



**Handbook
on organising creative large-scale youth sport work events**





TITLE:

Handbook on organising creative large-scale youth sport work events

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SUMMARY OF THE PROJECT

In our youth work for reconciliation, inclusion and intercultural acceptance in post-conflict areas and with migrants, we've noticed sport can bring people together, as when playing a sport together for the same team, team players are not focused on the interracial, interreligious and other differences between them, but are focused on building quality team work together respecting each other's strengths and weaknesses and complementing each other.

All project partners believe and are motivated by the fact that through sport, personal development of our beneficiaries is multiple. In connection to reconciliation and intercultural learning is mainly the fact that through sport our beneficiaries create a sense of personal identity and then it is easier to accept the others as they are, as well.

Unfortunately, when organising education of their youth workers so far, partners could not find enough youth workers experienced in the topic and principles of using sport activities as methods in NFE/youth work for reconciliation and acceptance especially, as well as for using sport methodology in work with youngsters with fewer opportunities.

Project aims at: Building capacity of youth (work) organisations, their youth workers in NFE for youth SPORT work for reconciliation and accepting diversity among youngsters in our communities and encouraging creative usage of sport and outdoor activities in youth work for reconciliation.

The project activities:

- Activity 1 - Preparatory meeting
- Activity 2 - Training course 1 "Reconciliation youth work in post-conflict areas"
- Output 1 - Guidebook with Curriculum of the TC1
- Activity 3 - Study visit "Reconciliation and youth (sport) work in Berlin"
- Activity 4 - Training course 2 "Youth sport work for reconciliation and acceptance of diversity"
- Output 2 - Guidebook with Curriculum of the TC2
- Activity 5 - Training course 3 "Creativity and Large-scale youth sport work events"
- Output 3 - Guidebook with Curriculum of the TC3
- Output 4 - Handbook on organising creative large-scale youth sport work events
- Activity 6 - Youth exchange "Creative youth sport work events for reconciliation"
- Activity 7 - Local dissemination events in 5 partner local communities
- Activity 8 - Evaluation meeting
- Dissemination and reporting activities

Project contributes to developing sense of reconciliation, tolerance and understanding of diversity, not only among participants, but also among further beneficiaries of different youth sport work activities (with mainstream and marginalised groups) that will be led and managed by participants of this project activities.



1. Introduction and structure of the handbook

This handbook is envisioned as a multiplication tool, for using in youth sport work with youngsters in our communities, by current youth (sport) workers and future ones, of ours and of any other interested youth (work) organisations. It consists of most up to date information accessible in the topics covered and adaptation of methods and methodologies to sport work and escape room methodology. The handbook combines existing theories and definitions and gives practical advices on defining, planning, preparing, implementing and evaluating large-scale youth sport work events, with special focus given on creativity in envisioning new large-scale YSW events based on methodology of escape rooms which is presented separately as a section for better and detailed understanding.

The handbook is useful and innovation tool for all youth workers and educators working with young people in sport work programmes and especially when organising large-scale events that require a more careful planning and implementation processes, as well as post-implementation one. It is developed in cooperation with highly experienced youth workers who have also managerial and leadership experience in organising large-scale events and sport work programmes.

The Handbook on organising large-scale youth sport work events comprises of five chapters followed by a sixth section of appendices with practical forms considered useful when organising large-scale youth sport work events. The first part consists of theoretical introduction to the topic. In this chapter, authors provide explanations about what youth work and non-formal learning is, defining youth sport work and large-scale events. Further on, it presents leadership and management processes in implementing large-scale youth sport work events, management as a process in large-scale youth events, communication, evaluation and follow-up process.

Next chapter titled "Practical advices for organising large scale youth sport work events with examples of activities" is divided into 5 sections and covers the following topics: general documentation for the event management, preparation phase, implementation of the daily activities, evaluation of the event and follow up. This chapter gives emphasis on detailed timeline to be used since the initial phase of planning to the last day before the start of event.

In chapter 4, there are selected and presented in detail activities for stimulating and strengthening teambuilding, educational activities in sport work, and evaluation activities for daily and final evaluation. These examples can be valuable resource to use when organising and implementing large-scale youth sport work events and ensure effective group work and team spirit among participants, and proper feedback and communication.

Chapter 5 is presenting the educational escape rooms; theoretical background and practical advises on how to develop an educational escape room activity as part of a large-scale youth sport work event, or any type of youth work event.

Last chapter of the handbook is providing examples of informational documents, medical information and consent form, and simplified communication strategy document.



2. Theoretical introduction

Theoretical introduction to the handbook is divided into 9 sections containing most important theoretical overviews of the key terms that are essential to be understood in order to successfully start planning and developing large scale youth sport event. This is an overview of the whole chapter:

It starts from the basics. It is crucial to understand what **youth work** is. Some of the essential features of the youth work are the following: young people choose to participate, the work take place where young people are, and youth work recognises that the young person and the youth worker are partners in a learning process.

After defining what youth work is the content consists of definitions of **non-formal learning** or non-formal education. Sometimes it seems that it's a mission impossible to define what non-formal learning is. In order to easily explain and show what actually non-formal education is, a comparison between the formal education and informal education/learning is presented, as well as clear and understandable definitions of all three types of learning/education.

Third topic of the introductory theoretical part is **youth sport work**. In short, youth sport work combines youth work with sport activities and non-formal learning. To explain it in a more practical way we've used an example of using a sport activity as a tool to work on, and address personal, social and civic development of the young people. Important aspect of using sport activities as a tool in the regular youth work is creativity and innovation of individual youth workers. Special accent is put on creativity and innovation because there are not many publications or guidebooks in the field to use. Youth workers will usually, together with their youngsters, find the best way to use traditional sports not only as games, but also as tools for education.

Once we have theoretically defined what youth work, non-formal learning and youth sport work are, we are moving to trying to define what **large scale events** are; and this is not an easy task to have. Organisation of any event or any type of activity asks for a lot of planning, piloting activity, implementing, and evaluating implemented activity. When organising something on a large scale, especially large-scale youth event, all these tasks become even more important and complicated. While reviewing different documents and different handbooks and manuals explaining what youth work and youth sport work activities are, we were struggling with finding definition of large-scale youth events. Large scale youth event is described, usually, as an event which involves more than 40 or 50 young people. This is conclusion based on the examples of practise of youth work, and from reviewing documents concerning large scale youth events.

Once we have explained and made a general understanding of 4 important key words concerning the topic of our handbook, we are moving to defining leadership and management process in the implementation of large-scale youth sport work events. In this section, we are presenting some of the common definitions of leadership and we are also making a comparison between a leader and a manager. After that part, we are moving to defining management as a process in large scale youth events, and what are the main aspects of managing large scale youth events. Also, we are tackling the topic of communication process and why the communication with team members, with participants, with local institutions and stakeholders, public communication and multicultural communication; is important and why organiser of large-scale youth sport work events should pay attention to each individual type of the communication. Last two parts of the theoretical introduction to the handbook are explaining the evaluation and follow-up processes of the large-scale youth events and their importance.



In the practical part of the handbook, we will explain how each of these processes can and should be implemented when organising large scale youth events.

2.1. Youth work

By Council of Europe youth policy standards¹ youth work is a term that is covering a wide variety of social, cultural educational, environmental and/or political activities with and for young people, based on non-formal and informal learning methods through voluntary participation and delivered by both paid and volunteer youth workers.

According to European Commission² and specially highlighted in study “Working with young people” released in 2014³ youth work has three essential features that are:

- Young people choose to participate
- The work take place where young people are
- It recognizes that the young person and the youth worker are partners in a learning process

Youth work directly contribute to personal development of young people and help them realize their full potentials. It develops skills of young people so that they can contribute to the organisation and quality of life in their environment and local community, be able to initiate changes, and create opportunities for them to interact with other young people in order to put their ideas into the practice. Youth work in general should provide young people with set of skills, competences, knowledge and experience in order to cope with obstacles and challenges in different stages of life. Youth work should provide support for both mainstream youngsters and those youngsters who are already facing some challenges (such as disabilities or ethnical minorities) and can be organized at local, national, regional or international level.

2.2. Non-formal learning/education

It is almost impossible to give an exact short definition of non-formal education, but rather it is usually explained through its main characteristics that makes it unique. The glossary of the European Knowledge Centre for Youth Policy⁴ describes non-formal learning as follows:

“Non-formal learning is purposive but voluntary learning that takes place in a diverse range of environments and situations for which teaching/training and learning is not necessarily their sole or main activity. The main activities and courses are planned, but are seldom structured by conventional rhythms or curriculum subjects”

In order to easily explain and show what actually non-formal education is, it is often compared with the formal education. Reason is simple, as all of the people who passed through

¹ <https://www.coe.int/en/web/youth/youth-work> accessed July 2020

² “ Council conclusions on the contribution of quality youth work to the development, well-being and social inclusion of young people” ; European Commission; 2013 <https://eur-lex.europa.eu/legal-content/EN/ALL/?uri=CELEX:52013XG0614%2802%29> accessed July 2020

³ „Working with young people: the value of youth work in the European Union“ ; European Commission, 2014; <https://op.europa.eu/en/publication-detail/-/publication/de968c0f-4019-403e-8945-19fd5985b0f5> accessed July 2020

⁴ “SALTO Bridges for Recognition: Promoting Recognition of Youth Work across Europe” ; The European Knowledge Center for Youth Policy; 2005; https://pjp-eu.coe.int/documents/42128013/47261818/Bridges_for_recognition_n.pdf/1e7ebb5c-4edb-4bce-8fe0-db42605938c2 accessed July 2020



elementary, high school or the university have experienced formal education methods and approaches and are in most of the cases much more familiar with them.

Formal education/learning is happening in the classroom, or any other kind of fixed environment and it has previously prepared plan or curricula with already precisely structured learning outcomes and goals. Leaders of the learning process are specially trained and educated persons (the most usually professors or teachers) and the general concept of knowledge transmission and sharing is “one-way” which means going straight from professors/teachers to students/learners. As there is no real interaction from the students/learners’ side, it is often called “presentational” learning. Another important feature of formal education is official recognition of the learning process and knowledge achieved, diploma, that is usually given after successful implementation of final exams or similar tasks/assignments. In the almost all countries in the world, formal education is mandatory until some age (the most usually 14-18). The best examples for formal education/learning are schools, college, universities, language courses and similar.

Non-formal education/learning is happening in the flexible environment that can easily be adjusted to the needs of the students/learners (such as nature, sport facilities...). However, it is also planned with previously developed and structured learning outcomes but taken fully voluntary. Leaders of the learning process can be specially educated or trained professionals (such as facilitators, trainers, youth workers), but also volunteers and peer educators based on their previous experiences instead formal educational background or expertise. Non-formal learning is taken consciously with the aim of personal developing, acquiring new skills and competences and gaining new experiences and it is important at any age or stage of the life. However, non-formal education/learning can be crucial at a young age, as many values, attitudes and beliefs that influence future person’s life and decisions are developed at an early age, and from this reason non-formal education/learning is most often used in the youth work. Non-formal learning doesn’t have to involve any diplomas or certificates for participation and successful implementation, but at the European level there is Youthpass certificate as official recognition tool that allow learners to easily track their learning process and set their personal learning goals based on 8 key competences.

Informal education/learning includes all kind of learning, that can happen at work or leisure time with family and friends. It is not structured at all, doesn’t have any learning objectives, teaching materials and it is happening unconsciously. Informal learning is often not even recognized by learners despite being a really important part of the lifelong learning process. In the recent times, one of the most powerful ways to engage into informal learning is use of social networks and use of forums/chat rooms (such as Reddit), but also through reading online articles/blogs or watching vlogs.

To achieve the best quality of the learning process, it is ideal to combine all of these three previously mentioned education/learning methods. However, non-formal education is most usually used in the European level youth work. From this reason, it is important that youth workers well understand general concepts and principles of non-formal education and know how to implement them in the regular work with young people on daily basis.

Youth work based on the non-formal education methods and approaches should be:

- **Voluntary:** all young people should attend youth work activities voluntarily and have an opportunity to choose which skills and competences they want to develop and work on.
- **Give-and-take based:** it means that learning process or transmission of knowledge should be two-sided. Young people must be included and taking active role in the learning process.



