes, minimal training required	Each of these roles can be undertaken by volunteers, and requires only a minimal level of training, provided that the volunteer has the will and the confidence to carry out each activity.
Place judge	Yes, minimal training required	
Starter	Yes, minimal training required	
Marshall	Yes, minimal training required	
Public announcement	Yes, minimal training required	
Recorder/scorekeeper	Yes, minimal training required	
Event nomination recorder	Yes, minimal training required	
Disqualification judge/line judge	Yes, specialised training required	Each game, sport or physical activity has particular rules and regulations that guide it. A judge needs to know these in relation to the particular event they are responsible for.
Program coordinator	Yes, specialised training required	In order to ensure that all roles and responsibilities are covered off, it would be useful for the program coordinator to have some experience or guidelines that are being followed.
Umpire/referee	Yes, specialised training required	The umpire/referee needs to have an excellent knowledge of the rules and regulations governing each game, sport or physical activity for which they are responsible, as well as the confidence and assertiveness to make decisions and carry them out.

For you to do

Event	Roles that would be required
A walkathon	Event coordinator, starter, timekeeper, event or course marshals or lap counters, treasurer, first aid, ...
A mini game between two groups in the same class	This would depend on the level of organisation required for the game, but could include teacher, umpire, ...
An athletics carnival	Event coordinator, timekeepers, marshals, place judges, starter, PA operator, recorder/scorekeepers, disqualification/line judges for each event, first aid, nominations recorder, results recorder, food/beverage convenor ...
A 'come and try' sports afternoon	Coordinator for each sport/activity, first aid, overall event coordinator, nominations recorder, ...

3. Each event requires different personnel because of:

- the number of expected participants;
- the range of roles required and the range of events offered;
- the duration of the event;
- the number of venues/facilities involved;
- particular safety considerations of individual events; and
- the level of formality of each event.