- **Enjoyable:** young people should be provided with a chance to spend their free time on the quality way while getting socialized with their peers and youth workers in the safe environment
- **Youth centred:** all implemented activities should be based on real existing needs and wishes of young people or possible problems they identify in their local community or environment
- **Value based:** youth work should always empower personal development of young people, foster social cohesion and promote democratic principles such as inclusion, human rights and active citizenship
- **Flexible:** despite need that non-formal learning process should be structured and planned, it should also be flexible when it comes to listening voice of young people and accepting their suggestions and opinions when creating activities for them

2.3. What is youth sport work?

Sport is an innovative tool that is becoming widely popular and used when addressing several social problems and generally in work with young people. It is related to power of sport to easily become a "common field" for different target groups or young people coming from different backgrounds, while sport groups can easily become learning groups.

According to researchers from the Ohio University⁵, apart from the traditionally known benefits of sports on the physical health of young people such as decreased risk of Type 2 diabetes, improved weight control and generally adopting regularly exercising attitude, it also has many benefits on their mental health and mental development. Young people who are engaged in sport activities develop personal discipline and are thought to get along with others in order to achieve a common goal. They also show increased level of self-esteem, self-confidence and increased general satisfaction with oneself.

Young people are engaged in sport activities since their early age and through all childhood and it can include playing both individual and team sport such as football, basketball, tennis or swimming. They can do it at organized sport clubs or as leisure team activities with their peers in the nature. However, for playing sports at professional sport clubs or organisations in the most cases you have to pay, so from that reason it is exclusively reserved only for the most talented and physically stronger youngsters. As we already said that inclusion and equal opportunities for everyone are one of the basic principles of youth work, people often confuse youth organisations and sport clubs and then questions such as „when is a basketball match youth sport activity" or „when is my tennis match youth sport activity" appear.

If sport organisation is organizing basketball match (trainings) for young people that is played just because of clear passion for the basketball and has only purpose to develop their basketball skills (such as shooting, dribbling, ball handling...), to make them winning team and motivate them to be the best in the competition and to compete with other young teams just to win and be on the top of the league, then this can't be called a youth sport work activity and it actually example of the basketball club.

Youth sport work activity means that basketball will not be in the main focus, but just a tool to work on and address personal, social and civic development of the young people.

All other sports can be used in the same example. General understanding of sports between youth workers and professional sport workers (trainers) is pretty different. Youth workers in

⁵ „Benefits and impact of Youth&Interscholastic sports“ ; Online Master of Athletic Administration Ohio University; <https://onlinemasters.ohio.edu/blog/benefits-and-impact-of-youth-interscholastic-sports/#:~:text=Playing%20sports%20is%20also%20known,of%20heart%20disease%20and%20diabetes.>
Accessed July 2020



most of the cases don't have enough skills, experience, knowledge and expertise in the sports, while sport workers (trainers) don't have any background in youth work and psychology of young people. Youth organisations and youth workers are aiming to involve all young people into their activities even if they are youngsters with fewer opportunities (such as youngsters with disabilities, refugees, youngsters with economic challenges...), while sport clubs are usually involving only the most talented and the young people that have the biggest chance of achieving good professional results and possible professional sport career in the future.

So how youth workers can use sport activities as a tool in their regular youth work? It really come up to their creativity and innovation as there are not many publications or guidebooks in this field to use. Together with their youngsters they should find the best way to use traditional sports not only as a games where they score goals, setting the record times or making points matters, but also where everyone's safety, inclusion, engagement and environment will be the main purpose and will lead to their personal development. Youth workers also shouldn't strictly be limited with traditional sports that we previously mentioned. Some physical activity games that young people are playing already for decades in their leisure time such as dancing, chasing, capture the flag, jump rope or tug of war can also present strong base for development of youth sport work activities. It is just important to adjust and adapt them through changing some rules or approaches in a way that they will serve needs of your exact target group and enable young people to personally develop through their implementation.

2.4. What are large scale events?

Organisation of any events or activities is asking for lot of thinking, brainstorming, testing, communicating and planning in advance. When organizing large scale events, this becomes even more important and on much higher level.

Large scale events are events with high importance and with highly set goals that should be achieved through their implementation . They include big number of participants that can come from one or more countries and asking for specially prepared venues or facilities. What makes large scale events even harder to plan and organize, and is asking for even more effort and time, is that they are often impossible to delay and cancel due to many internal and external factors, so some kind of "plan B" and preparing for unpredictable situations must be done.

Large scale events generally can include different conferences and seminars lasting for few days, different sport tournaments and championships, film and theatre festivals, music festivals, fairs and similar.

Organisation of large-scale events requires excellent coordination and communication between team members. Logistical tasks such as finding of the venue and setting the exact day should be done much in advance in order to have enough time for the preparation. It is always good to find some volunteers when planning and implementing such events as it presents win-win situation for both sides – your organisational team will directly benefit from bigger number of motivated people involved, while volunteers will benefit from the opportunity that they can be involved in the organisations of such a big event and gain new knowledge and experiences.



2.5. Leadership and management processes in implementing large-scale youth sport work events

Large-scale events implementation requires higher scale of responsibilities, more complicated processes to manage, detail orientation, and the involvement and management of a bigger team and participants. In order to successfully achieve the above mentioned and beyond a functional leadership and management process of the event must take place.

Leadership is known as a process that influences the outcomes of a project, the fulfilment of aims and objectives, as well as its overall process performance, team and tasks management. It is considered to be one of the most researched and discussed topics in the organisational field and for this reason there exists various definitions, types and styles of leadership that different researches provide. The possession of an enormous presence of literature in leadership and its styles can be narrowed down into five perspectives of styles:



Figure 1: Leadership perspectives, "Organisational Behaviour" McShane, Von Glinow (2012)

Competency perspective of leadership: this perspective is based on the characteristics of the leader which by the experts and researchers determine and distinguish the leader from the other people inside a project or organisation. The competency perspective describes an effective leader as someone who has the following eight competencies:



Personality	<ul style="list-style-type: none"> • Extroversion, conscientiousness (and other traits)
Self-concept	<ul style="list-style-type: none"> • Positive self-evaluation • High self-esteem and self-efficacy • Internal locus of control
Drive	<ul style="list-style-type: none"> • Inner motivation to pursue goals • Inquisitiveness, action-oriented
Integrity	<ul style="list-style-type: none"> • Truthfulness • Consistency in words and actions
Leadership motivation	<ul style="list-style-type: none"> • High need for socialised power to achieve organisational goals
Knowledge of the business	<ul style="list-style-type: none"> • Understand external environment • Aid intuitive decision making
Cognitive/practical intelligence	<ul style="list-style-type: none"> • Above average cognitive ability • Able to solve real-world problems
Emotional intelligence	<ul style="list-style-type: none"> • Perceiving, assimilating, understanding, and regulating emotions

Figure 2: Competencies of effective leaders, "*Organisational Behaviour*" McShane, Von Glinow (2012)

Behavioural perspective of leadership: According to McShane & Glinow (2012), one of the most discussed style is the behavioural leadership that divides leadership into two categories: the task-oriented leadership and people-oriented leadership. While the task-oriented leadership is focused on setting clear objectives and planning of the process, the people-oriented leadership has in focus the motivation of the employees/team and their performance. In some cases when the task-oriented leadership is used, the team might not be enough motivated and satisfied with the process or their participation or contribution in giving new ideas and being appreciated for that. On the other hand, when there is people-oriented leadership style in a project, there are cases of dissatisfaction because people are focused into having clear tasks to follow and clear supervision by their leader and manager.

Contingency perspective of leadership is founded on the idea that a proper leadership style should be based on the situation, while suggesting that the leaders should be flexible and insightful in order to be able to adapt their behaviour and styles to the immediate situation. ⁶

Transformational leadership is one of the most famous perspectives of leadership but still lacks support. This perspective treats leaders as ambassadors of change and transformation in an organisation. It is often in contrast with transactional leadership that promotes punishment and rewards of the individuals in the organisation. ⁷

Implicit leadership perspective involves the observation and consideration of both aspects of leader's competences and values, as well as the follower's or team views perspective on the

⁶ Contingency Leadership: "Leadership Styles – Book: Organisational Behaviour" McShane, Von Glinow (2012)

⁷ Transformational Leadership: "Leadership Styles – Book: Organisational Behaviour" McShane, Von Glinow (2012)



leader's behaviour. Therefore, it focuses on having a harmony and influential relation between the leaders and followers' views.

Besides the choosing of the most appropriate leadership style based on the mentioned perspectives, there are social aspects to have in mind. As youth work promotes inclusion and diversity, these aspects should be highly considerate from the leaders, especially when organising large scale events where the team consists of big number of people who might not always have direct approach with the main leader or manager of the event. Thus, choosing a proper leadership style to follow must considered significantly important in the first stages of the planning and is dependable in the situation and in the team working styles which is for the leader to discover.

2.5.1. Leader vs Manager

The notions of leader and manager as well as their roles and functions within a project are quite often confused by the people. Very often, the leaders are considered as people who are focused on people, while managers are the task focused ones. However, Warren Bennis emphasises the difference between leaders and manager by the following statement: "Managers are people who do things right, and leaders are people who do the right thing". Therefore, as the leader is moving things forward, has a vision for the idea and inspires the other team members to follow that, the role of the manager is making sure the whole process of the idea is well understood, well-appointed and distributed regarding the tasks, the objectives and results are achieved, and the plan in general is reaching its purpose. Having well-managed all the mentioned responsibilities and beyond ensures the controlling of the process and success of the event.

2.6. Management as a process in large-scale youth events

The management as a process is one of the core values that an organisation or organising team need to have. That is because it ensures that the whole flow of the organisation of an event is going through achieving the aimed objectives.

Moreover, when organising a large-scale youth event, it is the management process and the team involved that takes care of the main aspects of a youth work project such as:

- Having clear objectives and adequate strategy to achieve them;
- Setting up communication channels and strategies for the target group and making sure their needs are met;
- Planning and managing the necessary equipment, tools, funds, secured venue, working materials, and so on;
- Designing of a functional and appropriate process of monitoring and evaluation of the event outcomes;
- Managing teams and groups in working, as well as monitoring the functionality of chosen leadership and management in regard to the team's energy and productivity;
- Ensuring the quality of the visibility and promotion of the event;
- Identifying and managing potential risks;

Large scale youth sport work events involve a large number of participants, followed by service providers, and a variety of processes that need to be taken care of. Often, they are defined as a complexed puzzle by the saying: "If all events are puzzles, large-scale events are the thousand-piece ones, and every piece is a shade of the same colour."⁸

⁸ Social Tables: How to plan a successful Large-Scale Event: <https://www.socialtables.com/blog/event-planning/plan-a-large-scale-event/>



2.6.1. The importance of planning

Youth organisations have a key role in the social welfare of the community in various aspects and topics. The environment where they operate constantly experience changes and transition, therefore it is important for the organisations to be able to adapt to the potential changes. This way, the process of planning is considered very crucial while implementing a project or event for the youngsters, especially when the event consists of large number of participants coming from different countries and complexed processes within the organisation of the event. Implementing a well-planned event minimises the potential occurring of risks that may affect the event success. Generally, the planning aspect of the management of large-scale youth sport events is the “HOW” of achieving the objectives set, communication channels, reaching the audience, ensure satisfied participation from the participants, a good teamwork, a successful implementation process, monitor and evaluate the event, as well as the methods of follow up and sustainability of the event.

Besides the above listed elements consisting of the management of a large-scale youth sport work event, an important element in planning is how to assess the environment that surrounds us in order to be able to reflect and minimise potential risks that may affect our event. Such risks can be related to the natural disasters, weather change that may not allow the activities happen outdoor, health of participants, political instability, and various ones that are important to be aware of in order to plan an alternative method of reacting upon it and not affect the implementation of the event.

2.6.2. Time management

Having in mind the complexed process of organising a large-scale youth sport work event, an effective time management can ease the flow of the planning and implementing processes. The importance of effective time management stands on the deadlines to accomplish each task and requirements of the event, the correspondence of the calendar in relation with the surroundings, as well as in the stress management. Moreover, an effective time management helps in producing better results in the implementation of the event, increases the level of confidence to move further with the upcoming activities, and reduces the potential occur of risks that may impact the organisation of the event.

Some of the basic time management elements include planning ahead, giving priority to the most urgent tasks, staying away from distracting things or people, avoid multitasking, and place a reward for good work for the working team in the end of the event.⁹

2.6.3. Teamwork

Team is viewed as a mature group comprising people with interdependence, motivation, and a shared commitment to accomplish agreed-upon goals. (Ivanchevich, et al., 2011) Large-scale events are comprised of a big number of people, therefore having established teams and plan the work within each, brings an effective team work and better results achieved. The work in a team is indeed much harder because it needs understanding of each person’s working style, capacities, needs, cultural background, and is more time consuming. However, with an effective plan and focus on team-development in the first phases of the event planning, the organising process of the youth-sport work event becomes more interesting, it has diversity of cultures, more creativity and more ideas, and the whole organisation has more strength with a combination of different skills and capacities from each member.

Teamwork as a concept, its effectiveness, and importance is significantly discussed among experts in the organisational management and event management field. There are more than

⁹ The importance of Time Management: <https://www.freshbooks.com/hub/productivity/importance-of-time-management>



five popular models for team effectiveness discovered by experts. One of the most known ones is the T7 model developed by Michael Lombardo and Robert Eichinger in 1995.



Figure 3: The T7 Model of Team Effectiveness, "Korn Ferry Institute" (n.d.), Retrieved: August 2020

This model represents key factors that influence effective teamwork. This is shown through the combination of internal and external factors.

The five internal team factors include:

- Thrust – having a common goal to achieve;
- Trust – having trust in each team member and in their professional capacities;
- Talent – the combination of the skills and talents from the team members;
- Teaming skills – the willingness to work together, share and exchange knowledge and support each other;
- Task skills – the capability to execute tasks accordingly.¹⁰

The two external team factors are:

- Team-leader fit – the level of satisfaction of the team leader's work and his/her approach with other team members.
- Team support from the organization – the level of support from the other organization members who are not directly involved in the process.¹¹

According to Lombardo and Eichinger (1995), for a team to be high performing, all five internal factors must be present. However, no matter how complete the internal factors, if leadership and organizational support are lacking, the team's effectiveness will be hampered.

2.7. Communication process

Communication is an essential factor in the organisation of any event and in general for any organisation to function. The whole managerial tasks, the planning, timing and implementation of duties is achieved through the communication activity. Generally, the concept of communication is defined as the process of transferring the information (sending and receiving). Besides the sender and receiver, there are also other elements in the communication process. Elements such as "Who" and "How" is the sender transferring the

¹⁰ Team Effectiveness Models: <https://www.wrike.com/blog/6-different-team-effectiveness-models/>

¹¹ Team Effectiveness Models: <https://www.wrike.com/blog/6-different-team-effectiveness-models/>



information have an important role in the process because they determine the way how the information might be perceived by the receiver and who is the person behind the information sent as well as what is the authority or credibility of that person.

Communication can be processed through different channels or methods such as: face to face, email, phone, virtual video conferences, reports, letters and faxes, flyers and brochures, and so on.

Communication is an important element in organising youth events. An effective communication process ensures a successful dissemination of results for the event, a well understanding of tasks within team, a well brainstorming and appreciation of new ideas, as well as a motivation team. When organising a youth event, a combination of above-mentioned methods can be used to ensure a good and effective communication process between team members, with participants, local institutions, stakeholders, and audience.

2.7.1. Communication between team members

Team members should have an established communication since first steps of the event ideation. The leader is the one who gathers the key team members to clearly communicate the division of tasks and thus drafting a communication plan that will later on be shared with the volunteers and other members joining each team in the respective tasks. In large scale events, the management of communication can determine the team's readiness and capacity to reflect upon emergency situations and adapting to needs for changing plans. An effective communication within the organising team can positively reflect the accomplishment of tasks during each phase of the event. In the cases of large-scale events, it is important that each team has a focal point that will deliver the information with other team for better arrangement of processes. It is important that the team members have regular meetings for reflecting on their tasks and plan the future steps of the event.

2.7.2. Communication with participants

Participants are one of the main target groups when organising an event, therefore the channels of communication with them should be carefully planned in order to have their interest actively during the before, during and after phases of the event organisation. As large-scale events comprise of a big number of participants, it is essential to have a small team or a person working proactively on this in order to not miss any information to deliver to them, as well as any question or needs that they might address.

2.7.3. Communication with local institutions and stakeholders

Local institutions and other stakeholders such as businesses, supporting partners are important target groups that should highly receive consideration and customized treatment. This target group has a significant role in the implementation of large-scale youth sport work events starting with the provision of a sport venue for the activities, accommodation for the participants, essential needs for the participants, other service provision for the logistics, and so on. Therefore, a communication plan for clearly stating the information for each service and support is very important in order to avoid failures or misunderstanding for the purchased services, partner support in the community, legal procedures with the institutions for using the venue(s), and many more.

2.7.4. Public Communication

The information provided for the public regarding the event needs to have a special approach from the team and the management plan for the event. Initially, this information needs to be announced before the event days in order to increase the level of interest for the public, continuing with weekly and daily updates when the event is happening. The public information



is usually set under a detailed promotion and dissemination plan and shared through different public channels such as promotional materials, social media and websites, and TV channels. This information usually contains the event dates and place, information about the programme, number of people involved, the supporting partners and cooperating partners, and other relevant information that the organising team decides to share with the public for better promotion of the event.

2.7.5. Multicultural Communication

With the involvement of a big number of people when organising a large-scale event, there also a presence of different cultures taking place. Starting from the organising team, implementing partners, supporting partners and institutions, businesses, participants that will directly be part of the programme, and ending it with the audience or the public that the information will be delivered – the involvement of such a big number of people involve people of different ethnicity, religion, race, country realities and everyday habits that embraces the reality of each individual. In the process of communication this is considered as something to have a deep focus and attention. People from different cultural background perceive and transmit things differently, and that is to be considered by the main leader in the first place and continuing with the focal point of each team.

Elements to have into consideration when a multicultural communication takes places are Words, Space, and Time.¹²

Words and the use of language is the main element in the communication. As the most used language from people of different countries is English, it is important to have in mind that this is not a mother language for them and try to avoid potential issues when communicating. Also, there might be people in the team who do not communicate in English, therefore in order to have inclusivity in the team and avoid barriers in communication, a way of having them expressing their ideas and communicating with others should be considered. Space is another element which considers the personal space or boundaries of each person when communicating. Different cultures have different ways of greeting people in their daily life, the boundaries of physical contact and so on. There might be misunderstanding, and discomfort caused that may affect the behaviour and emotional state of an individual later on for further phases of the event. Time, as an essential element has a special importance in the multicultural team. Some cultures are more adaptive and flexible with time whereas some cultures are stricter. This may cause issues with the scheduling of tasks, arrangements as well as discomfort between teams and individuals if it is not settled right.

However, even though there are challenges and elements to consider carefully in multicultural teams when it comes to communication, the large-events are nowadays successfully implemented from people of different cultures by taking care of preparation, and consciousness of other's realities and working styles.

2.8. Evaluation process

In event organisation, evaluation is just as important as other planning and implementing processes. This process does not only take part in the accomplishment of tasks within the organising of the event, but it also brings space for new ideas and reacting upon the situation created. Assessing the process and tasks and providing feedback on the progress achieved is the basic purpose of the evaluation. The importance of evaluation stands on the fact that it clearly provides feedback whether the objectives and tasks are accomplished, and if the individual's skills are utilized accordingly. As in other sectors, in youth work, evaluation

¹² Communication: Book: Organizational Behavior and Management (2011), Ivanchevich, John M.; Konopaske, Robert; Matteson, Michael T.



functions internally and externally. Internal evaluation is when the organisation team choose a method of evaluating their aimed goals and objectives for a certain project or process. It can be conducted daily, weekly, monthly, and annually, depending on the need and internal regulations within the organisation. The external evaluation is the one provided by the target group regarding a certain project or process involved, such as participants, partners, and public. This type of evaluation can be conducted after the implementation of each event or project by the participating youngsters, trainer and facilitators, business partners, NGO partners, local institutions, and so on. Generally, depending on the method chosen, the external evaluation for a particular event or project may include information regarding the quality of the programme, the capacity and communication of the staff for its organisation, the behaviour and energy from the other team members or participants, and logistical manners.

Both types of evaluations are significantly important for the function of an organisation and for the implementation of a certain project event and serve as a good element of improvement and innovative approaches for the future.

2.9. Follow-up process

In youth work is important that the particular event is not the last phase of the participant involvement and the relation between the participant and organising team. When it comes to large scale events, knowing that there is a variety of cultures and backgrounds, the sharing and exchanges of knowledge is very much present. This aspect is very helpful in generating new ideas. The purpose of follow-up is to encourage new ideas coming from what the participants have learned during the youth event and plan to implement it with the local community - this way sharing the knowledge indirectly to those who have not directly participate. The follow-up process is a good opportunity for the young people to find out about the existence of a certain event and for the organisations to attract more people. On the other hand, it is a good opportunity for the participating youngsters to practice and develop their skills in organising an event.



3. Practical advices for organising large scale youth sport work events with examples of activities

Chapter “Practical advices for organising large scale youth sport work events with examples of activities” is divided into 5 sections:

- In first section, we are going through the general documentation for event management and explaining why it’s important to have administrative and certain regulations for the large-scale youth events.
- In the second part of the chapter, we are explaining how the preparation phase should be implemented, what’s the timeline for the preparation of large-scale youth sport work events, what’s the selection process and how to implement selection process for the trainers. We are defining the schedule of activities, giving practical information for opening and promoting the call for participants, explaining steps in promotion of the event. In this section, we are also presenting topics of selection of participants, making travel arrangements and preparing participants for the event.
- Third part of the chapter is focused on the implementation of large-scale youth sport work events and main aspects of the implementation. We are introducing 4 important aspects of daily activities, explaining how the process of problem solving should be done to be in line with the features of youth work and non-formal educational approach. We are also providing an example of communication strategy scheme from youth work practise, in addition to the explanation of the importance of communication strategy in implementation of large-scale youth sport work events.
- Fourth section is introducing different forms and modalities of the event evaluation: evaluation by the participants, internal and external evaluation.
- In the end, we are presenting different types of follow-up activities and strategies for dissemination of the event’s results.

3.1. General documentation for the event management

The presence of administrative and certain regulations can be found in any kind of event planned. When it comes to large-scale events, it is indeed necessary to document each step that leads to the organization of the main event. Moreover, youth sport work events require careful planning of the logistics and venue selection, thus a planning and obtain of the relevant data is important for the tracking process, future planning of the event’s next edition, as well as for the reporting.

Initially, the general plan for the preparation is required in order to track the process, following different forms and checklists, communication plan and drafting of promotion plan.

The formulation of a written document should include the initial planning of the youth event and later on get further developed with the involvement of team and division of the tasks. For each of the processes and activities involved, there should be identification of indicators, supporting document on the decision-making aspect, lists, invitations, documentation of communication methods.



3.2. Preparation phase

The preparation phase in large scale youth sport-work events starts several months or up to 1 year before the date of implementation. In such events the key processes that needs to carefully are the preparation of the schedule for the activities, the selection process of participants, contracting the trainers that will organize the daily activities, venue selection and criteria set for meeting the proper conditions for accommodation, food and refreshments, working room and other logistics, communication with stakeholders, dissemination of the results and reaching of target groups directly through promotion, and so on.

Since the preparation has a key importance in the whole flow of the process a detailed process of the preparation should be done by focusing on the tasks with the Highest priority for each timeframe of the planning phase. Below is presented the timeframe of preparation phase for organizing a large-scale youth sport work event accordingly with the tasks. Later on, are covered separately each key process with more thorough information.

3.2.1. Timeline for the preparation of large-scale youth sport-work event

11 – 12 Months before the Youth event

- Have a detailed proposal for the event
- Accomplishment of the funding process
- Identification of the implementing partners
- Setting clear objectives and indicators for the implementation of the event

9 – 10 Months before the Youth event

- Drafting the plan for organizing the event
- Planning of the budget expenditures
- Creation of the list of stakeholders and supplies/services needed
- Teams' establishment and division of tasks

6 – 8 Months before the Youth event

- Creation of the general event schedule
- Development of the promotion plan
- Venue selection
- Selection process for the trainers

3 – 5 Months before the Youth event

- Promotion of the event
- Finalization of the event schedule
- Contracting the service providers for logistics and marketing services
- Opening the call for participants

2 Months before the Youth event

- Design and purchase of promotional materials
- Selection of the participants
- Re-confirmation for the venue logistics
- Purchase of the working materials
- Development of Monitoring and Evaluation tools and final methodology

1 Month before the Youth event

- Finalization of the participants list
- Preparation of the participants for the programme



- Travel arrangements with the participants
- Review the management plan for the event

3.2.2. Selection process and involvement of the trainers

Besides the management staff and stakeholders who cooperate and support the event, the trainers have a key involvement in the youth sport work event since they are the ones who prepare the content of the event and manage the whole programme and interaction with the participants during the implementation phase. For this reason, the process of their selection starts in the early stages of the event preparation.

An open call for trainers should be published and last for four to six weeks. The open call should include a short description of the project, the tasks and obligations of the trainers, and the qualifications for the position. In order to have the best prepared and qualified trainers for the youth sport-work event, a set of criteria should be defined in the Selection Criteria document.

It is important that the trainers have previous experience working with sport-work events for youth because they know what kind of activities should be avoided, how to have safe outdoor activities, and when to plan each session that involves physical activities such as games, energizers, teambuilding activities and such. When setting the criteria for selecting the trainers, a jury should be formed which can be the management team or any external supporter of the organization's activities.

When the selection process is done, the trainers should be informed thoroughly with the project in general and the event. A general schedule should be together developed initially. Furthermore, a period of up to two months should be given to the trainers to develop the schedule of the event in details – the curriculum for the event. Later on, when having the programme developed, a short agenda needs to be shared with the participants.

3.2.3. Defining schedule of activities

As previously mentioned, a general schedule of the programme should be defined in the early stages of planning and when defining the general proposal for the event. This process is closely linked with the involvement of trainers for the event, and it impacts a big part of the logistical preparations and venue selection. When developing the schedule for a large-scale youth sport-work event, there are some aspects to have into consideration:

- Promote the positive aspect of sport activities and its relation to inclusion and mental health;
- To have inclusive games and activities;
- To have in mind that there might be participants who are shier and/or introverted;
- The number of participants is big therefore activities should be timely-wise planned;
- Including self-reflection, group-reflection, and discussion parts for daily feedback;
- Having a combination of indoor and outdoor activities;
- Having interactive sessions in small and big groups in order to ensure equal participation;
- Planning a considerate number of teambuilding activities, and so on.



The final schedule should be prepared at least three months before the event takes place in order to communicate it to the participants, and purchase the necessary equipment and tools, as well as prepare other logistics in the venue.

3.2.4. Opening the call for participants

The call for participants should be drafted by the management staff in close coordination with the trainers. There are three important aspects in the process of opening the call for participants: content, duration, and locations/channels to share the call.

Content of the call should contain two main files/documents: the call for participants and the application form. Each one of them include different type of information.

The call for participants in one hand includes information about the event, general information about the programme/schedule, details about location and time, and the profile of applicants. The call should specify that the applicants should have an interest in sport-work activities and any relevant experience is valuable for the programme. The application form on the other hand includes questions regarding the demographics of the applicant, the motivation to participate, and the experience on the youth work and in sport-work activities.

Duration of the call – the call should be open in a period of one month with possible extension in case of an unsatisfied number of applications received.

Channels for sharing the call – a short and concise plan for sharing the call is necessary in order to identify the channels and methods of sharing the call and reach the target group. The large-scale events require higher reach of people in order to have a satisfactory number of applications that may result in big number of participants meeting the desired profile.

Therefore, reaching to the target group in youth sport-work events require a combination of both online and offline approaches. The online approach may include the share through newsletter, social media promotion, website, online platforms that publish opportunities for young people, and so on. Moreover, the call for participants can be promoted through several effective methods when it comes to youth sport-work events such as: info sessions in youth clubs, in high schools and NGO partners, face to face meetings with sports clubs' representative to promote the call among their members and their respective online tools, sharing of promotional materials such as leaflets, posters in the city, as well as social gatherings.

3.2.5. Promotion of the event

The process of promotion should also start in the early stages of the preparation for the event. In order to have an effective promotion for the youth sport-work event, a promotional plan for the campaign should be drafted. There should be at least one person responsible for the promotion of the event, however the strategy for promotion include the participation of all management team in order to have an inclusive promotional campaign for each phase of preparation and implementation. Therefore, the initial phase includes the drafting of the promotion strategy and plan. The preparation phase of the promotion for the event consists of the following:

Establishment of online promotion channels – the promotion using social media and other online platform is quite present and considered impactful nowadays, therefore promoting the event through organisation's existing social media accounts or creating a new account for the



event is big part of audience reach. As mentioned previously, the online promotion for the youth-sport work events includes the contact with platforms that publish opportunities for youth.

Announcement of the event – it is important to have a teaser published few months before the event takes place. A short video of “coming soon” or just a designed poster including general information about the event may attract young people’s interest to regularly follow the process and wait for the moment to apply.

Continuous promotion for each event phase – in order to not lose the young people’s interest on the event, a continuous communication should be present, either through online posting or at-the-spot distribution of leaflets or other promotional materials. The continuous promotion also involves the constant promotion for the call of participants, trainers, moments from the preparations phase, involvement of volunteers, info sessions in the sports clubs, youth centres, and regular meetings with local institutions and businesses that are willing to support and promote our event.

Designing and promotional materials – the preparation for this part involves few months of focus from the team and contracted supplier. Firstly, the designing part starts right after the promotional plan is approved and before any other preparations related with promotion start. A basic design that mirrors the theme of sport-work should be defined and later on be adapted in any part of the design in online promotion or any particular promotion material.

Later on, there should be a decision upon the promotional materials that will be used, as well as other related working materials that contribute to visibility of the event. Such materials can be banners, pins, t-shirts or hoodies, leaflets, tote bags, pens and stickers, notebooks, promotional stand for the public promotion or social gatherings, business cards, and so on.

3.2.6. Selection process for the event venue

The venue requires a careful planning for a large-scale youth sport work event. Several conditions should be met, and that involves initially the availability for accommodating all participants, the adaptation to food preferences according to participants diet needs, provision of drinking water and availability for other refreshments for short breaks between sessions, and related support. Moreover, when it comes to sport work events, a special attention should be paid to the working space. The venue should have an indoor space to work and an outdoor space which is safe and comfortable for the participants to have activities. The selection process for the venue of the event while having into consideration the conditions above include the following phases of preparations:

- Setting the criterion based on the conditions needed;
- Searching and contacting several venues;
- Conducting a visit to the 3-5 venues;
- Staff meeting to decide the venue for the event based on the options;
- Contacting the venue for the selection results;
- Making final agreements and contracting.

Each of the above-mentioned phases should be accordingly planned with other staff management members and with the hired trainers for the event. After the visits to the venues, when the meeting to decide about the venue selection takes place, an important factor to have in mind is the accessibility to the venue by bus, train, or car. Also, the criterion set should include the pricing as defined in the budget of the proposal. Since this part of the process is



quite important and requires a significant amount of time, it should start 7-8 months before the event implementation and a re-confirmation upon the agreement achieved should be done 2-3 months before the event in order to mitigate potential risks.

3.2.7. Selection process of the participants and travel arrangements

The selection of the participants should be a well-structured process in order to be completed in time and manage to have a final list of participants 2 months before the event and be able to prepare them for the event.

Firstly, a jury for the selection of participants should be formed, and that can involve the staff members too in coordination with the trainers. The selection criteria should be set in a document involving categories such: demographics (encouraging participation from more countries, being more inclusive, and have diversity in the event), motivation and honesty in the application, level of experience in sport work events (a combination of participants contributes to the learning process and sharing-exchanging of practices), and other information related to the topic. The duration to complete this part should be up to 2-3 weeks.

When the selection from the jury is done, the next phase includes the informing of all applicants in three categories: accepted applications, waiting-list applications, and rejected applications. A personalised email or a phone call is more appropriate to do, especially with accepted applications who will be the potential participants.

When getting the confirmations and having the final list of the participants, the management staff should continue the communication with them regarding the travel arrangements for the event. This includes the booking of tickets, support for visa process if needed, and other logistics related to their participation.

3.2.8. Preparation of participants before the event

When the whole selection and confirmation from participants' process is done, at least 1 month before the event the preparation of participants should start. Participants should receive all relevant information related to their participation in the info pack that includes information about the accommodation, working room, logistical support, communication about the food preferences, optional sessions during the evenings, and such.

Having a large-scale event organised involves youngsters from different backgrounds participating, therefore the participants should be encouraged to conduct some research prepare information about the situation on youth non-formal education possibilities and vocational trainings available in their communities and countries with the focus on sport work and large-scale events. The information should include the situation on different public and NGO programmes and measures existing and on challenges that youth workers are facing when dealing with the topics. Also, an intercultural evening should be planned in the event's programme, therefore participants should be communicated that they should bring part of their culture to the event (such as music, food, drinks, games, movies, traditional customs presented) and share with the other participants.

3.2.9. Managing the team

The effective management of the team members has the main role in the organisation of the large-scale event. The management staff and team members ensure the final outcomes of the



event and the potential and skills utilisation from each member. Therefore, the process of team management starts in the very early stages of preparation, and it is a continuous process which does not end in the preparation phase. The importance and role of team management process is later on described in the implementation phase too. However, in the preparation phase of youth-sport events, the team management process involves three main elements: strategy for team management, regular meetings, and documentation of processes.

Strategy for team management – before the start of any preparation for the event, the leader and the event team members should conduct a meeting in the form of workshop where the main points for managing the whole process of the event are set. Based on the outcomes of this, the leader should divide the tasks and form the groups for each preparatory process while having in consideration each individual's professional competencies and capacities. A general strategy should be drafted and later on each team develops their own strategy accordingly with the specific tasks and processes they are responsible for.

Regular meetings – are necessary to be done weekly during each preparation phase in order that each team delivers the outcomes of their tasks. Regular meetings are important for the sharing and exchanging ideas and possible changes based on actual happenings. The communication team has an important role on this, since they are the ones in regular contact with sports clubs and youth centres, as well as with local institutions who might have impact on the event's preparation. Their input is important for each team, e.g., the sports clubs can suggest the inclusion of a guest speaker for the event whose presence has significant importance in youth sport work event.

Documentation of processes – when developing the strategy, it is important to mention to each team that each task especially the decision-making processes need to be documented by using relevant forms and checklists, e-mail communication, as well as activity plans. This element serves as a proper way of managing the tasks, proving the completion of the tasks, keep tracking for the later on stages in implementation and for the evaluation of the event in the end.

3.3. Implementation of the large-scale youth sport work event

Implementation phase of the large-scale youth sport work event will be the easiest part if the preparation is done on time, and clear schedule is set in the beginning with dedicated roles of the event staff. It's important that each member of the staff knows his/her role during the event and where he/she should be in the given time frame. Daily staff meetings serve the purpose of going through the previous day and seeing what has been done well and in which area staff should improve in the upcoming day(s). Staff meetings also help to remember which activities are coming up on the next day, what kind of preparation should be done and who is running which part of the event.

Large scale youth sport work events always take place after the preparation phase is finalised and all the plans for organising and implementing activities are developed. Implementation part of the large-scale youth sport work event, especially because it's a large-scale event gathering many young people, can be different from the original plans. Organisers will find themselves in the situations, in which they need to adapt to the group's needs and the on-site conditions (such as the weather, changes in travel plans and other circumstances and events which can make an impact on the original plan).

During the implementation phase, it's important to document and monitor the progress of the activities, since this will be valuable for organisers to evaluate the event afterwards. Usually, at the end of the implementation phase (last day of the activity), organisers will (together with



all participants) take a look over the whole event, reflect on the work and activities which took place, evaluate the whole process and define what are the results of the organised large scale youth sport work event. Approach to the below described parts of the implementation of the large-scale youth sport work events is based on experience of youth workers and youth organisation in organising similar events and manual "Cherry on the cake – advice for quality planning of youth exchanges"¹³.

3.3.1. Daily activities

Daily activities of a large-scale youth sport work event are based on the timeline developed in the preparation phase; as explained in 3.2.3. Defining schedule of activities. In this section, we are not providing concrete examples of the daily activities, since this is something that is to be developed by the organisers – in line the goal and objectives set for the concrete event they are planning. We are focussed on important aspects of the daily activities that will contribute to good quality of the implemented event. 4 important aspects of the daily activities are:

- 1. Setting up the rules** – In order to have everyone enjoy the event and have positive memories about the event, some rules that will help out both to organisers and to participants to have a nice and memorable experience should be set up. Rules can be divided into two groups: **non-negotiable and negotiable rules**. Rules related to the law and rules of the premises of the event are an example of non-negotiable rules. Negotiable rules are the rules that can be changed during the course of the event, by an agreement between participants and organisers. Phase of setting up the rules should take place in the beginning of the event and give opportunity to all participants to get involved in setting up the rules. This way the participants will feel ownership over the rules and will set them up with aim of creating positive atmosphere. If the organisers would be the ones setting the rules on their own, without involvement of participants, they would have much more work on implementing those rules rather when the rules and set up jointly by the whole group.
- 2. Daily evaluations** – Evaluation and daily reflection rounds are one of the most important steps of learning experience during the large-scale youth sport work events. During the event, it's good to evaluate the implementation of the event, but also the final results of the event, learning experience, outcomes and impressions of the involved participants. For daily evaluation and reflection rounds many different methods and techniques can be used. It might be helpful for organisers of the large-scale youth sport work events to further explore the area of daily evaluation and reflection activities. More detailed description of different types of evaluations of the large-scale youth sport work events can be found in 3.4. Evaluation of the event. Examples of evaluation activities can be found in 4.3. Evaluation activities.
- 3. Staff/organisers daily meetings** – Staff daily meetings have a purpose to have everyone involved in the organising team informed about how the implementation of the event is going, if some changes are made or need to be made in regard to the program of the event, and if there are any urgent situations that need to be solved. These meetings are taking place in the evening, after the formal part of the daily agenda is done and serve as a place where staff can reflect on the day.
- 4. Conclusion of the event** – When any type of an event, gathering smaller or a larger group of participants, is coming to an end participants are heading in different directions after the event. In that point of time organisers need to make sure that the

¹³ Cherry on the cake – advice for quality planning of youth exchanges; Salto Youth website; available at: <https://www.salto-youth.net/downloads/4-17-3198/Cherry%20on%20the%20cake%20%20publication.pdf>; accessed July 2020.



group can finish the mission, close the open questions and direct energy into new activities in their lives. For this, conclusion of the event is taking the key place in motivating participants to continue their work and develop and implement follow-up activities in their smaller local communities. Today social media make it easier for young people to stay in touch with a lot of their friends and keep in touch with other participants after the event is over. However, there's still needed to give participants a chance to say goodbye and to get a sense of conclusion of the whole event. Conclusion of the event is part of the learning process taking place in the large-scale youth sport work events, the learning process that can make difference in future lives and work of participants.

3.3.2. Solving problems and issues that can happen

Different problems and issues can always appear during the implementation of any youth work activity, and especially when organising large scale events. When facing unexpected problems and issues, it's always best to follow principles and rules of your organisation, and principles and rules that you have developed during the preparation of the event and rules set-up phase of event implementation (check first principle of daily activities in section 3.3.1. Daily activities). Since the large-scale youth sport work events are based on the principles of youth work, from which one of the principles is promotion of active participation; this means that for any unpredictable situation solutions should be explored together with participants. Organisers need to make sure to include everyone in solving the problems and issues that might appear during the implementation. Otherwise, solutions will not suite the needs of the whole group.

It's important to underline that this process of problem solving can take place only if safety of all participants is ensured. In case of threatening situations, organisers should always first take care of everyone's safety and after that is ensured, to look on learning experiences based on the events that happened.

3.3.3. Communication strategy scheme

Knowing who is in charge for which activity, who is in charge for managing different aspects of the event and who is in charge for coordinating the whole event; are important information for the staff of the large-scale youth sport work event (and any kind of large-scale youth events in general). By knowing who to contact for a specific activity taking place or who to contact in case of any changes in plan of daily activities, staff can react in time and manage to carry out the implementation part smoothly. Below is an example of the communication strategy scheme that can be used for organising large scale youth sport work events. In case you are an organisation or youth worker planning the large-scale youth sport work event, feel free to adapt scheme from the example to suit the needs of your event, or develop your own communication strategy scheme by using similar approach as the approach used below.

Example from youth work practise:

As part of a regional program in Balkans called Young Men Initiative, several youth work organisations organise a youth leadership summer camp each year, for last 10+ years. This camp involves 50+ participants each year. Participants are learning about leadership through series of educational session combined with teambuilding activities, for 5 days. Their communication strategy scheme looks like this:



Coordinator of the camp
In charge of organising staff meetings, coordinating the camp together with camp leaders and coordinating response to any unpredictable situation.
Camp leaders and educators
There are usually 3 camp leaders and 6 educators each year. They are jointly planning and implementing daily educational and teambuilding activities. They are working together with group leaders for successful implementation of planned activities.
Group leaders
In charge of their group which usually has 9 members. They are in constant communication with camp leaders and educators and pass out the information to their group.
Participants in groups
Participants are divided into 5 smaller groups. Each group has 9 members and one group leader. Participants need to inform their leaders if they are going outside the camp premises since the participants are mostly underage high school students (on some occasions there are first of second year faculty students present in the camp). Also, in case of any emergency, participants need to find and inform their group leader.

This is an example of the communication strategy scheme in which each participant of the large-scale youth event can find themselves and know who will give him/her needed information and who to contact and inform in case of any emergency. Let's see how the scheme works in case when a change of the daily plan is made:

Camp coordinator will inform camp leaders and educators who will organise a meeting with group leaders and inform them about the change. Group leaders will pass out information to all members of the group.

When organising a large-scale youth sport work event, organisers should take into consideration this example and see how to adapt it to their needs or even develop more into-details plan of communication for the staff and participants.

3.4. Evaluation of the event

The evaluation part in youth work has a crucial role in assessing the level of quality in the implementation but also for further continuation of the work in the upcoming period. Thus, the evaluation in youth work is done frequently in every activity, be it a one-day workshop or focus groups involving few people to the large-scale ones that involve bigger number of people. The process of evaluation usually consists of methods and tools used to get feedback on the recent organisation of an event, suggestions to have in mind or implement for the next events, and to have inclusivity from the people who were/are part of the organisations' processes.

When organising large-scale youth sport work events, the evaluation part of the event is indeed very important. Firstly, the event itself involves big number or people who take part in different tasks and from different perspectives (internally and externally), the event should ensure inclusive approach when it comes to participants which are from different countries and thus requiring more efforts in practical arrangements, the programme of the event must



include diversified methods and tools in order to not lose the interest from the participants, and so on.

As described in each phase of the preparation and implementation processes, the effective planning for each process ensures an effective event management in youth work. The importance of evaluation stands in the fact that by the end of the event, all of the above-described tasks and processes come to the state of being assessed. That involves first the technical completion of the task, the quality, the communication effectiveness by the implementing team. Moreover, in large-scale events the process of evaluation involves the evaluation from the participants, evaluation from the staff members, and external evaluation of the event which are described below. Later on, in the next part of the handbook are presented a set of activities and tools that are used for the event evaluation in youth work; the presented activities and tools were very effective when used previously in the already implemented youth work events.

3.4.1. Evaluation by the participants

The evaluation by the participants is done for the purpose on reflecting on the programme, the overall organisation of the event, give a feedback on the support from the organising team, evaluate the work of trainers and the methods used for the sessions. An important factor in this aspect is that in youth work participants are treated as actors that have an ownership on the activity itself, therefore their assessment is highly important. For this reason, the youth work events evaluation from participants is designed in a way that has daily evaluation and reflection and final evaluation in the end of the event.

The process of evaluation includes reviewing the programme, self-reflecting on learning goals, and continuing further with written and oral evaluation and group follow up ideation. Daily evaluation sessions are conducted in small, created groups where participants can share daily their reflection on the day and thus give an evaluation to the trainers which can also be designed to be anonymous. On the other hand, the final evaluation by the participants is a more structured one and involves different methods and tools used in order for the participants to be more expressive in their assessment. The methods and tools that can be used for the evaluation of the participants should include various forms of expression while having in mind that some participants can be shier and not very expressive in big group discussion, and also potential cultural barriers. In order to achieve a satisfied level on the information received, the evaluation by the participants can be in plenary discussion, different cards game, interactive activities, and final written form.

3.4.2. Internal evaluation by the team members

Having in mind the complexity of processes in large-scale youth sport work events and the importance of shared responsibilities for effective management, the internal evaluation by the team members is also important for assessment of the event quality. The internal evaluation by the team members brings space for reflection on the tasks given and recommendations for future improvements. This part of the evaluation besides the self-reflection and other staff members' work evaluation, includes the evaluation of hired services such as businesses and trainers, as well as the overall cooperation with the local institutions and partners of the event.

The evaluation by the team members can initially be done through a meeting where a structured discussion takes place, by continuing with written forms designed for each phase



and task of the event. In the end, a document with recommendations should be drafted and shared with everyone in the team.

3.4.3. External evaluation

The external evaluation includes the evaluation from the supporting partners, donors, suppliers, trainers, as well as the data results from the online promotion that involves the audience following our event. The purpose of this evaluation is to measure the level of satisfaction from the collaborators and utilize their recommendations for future implementations of events, having an external perspective of evaluation which does not consist of internal management staff that worked directly in the implementation process, and lastly to give space for future cooperation with them.

The external evaluation can be done through face-to-face meeting/interviews with each external evaluator, as well as through written forms which will later on be collected and analysed by the team and shared with the management staff for future planning. The data results from the online promotion are usually processed and require only the downloading of results; this data serves more as a statistical evaluation for the online reach of audience unless there are comments and messages from the audience in regard to the event quality.

3.5. Follow-up activities

When you are implementing large scale youth sport work event, you are developing it and implementing it with a reason; to have some kind of an impact on participants. Your impact will not stop as soon as the activity is over. It's time to think about the follow-up phase of the event and how to disseminate results achieved during the implementation of the event. You can take different activities and develop different tools for follow-up phase and dissemination of results achieved.

Examples of follow up activities described below are based on the previous experiences of partner organisations in organising follow-up activities and disseminating results, and material: "Follow-up, dissemination and exploitation of results advices from Salto Youth website"¹⁴.

Large scale youth sport work events should not stop on the last day of the event. You should use the event as a reason to reach out to more young people and continue implementing educational activities combining youth sport work methods and approaches and educational escape rooms. Below we are providing some examples on how to organise and implement follow-up activities and dissemination of results of the large-scale youth sport work event.

- Give **recognition to learning and personal development** of participants of your large-scale youth sport work event. In Erasmus Youth in Action programme participants are entitled to get European YouthPass to document their learning and their experience.
- Think about organising a **follow-up event** after your first experience in organising large scale youth sport work event. Think about how to make new projects and new events that will be improved when compared to your first event, and how you can use lessons learned from the first event you organised.

¹⁴ Follow-up, dissemination and exploitation of results; Salto Youth website; available at: <https://www.salto-youth.net/rc/inclusion/archive/archive-resources/inclusiongroups/inclusionrural/InclusionRuralFollowUp/>; accessed June 2020.



- **Document the outcomes and results** of your event. This can be done in form of report, developed activity during the event, pictures, videos and different types of media you want to use to present the outcomes of the event.
- Think about **how you can use the outcomes of the event** or how other youth organisations and other youth workers can use the outcomes of your large-scale youth sport work event.
- **Develop strategy on how to show the “outside world”** (young people and youth workers who haven’t been involved in similar activities/events) **what has been done** during the implementation of your large-scale youth sport work event. How can you inform them? What are the best ways to spread the message and share the experience? What are the best channels to use? These are all questions that you can think about when developing the strategy.
- **In the program** of your large-scale youth sport work event **give space to participants to develop networking and follow-up activities**. This can be achieved through discussions, using “open space” method, developing action plan etc. – depending on the concrete topic of your large-scale youth sport work event.
- **Organise sessions in your local communities** where you will share the experience from the event. It would be helpful if participants of the event would be part of these sessions, so they can share their personal experience from participating in a large-scale youth sport work event.
- **Share your methods and practices** from the large-scale youth sport work event and experience you had, **with other youth organisations and youth workers** interested in the topic of large-scale youth sport work events. This way you will make it easier for any interested organisations and youth workers to plan and develop their own large scale youth sport work events.
- **Use networking and communication tools in order to share good practice(s)** you had within your large-scale youth sport work event.
- Get **local press** and make the headlines with new type of activities in the field of youth work – large-scale youth sport work events. Think about and plan **positive PR work** for the current and upcoming events you plan to implement.



4. Examples of activities that can be used for large-scale youth sport work events

This chapter of the handbook includes a set of activities and games that can be used for the programme of large-scale youth sport work events. Each activity and/or game is described in detail how should be organised. Moreover, it includes the aim and objectives of it, the methods used for the implementation, the competences that the activity addresses for the participants to gain, the whole flow of organising it, followed by the list of materials needed and recommendations. Also, in the end of each activity there is the section of further reading and sources where the activity is based on, and which can also help in finding more tools and activities for the organisation of large-scale event.

The chapter is divided into 3 sections:

- **Teambuilding activities** – this section involves activities that are used for the early stages of the programme in order to build a better harmony within the group and create a team spirit that later on helps the flow of the programme and quality of the work. The activities can be used when the teambuilding process is kind of stuck so there is a need for refreshing energy in the group.
- **Educational activities** – this part of the chapter includes introductory educational activities to youth sport work, as well as games and outdoor activities followed by reflection and discussion in order to reach the understanding of youth sport work.
- **Evaluation activities** – the last section includes activities that can be used for programme and event reflection and evaluation. Some of the activities selected here are used for daily evaluation and reflection, while the other activities are used for the final evaluation of the event including follow up planning.



4.1 Teambuilding activities

4.1.1. Peak Team Experiences

Duration: 50 minutes

Background:

This activity is designed to be organised in any youth training or event preferably in the first days. It consists of self-reflection or individual work on exploring peak team experiences that they can think of, followed by a discussion with the trainer to further highlight the importance of team work and accomplishment of common goals.

Aim of the activity: To introduce the participants with the concept of teamwork and the importance of effective teamwork in youth work.

Objectives:

- Introducing the concept of teamwork in youth;
- Discuss the importance of effective teamwork;
- Promote the importance of team work and accomplishment of common goals.

Competences Addressed:

- Teamwork;
- Inclusivity;
- Analytical;
- Communication.

Methodology and methods:

- Individual work;
- Plenary discussion.

Activity flow:

I. Which was my “Peak Team Experiences”? (20 minutes)

Each participant is given a blank paper and pencil/pen/colour. The trainer explains that in the next 10 minutes they have to think about how many times in their life they were part of a group. Besides working groups, they are encouraged to include even social clubs, friendship groups, or any other religious, sports, art, cultural group.

When they are done with the first part, the trainer further instructs them to select one or few of the listed group experiences as the most precious one for them or so called – Peak Team Experiences.

II. Discussion (30 minutes)

The trainer opens the discussion on the Peak Team Experience for the participants. The discussion is structured through the following main questions:

- What was your Peak Team Experience(s)?
- Why did you choose those?
- How did you feel when being part of those groups?



- Why is important to be in a group/team?
- What makes a team good? Which are those elements according to your experience?

Materials needed: papers, pencils, pens, colours, flipcharts.

Further readings and resources:

- This activity is adapted from the Workshop Exercises community of trainers:
http://workshopexercises.com/team_building_continued.htm#T16



4.1.2. Sports Team Analogy

Duration: 60 minutes

Background:

This activity is designed to be organised in the first days of any sport work events where participants need to function better as a team. It can be also adapted in later stages in case there are difficulties in teamwork or constant conflict occurs within the group. It is a very useful activity for large scale youth sport work events as it holds the theme of sports in such events by tackling the concept of teamwork and communication in a group.

Aim of the activity: To introduce the concept of interdependence in the group and its importance to accomplish common goals.

Objectives:

- Introducing interdependence in the teamwork;
- Provide space for further development of team building;
- Promote the importance of team work and accomplishment of common goals.

Competences Addressed:

- Teamwork;
- Inclusivity;
- Communication;
- Creativity;
- Flexibility and improvisation.

Methodology and methods:

- Small group work;
- Presentations; Plenary discussion.

Activity flow:

I. Introduction (5 minutes)

The participants are divided into four small groups. They are given an introduction and guidelines to complete a task in small groups which is as following:

Every team receives a paper with a description of four type of sports. Their task is that they analyse the four types of sports game and analyse their way of team play and functioning with the members. After analysing the paper, the team has to come up with an answer on what is their type of sport game when it comes to teamwork. The sports teams are:

Golf Team: members all function independently of each other, working to promote as high an individual score as possible so that when individual scores are combined into team scores their team wins (Workshop Exercises, n.d.).

Baseball Team: Members are relatively independent of one another and while all members are required to be on the field together, they virtually never interact together all at the same time (Workshop Exercises, n.d.).

Football Team: Members are divided into three sub-teams—offense, defence, and special teams. When the sub-team is on the field, every player is involved in every play, but each has a set of specialized skills required by their individual position. But the teamwork required is centred in the sub-team, not the total team (Workshop Exercises, n.d.).



Basketball Team: All members play on the team as a whole. Every player is involved in all aspects of the game, offense and defence, and all must pass, run, guard, and shoot. When a substitute comes in, all must play with the new person. True teamwork is like a basketball team where division of effort is meshed into a single coordinated result: where the whole is more than, and different from, the sum of its individual parts¹⁵. (Workshop Exercises, n.d.)

II. Small group work (15 minutes)

Participants work in their small groups for the following 15 minutes. They discuss each team and prepare their final answer for sharing with the other groups and trainers.

III. Presentations (15 minutes)

Each group representative presents their final answer to the others while the trainer takes note on their key words used to present for the use of discussion part.

IV. Discussion (25 minutes)

After the presentations, the trainer opens the space for a discussion regarding the decisions on the answers for each group, while accenting the importance of teamwork and interdependence in teamwork in order to function better to achieve common goals.

Materials needed: A4 papers printed with teams' descriptions, papers, pencils, flipcharts for writing the final answers.

Further readings and resources:

- This activity is adapted from the Workshop Exercises community of trainers: http://workshopexercises.com/team_building_continued.htm#T16

Recommendations for youth workers multiplying this activity:

- This activity should be done when teambuilding process is in the developing phase, or it is a stuck in the process and therefore a refreshing is needed. Since the activity has to do with the interdependence in the group, it is recommended to be used after 1-2 other introductory teambuilding activities.

¹⁵ Workshop Exercises. (n.d.). Team Building Activities Continued. Retrieved 2020, from http://www.workshopexercises.com/team_building_continued.htm



4.1.3. Mission Impossible

Duration: 80 minutes

Background:

The mission impossible is an activity that helps participants function as a team in accomplishing several tasks given by a trainer. Very often the tasks given are also related to the local community knowledge and exploration of surrounding areas, thus getting to know the cultural differences and values in the country/city where the event is being held. It tackles the development of team work in connection to time and process management when conducting common tasks.

Aim of the activity: To create group dynamics in small and big group work and different challenges by following time management rules.

Objectives:

- To develop the teamwork energy;
- Provide space for creativity and decision making in teamwork;
- Foster group dynamics in big and small groups.

Competences Addressed:

- Teamwork;
- Time management;
- Communication;
- Creativity.

Methodology and methods:

- Small group work;
- Big group;
- Plenary discussion.

Activity flow:

I. The activity: Mission Impossible (50 minutes)

Trainers show a flipchart with a list of 12-15 challenges that the participants will need to address during their 45 minutes. No guidelines are provided except the time given for the mission to complete and that they have to include everyone in the group in this mission. The tasks should be interesting, creative and hardly achievable in the given time limit. That can include activities such as creation of project logo, project song, counting number of steps from dining room to the working room, finding interesting information about local city and country etc. Participants have to organise themselves in accomplishing their mission. It can be either division of tasks from the list for each small group or however they decide as a group. When the time is up, they have to come in the plenary room to present their achieved results and join a discussion.

II. Discussion (30 minutes)

Trainers will lead debriefing and ask participants to share their experience by asking the questions:

- How did you feel to work together as a group?
- Did someone take the leadership role?



- Was it easy or hard to work together?
- Did you manage to finish all the tasks?
- What was the main idea and goal of this activity: to finish all the tasks in the designated time or to achieve something else?

Materials needed: flipchart, A4 papers, papers, pencils, colours, and other relevant materials that participants might ask for.

Recommendations for youth workers multiplying this activity:

- During “The mission impossible” game it is important to think about creative and interesting tasks. If you have a possibility, you can also make tasks that will allow participants to explore the training course venue (hotel, surrounding, local city/village) and to engage with local staff working in the hotel or even local people. As this training course is directly related to the sport topics, try to include tasks where participant will be more physically active whenever it is possible. Trainers should also let participants organize by themselves even if it doesn’t work well and they don’t manage to do some or all tasks, but then it is crucial to mention it and discuss during the debriefing at the end.



4.2. Educational activities

4.2.1. Inclusion through sports: bench-ball game

Duration: 50 minutes

Background:

The bench ball game is a typical sports game containing the component of teamwork and competition due to the fact that two teams play against each other. When it comes to inclusion, this game is adapted by having people of different backgrounds in both teams in order to promote intercultural learning and inclusion through sports. The game is very attractive and requires interaction between participants in a team.

Aim of the activity: To create interactive space for participants in getting to know intercultural learning and environment through sport activities.

Objectives:

- Create space for interaction between participants;
- Promote intercultural learning and exchange;
- Promote sport activities for inclusion and intercultural learning.

Competences Addressed:

- Intercultural competences;
- Teamwork;
- Problem-solving;
- Analytical;
- Communication.

Methodology and methods:

- Interactive sport game;
- Group discussion.

Activity flow:

I. Bench-Ball Game (30 minutes)

The participants should be divided into two groups. In a big hall, there should be placed two benches - each one in the ends of the hall opposite each other. Each team joins a bench. Then, they appoint one of their team members to be the 'goal' of their team. The 'goal' begins their seat at the furthest edge of the hall.

The game starts when the trainer throws the ball in the neutral zone and one of the teams catches it in a fair way without interrupting or touching the other team's players. The game process is that the team needs to pass the ball through the team members to the 'goal' without being caught by their opponent. The last person who gives the ball to the 'goal' can be in the position of the 'goal' him/herself by replacing the team member.

Players pass the ball between themselves until somebody chooses to shoot, however should remain on their part of the hall. The idea of the game is to get all the players of the group on the bench, with the goal that they have more individuals to toss the ball to.

II. Discussion (20 minutes)



The trainer gathers everyone in the plenary for a short discussion about the game and the purpose of doing it. The questions for the discussion include topics about their feelings about the game, the team work, inclusion of all members in the game, the relation between the game and real-life situations, and so on.

Materials needed: 2 benches, a ball.

Recommendations for youth workers multiplying this activity:

- This activity can be organised with a big number of participants – up to 50 participants.
- The activity time should be adapted accordingly to the number of participants.
- In order for the activity to be more effective, the teams should be very diversified from participants with different background in both groups.



4.2.2. Capture the flag

Duration: 40 minutes

Background:

This activity is categorised under the educational activities, thus having a sports work content to provide for participants. Similar to previous activity game, in this activity participants are asked to work in two teams in order to strengthen their teamwork skills, but as well competing with the other team which is considered an additional important aspect in sports. The way this activity is designed is to promote the inclusion, teamwork and communication by practicing sports activity and follow the sports rules in competition and performance.

Aim of the activity: To create and strengthen skills of participants in developing quality sport-work activities for inclusion and cooperation.

Objectives:

- Create space for interaction between participants;
- Promote cooperation and inclusion through youth sport-work;
- To promote teamwork and its importance in youth work.

Competences Addressed:

- Social and civic competences;
- Teamwork;
- Problem-solving;
- Communication.

Methodology and methods:

- Interactive sport game;
- Group discussion.

Activity flow:

I. Capture the flag – Game time (20 minutes)

Participants are divided into two groups. The game takes place in a big hall, which is divided in two parts marked with markers or colours for each team to have their own part when playing. In the hall of each part there are placed two flags belonging to each team. The flags are placed in about 50 feet from the neutral zone which is the middle part of the big hall. The aim of each team players is to run towards the flag of the opposite team and capture it. The game starts when the trainer whistles or gives another sign for starting the game.

In case one of the team players is tagged from the opponent player, he or she has to remain on-hold in their side until some member from the team comes to rescue him/her. Also, in case the player that has captured the flag gets tagged, the flag should be put back in the original place.

The game continues for a period of time decided by the trainers, and the winner of the game gets chosen by the counting of how many times they captured the flag.

II. Discussion (20 minutes)

A short discussion in the working room or in the hall takes place after the game. The trainers facilitate the discussion by asking the following questions:

- How did you feel during the game?



- How did you feel about the team members and supporting them?
- How did you react if you were tagged and when someone came to rescue you?
- What kind of experience was this game for you?
- How can you compare this situation with a case in your work or life?

Materials needed: 2 flags, cones, markers and colours.

Recommendations for youth workers multiplying this activity:

- As the activity is very interactive, the participants might want to extend the time for the game, therefore the trainer should be flexible with time and not go to the discussion part in case the participants do not feel ready for that part.



4.2.3. Sport organisations and youth organisations

Duration: 60 minutes

Background:

The concept and activities of sport organisations and youth organisations are very important to be understood properly in the youth work. While sport organisations are mainly dealing with sports as activities and use these activities to develop certain skills and competences of youngsters, youth organisations have the educational approach and can also embrace sport activities as a methodology for education. Since the main idea behind large-scale youth sport work events is to use sports for education and inclusion, the development of an activity that focuses on better understanding of these concepts is a must. Therefore, through this activity participants have the chance to discuss on these two concepts and promote outdoor activities further on in their organisations.

Aim of the activity: To reach the understanding of sport work and the similarities and differences between sport organisations and youth organisations.

Objectives:

- To give space for discussion on the concept of youth sport work;
- Distinguish the concept of sport organisations and youth organisations and their commonalities;
- To promote outdoor activities and youth sport work in our organisations.

Competences Addressed:

- Social and civic competences;
- Teamwork;
- Intercultural competences;
- Communication and analysis.

Methodology and methods:

- Small group work;
- Presentations;
- Interactive discussion.

Activity flow:

I. Small groups work: Sport organisations and Youth organisations (30 minutes)

Participants are divided in four small groups. The task given for each group is to have a structured discussion in the appointed topic. There are two topics to be discussed: Sport organisations, and Youth organisations.

Two groups have to work on the Sport organisations topic, and two other groups on the Youth organisations topic. The idea is to define the concept and the work of these organisations following but not limited to the following questions:

- How do you understand the definition of this organisation?
- How do they function, and do they have a structure in the decision-making processes?
- Who can be considered their target group?
- What kind of projects and activities these organisations have?
- Who can be their partners?



- What are the outcomes of their activities and long-term impact?

II. Presentations and discussion (30 minutes)

When the small groups are done with their work, everyone joins the plenary for a short presentation of the discussion' outcomes and further discussion in relation to the Sport organisations and Youth organisations similarities and differences. The trainers writes key words on similarities and differences in the flipchart.

Materials needed: papers and pens, pencils, markers, printed papers with questions for Sport organisations and Youth organisations, flipchart for writing key words during the plenary discussion.

Further readings and resources:

- Schroeder, K.; "Fit for Life"; SALTO Inclusion Resource Centre, 2011;
<https://www.salto-youth.net/rc/inclusion/inclusionpublications/fitforlife/>



4.3. Evaluation activities

4.3.1. The living dartboard

Duration: 30 minutes

Background:

Daily evaluation activities are very essential in youth work programmes. It brings space for participants to reflect on the working day, assess the trainers work, methodologies and methods used, their own contribution, the effectiveness of the team and teamwork, the communication, and so on. Based on this whole reflection and assessment, space for improvement of the programme and methodology is created, but also it creates space to assess whether participants are following the programme in a satisfactory level and whether the programme is fitting to their needs and capacities. The living dartboard is a creative activity used for assessment of the working day and reflection on personal learning goals of each participant by using the simulation of a dartboard and positioning themselves in a particular space in the working room according to their level of satisfaction and/or evaluation.

Aim of the activity: To create space for the participants to reflect on the working day and give further suggestions in the programme.

Objectives:

- To discuss the impressions of the working day and related project issues;
- To reflect on personal engagement and learning goals;
- Give further suggestions for improvement on the programme.

Competences Addressed:

- Ability to reflect and analyse;
- Personal and social learning competences;
- Creative expression;
- Communication.

Methodology and methods:

- Self-reflection;
- Personal expression.

Activity flow:

I. The living dartboard (30 minutes)

The trainers invite participants for the sharing of their impression on the working day. The evaluation of the day can be done either outdoor or inside the working room, but it has to be an empty place. In the middle of the space there is placed a chair as an improvisation of the dartboard.

The trainer has a prepared list of statements regarding the working day's programme, atmosphere in the group, the methods used for the sessions, the personal feelings that one might have, happiness or tiredness, and so on. The trainer reads each statement out-loud and participants can move around the room according to their answer. The closer to the dartboard the higher the satisfaction is, and the opposite.



After each statement, participants are invited to give further explanations on their impressions. The trainer takes notes on their answers and their standing position in the working room.

Materials needed: big empty room, a chair.

Further readings and resources:

- T-kit on Educational Evaluation in youth Work, accessed in July 2020 from: https://pjp-eu.coe.int/documents/42128013/47261233/Part2_T-Kit10.pdf/2c695894-3014-47fa-a090-570ff9f4f2c8

Recommendations for youth workers multiplying this activity:

- If the activity cannot be organised outdoor, it is important that the trainers calculate the time to organise the working room since it needs to be empty and remove the other working materials and tables and chairs.



4.3.2. The three words

Duration: 30 minutes

Background:

Having into consideration the importance of daily evaluation of the programme and working methods, organisers should be aware that different methods used for this purpose are more attractive. Using only one type of activity will not attract participants as it did first. Besides the living dartboard and other activities used for evaluation, “The three words” activity is very effective to conduct this process. Even though this activity does not contain some particular sport content or movement of participants in the working room, its effectiveness stands on the reflection and discussion factors. The most useful period to use this activity is when covering key concepts of the programme and when there is more learning developed on the topic of the whole event. This is due to the fact that this activity is more of a self-reflection based and it enables participants to organise their thoughts better in order to be able giving a three words evaluation on the whole working day. The discussion part coming next enables continuous reflection by hearing each other’s evaluation and comparing them to what one already wrote/shared.

Aim of the activity: To create space for the participants to reflect and discuss on the working day and learning goals.

Objectives:

- To discuss the impressions of the working day and related project issues;
- To reflect on personal engagement and learning goals;
- Give further suggestions for improvement on the programme.

Competences Addressed:

- Ability to reflect and analyse;
- Personal and social learning competences;
- Creative expression;
- Communication.

Methodology and methods:

- Self-reflection;
- Personal expression;
- Group discussion.

Activity flow:

I. The review on the day: Three words (10 minutes)

The trainer invites all participants to sit the big circle for a short evaluation on the day. Each participant takes a pen and a paper. They are instructed that they need to think and reflect about the working day starting from the morning and until the last session in the evening. Then to describe their feelings about the day in three words.

II. Sharing the impressions (20 minutes)

Participants start sharing their three words review on the day one by one. After everyone is done sharing, the trainer asks additional questions on how they feel after the working day and



the feelings when they had to reflect and find the words for that. The trainer takes notes on the answers and closes the working day with a positive and motivational message.

Materials needed: papers and pens.

Further readings and resources:

- T-kit on Educational Evaluation in youth Work, accessed in July 2020 from: https://pjp-eu.coe.int/documents/42128013/47261233/Part2_T-Kit10.pdf/2c695894-3014-47fa-a090-570ff9f4f2c8

Recommendations for youth workers multiplying this activity:

- It is important that the trainer takes into consideration that there are participants who are not so expressive or not willing to be the first to share their opinion. Therefore, the beginning part on the reflection can be by asking a volunteer to share first, and then it can continue by the circle round in order that everyone shares and express their reflection on the day.



4.3.3. Train to the future

Duration: 30 minutes

Background:

The entire evaluation of a youth sport work event plays an important role in assessing the developed programme, methods of working, the capacity of youth workers in work, logistics and other related organisational matters. Even though participants have the chance to give a daily evaluation in the end of each working day, the final evaluation session and activities have a wider coverage on the programme and very often bring space for future goals establishment. The activity "Train to the future" is one of those activities that uses interactive and creative methods for participants to reflect and discuss on the organisation of the programme and methods of working, reflection on learning goals established the first day of the event, as well as creating space for follow up activities with the other organisations represented by participants in the event.

Aim of the activity: To reflect and evaluate the programme and learning goals, as well as give space for long-term follow up activities.

Objectives:

- To discuss the organisation of the programme and the methodology;
- To reflect on the learning goals and evaluate the experience;
- To discuss possible follow-up activities/processes with potential partners or colleagues.

Competences Addressed:

- Ability to reflect and analyse;
- Personal and social learning competences;
- Creative expression;
- Communication.

Methodology and methods:

- Self-reflection;
- Group evaluation and follow up discussion.

Activity flow:

I. Our train to the future (30 minutes)

To highlight once again the importance of follow-up and encouraging participants on their ideas, the trainer invites all participants to join their project groups. Each group is given a flipchart. They need to draw the "Future Train(ing)" that they can take it home and which represents their cooperation in the future. As in the last phase of the evaluation, in this train they need to position and visualize their role in the project they developed. Each wagon represents a category or situation that they see themselves at, in order for the project to continue being planned and implemented in the future. Additionally, the trainer explains that the wagon can contain methods of communication, timetable, role and responsibilities, and so on.

Participants use different symbols to express their ideas in the train to the future and share it afterwards with the whole group.



Materials needed: papers and pens, flipchart, markers, coloured pencils.

Further readings and resources:

- T-kit on Educational Evaluation in youth Work, accessed in July 2020 from: https://pjp-eu.coe.int/documents/42128013/47261233/Part2_T-Kit10.pdf/2c695894-3014-47fa-a090-570ff9f4f2c8

Recommendations for youth workers multiplying this activity:

- Knowing that this activity is about encouraging the follow up ideas after the event, the trainer should be flexible with time in case the participants feel like discussing longer in their groups.



4.3.4. Boats on the sea

Duration: 60 minutes

Background:

At the end of each programme or event, there is necessary to have a final evaluation for participants to reflect and assess the overall organisation of the event including the content, methods of working, youth workers and educators' performance, accommodation and related logistics, their own performance and learning objectives set in the first working day. Usually, final evaluation is done through different methods and indeed contains a written evaluation form and verbal one. Thus, in order to have a final session with some more interaction and creativity stimulation, it is important to have other forms of evaluation that are more entertaining to participants yet deliver the same purpose and effectiveness. "Boats on the sea" is an activity used for final evaluation of an event by using drawing and creative expression as a way to describe the evaluation. It also encourages and creates space for discussion in small groups during the drawing process followed by a share plenary session where everyone can present their creativity and expression on the programme and organisation of the event.

Aim of the activity: To give space for the final evaluation of the programme and reflection on the learning objectives and experience by using creative methods.

Objectives:

- To evaluate the whole programme of the event and the related organisational issues;
- To reflect on the learning goals and gain of experience from the event;
- To give the trainers a feedback for the further improvements of future events.

Competences Addressed:

- Ability to reflect and analyse;
- Personal and social learning competences;
- Creative and critical thinking;
- Creative expression;
- Communication;
- Teamwork.

Methodology and methods:

- Small group work and reflection;
- Presentations;
- Discussion.

Activity flow:

I. Exercise: Boats on the sea (30 minutes)

The trainers prepare several flipcharts for the exercise. In each flipchart they draw a sea with two harbours. The sea is in the middle of the two harbours which represents the two parts of the event's programme – the first day and the last day.

Participants are divided into small groups and each group receives a flipchart. The trainers instruct them to design their flipchart with additional drawings but the main one is the boat. Their sea should include several boats that represents different parts of the programme or learning goals.



Between the boats and in the sea, can be put particular barriers or other things such as rocks, islands and other things that they can relate in order to express their feelings and visual evaluation better. The more creative they are, the better and more expressive their flipchart is, in regard to the evaluation of the programme.

II. Presentations and discussion (30 minutes)

Participants join plenary for a short presentation of their 'Boats on the sea' flipcharts. Each group selects one member to present their work and additionally they add explanations regarding their evaluation and creative ideas in the flipchart.

Materials needed: papers and pens, flipchart, markers, coloured pencils.

Further readings and resources:

- T-kit on Educational Evaluation in youth Work, accessed in July 2020 from: https://pjp-eu.coe.int/documents/42128013/47261233/Part2_T-Kit10.pdf/2c695894-3014-47fa-a090-570ff9f4f2c8

Recommendations for youth workers multiplying this activity:

- Knowing that this activity is about encouraging a structured evaluation and requires drawing and discussion within small groups, the trainer should provide enough time for working groups and if necessary prolong the session for 10-20 minutes in order for groups to successfully finish their "Boats on the sea" and have enough time to discuss as well.



5. Escape rooms in large scale youth sport work events

The recreational escape rooms methodology is experiencing increase in the entire globe, covering the business field mostly. Escape rooms are "live-action team-based games where players discover clues, solve puzzles, and accomplish tasks in one or more rooms in order to accomplish a specific goal (usually escaping from the room) in a limited amount of time"¹⁶. The first escape room activity is tracked in Japan in 2007. Today there are roughly up to 5000 escape rooms developed, with majority being recreational, spanning over 75 countries; according to the data from the Escape Room Directory.¹⁷

With the increase in business world, this methodology is getting the attention of many teachers and educators. They are becoming interested and inspired to adapt this methodology in the education programmes they develop for pupils, students, and participants in the civic and educational activities. The willingness to use innovative techniques and methods for better engagement and communication with participants is experiencing constant increase thus increasing the need to create and develop more educational materials and scenarios of this methodology. Today, the escape rooms are not only recreations but also educational tackling the topics of human rights, economy, history, health, computer science, business, social topics, as well as sports and other cultural topics with the main aim to foster learning and . Besides adapting this methodology in various topics, the educators and youth workers use escape rooms to develop participants skills on leadership, teamwork, observation, analysis, critical thinking, creative thinking, design, research, and so on.

Regardless of the theme, design, and style, the basic idea and process behind the escape rooms is the same. A group of people are trapped inside a place, for a specific period of time, and they need to solve number of puzzles to get out. In educational escape rooms, puzzles are theme related, i.e., in Nikola Tesla themed escape room participants need to decode different puzzles combined from mathematical and formulas from physics and need to know basics from Tesla's life in order to solve specific task and puzzles, and to move to the next phase.

Since this field and this approach to education is still in the early days, it will take some time before there's a full-scale roll-out in youth sport work activities. Educational escape rooms as a learning technique and method do not exist in some kind of a vacuum. Educational escape rooms must be aligned with standards of non-formal learning and engagement of participants. They can engage participants in short term but need to be put in a pair with other kinds of activities in order to bring long term learning outcomes; especially in large scale youth sport work events.

5.1. Why using educational escape rooms in large scale youth sport work events?

When organising educational escape rooms in youth sport work events, there is a number of challenges and efforts needed to successfully complete the process. The organisers and educators need to work proactively and as a team to adapt the theme of the escape room, the results wanting to achieve, inserting the learning in the puzzles created, and typical sport activities to be while the activity goes on. Also, they need to know how to adapt the activity to specific needs and abilities of youngsters involved in the escape room. Participants are more

¹⁶ Scott Nicholson (2018) Creating Engaging Escape Rooms for the Classroom, *Childhood Education*, 94:1, 44-49, DOI: 10.1080/00094056.2018.1420363

¹⁷ Directory can be seen by visiting this link: <http://escaperoomdirectory.com>

Unfortunately, the directory is not in full function, but it offers referrals to international and by country escape rooms directories.



likely to retain knowledge when they can apply what they've learned. This practise is often called, especially in non-formal education, "active learning". Another characteristic of the escape rooms methodology is that participants work as a team to overcome challenges and solve puzzles and based on their performance they either lose or win all together. Since sports activities have the component of competition included, the educational escape rooms in large scale youth sport work events can consist of two or more teams involved in the activity in different locations, hence competing with each other on the time or efficiency of solving the puzzles and escaping the room.

Educational escape rooms can be organised online or in-person. However, when it comes to sport work events, sharing a common environment in which participants are working together on an escape room designed around the specific learning outcomes, set the groundwork for active learning among participants. Team of participants can take the props from the escape room and bring them to life by engaging with them and with each other to explore the challenge put in specific educational escape room.

Another reason why educational escape rooms work for events for young people is the time limit. Usually, recreational escape rooms give an hour or an hour and half for players to solve all of the puzzles. Educational escape rooms can be built around the time that you have in the timetable for large scale youth sport work event you are planning/implementing. Adding a timer in the escape room creates an emergency which drives participants to engage with the content in a way in which they may not engage during the traditional educational activity.

The last reason why educational escape rooms should be used when organising large scale youth sport work event is that educational escape rooms are based on solving puzzles and accomplishing given tasks. Contrary to the screen-based games which are based around hand-eye coordination, or board games that are based on strategy or luck; educational escape rooms are built around using the mind, knowledge and skills to solve given challenges. When organising educational escape rooms in large scale youth sport work events, use of sport activities should be important aspect of developing educational escape room activity and implementing it during the event.

5.2. Organising an escape room activity – main components and steps

5.2.1 Main components of an educational escape room

When organising education educational escape room activity, it is important that organisers manage use creativity to make the real-world part of the game. Thus, increasing the learning through the experience of a game. Creativity is very essential when organising such activity, followed by a good and strong narrative (story) and puzzles and materials which will be part of the story. When it comes to the monetary aspect, depending on the complexity and theme of the activity, the escape rooms can be organised with very low or no budget to those with a large amount of money. In youth work, such activity can be managed by already existing resources or crafting some items such as printed source materials, language and number codes, and so on.

While educational escape rooms can vary in size and scope, there are some main components that they all have. The data shows that two major components that underline a good escape room are puzzles and narrative. Both of these inform and drive each other. However, the environment together with hints and rules are other key components that go hand in hand with narrative (story) creation and puzzles.



5.2.1.1 Narrative

Educational escape rooms which are well designed usually have a strong narrative or created story. Narrative often draws on some kind of events (i.e., sport events or some world level sport tournaments). It is important that the narrative is organised in several small parts. Divided parts of the story allow participants to feel the progress they are making. Long stories can be non-attractive, and participants might start feeling bored.

Creating the story

Creating the story is the component which goes under the narrative of the escape room activity. The whole process of escape room activity depends on the idea behind the story creation. A good story consists of the following elements:

- Introduction: consisting of information about the characters (heroes), setting and basic info of the event.
- Problem: consists of information and questions related to the causes and challenges the characters face that needs solution.
- Resolution: consists of information and flow of the process to find the solution of the problem encountered.
- Ending: consists of the final information about the results of resolution and decisions/fate of the characters (heroes).

When knowing these key information and processes, the next phases to do the escape room are way easier and much more structured to be developed.

5.2.1.2 Puzzles

The overall logic of the puzzles in escape rooms is based on three key stages: search, think, and apply. Puzzles' role is considered to be the supporting of story creation. Each puzzle lead the participant or a group of participants closer to freedom or provides clues to solve other obstacles and other puzzles. Figuring out the puzzle provides a surge of excitement for participants. For instance, participants can suddenly discover that the paper they previously found has a message written with invisible ink. Puzzles provide immediate feedback for participants and provide an opportunity for participants to measure their own progress in the given escape room game. It is important to know and be aware that puzzles do not always tell participants where to go next or how to use the given clue. It is up to participants to figure that part out, on their own.

Categorisation and Types of puzzles

Puzzles for creating an escape room can be different and their usage is also different. Veldkamp et al (2020) emphasise that puzzles can be categorized as:

- Cognitive puzzles that make use of the players' thinking skills and logic
- Physical puzzles that require the manipulation of artefacts to overcome a challenge, such as crawling through a laser maze and
- Meta-puzzles, the last puzzle in the game in which the final code or solution is derived from the results from the previous puzzles¹⁸.

This categorisation helps to understand that there are different types of puzzles corresponding to the categories above. According to a published toolbox on this methodology by NGO Logos (2017), some of the most used types of puzzles in escape room activities are the following:

¹⁸ Veldkamp, Alice & Grint, Liesbeth & Knippels, Marie-Christine & van Joolingen, Wouter. (2020). Escape education: A systematic review on escape rooms in education. Educational Research Review. 31. 100364. 10.1016/j.edurev.2020.100364.



Hidden Objects	Ropes Or Chains
Light	Traditional Puzzles
Counting	Touch
Noticing Something "Obvious"	Liquids
In The Room	Engagement with actors
Using Something In An Unusual Way	Smell
Searching For Objects In Images	Taste
Assembly Of A Physical Object (3d)	Lazers
Algebra And Other Mathematics	Mirrors
Riddles	Research using information
Sound	Sources

Table 1: Types of Puzzles for Escape Room Activity (2017)¹⁹.

Organising and structuring puzzles

Besides the importance of knowing the types of puzzles used to organise an escape room activity, their organisation in the activity/game as well as structure has a key importance. Nicholson (2015) has introduced four puzzle structures in escape room. The structures are presented below in the figure:

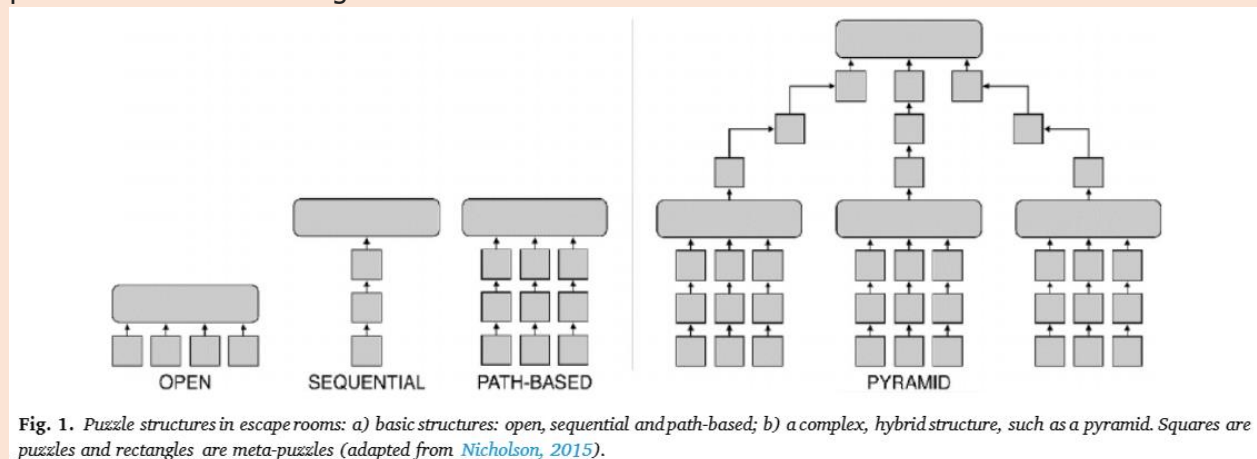


Fig. 1. Puzzle structures in escape rooms: a) basic structures: open, sequential and path-based; b) a complex, hybrid structure, such as a pyramid. Squares are puzzles and rectangles are meta-puzzles (adapted from Nicholson, 2015).

Figure 4: Puzzle structure in escape room – Introduced by Nicholson (2015)²⁰.

- According to this model, the **open structure** of puzzles means that participants are exposed to the existence of different puzzles, and they can open and solve them at the same time. The last one however should remain closed until all previous ones are solved.
- The **sequential structure** shows an order to solving the puzzles; here the first puzzle should be solved in order to move to the second and so on.
- The **path-based structure** is based on using different paths of a puzzle in order to gather all information or pieces together in order to solve it and escape the room.

¹⁹Source: NGO Logos. (2017). Escape for human rights: Few m2 of different reality. <https://drive.google.com/drive/folders/1n9JP-qSYcq3MhL6GsErmx-oMo0dMDip0>

²⁰ Source: Veldkamp, Alice & Grint, Liesbeth & Knippels, Marie-Christine & van Joolingen, Wouter. (2020). Escape education: A systematic review on escape rooms in education. Educational Research Review. 31. 100364. 10.1016/j.edurev.2020.100364.



- The last structure is the **pyramid structure**. This consists of combination of different structures, producing a hybrid one that usually takes the form of the pyramid.

5.2.1.3 Hints and rules

The next elements and components of an escape room activity are hints and rules. This consist of basic information closely connected to the narrative and puzzle creation. Hints are mainly used to guiding participants through the story as well as support them to go to the next stage of the process. They support participants intelligence to stay encouraged in finding the solution and approaching the end to escaping the room. However, hints are not answers and should not be directly leading to discovering an answer. On the other hand, rules are components that determine the way how participants play, what kind of power they have in the game, what things are allowed to be used in the game and which ones are not, as well as how communication process is organised and hints presence information.

5.2.1.4 Environment

Environment is the space where everything that is connected to the story is placed. Environment is the immersive cinema that shows participants the first contact with the story and theme of the escape room, therefore its design has an enormous importance. It is the space where all puzzles, hints and other details are placed and designed. When organising escape room activity in large scale youth sport work events, environment should include as many as possible elements of sports. Indeed, those elements should correspond with the main theme of the activity.

It is essential that puzzles appear in the right order in this space in order to avoid confusion and mis-leading of participants in finding the solution to escape the room. The non-needed and non-played objects, information and details that might be present in the environment should me marked so that participants are aware and not touch them or base their playing process by using them. Other than that, the useful information should be visible in order to support the participants process in the game.

5.2.2 Key steps to organise the escape room activity

The components of escape room methodology are considered to be essential in the process of organising an escape room activity in large scale youth sport work events. Before going through the steps of organising the activity it is important to have in mind that the person in charge to the activity should be the one opening and locking the door for participants, when they enter and when they start the game. The optimal time for the activity is 1 hour for participants to make their escape. This timeframe can be planned through the hints and clues designed. In escape room participants are united on one goal: leaving the place. Talking is a not a luxury for participants – it is a must. Participants have to be a team and act as a team to win and escape the room on time. Some of the qualities of educational escape rooms are engagement, team building, problem solving, respect and intrinsic motivation. Below are presented 4 steps on how to develop educational escape rooms for large scale youth sport work events.

1. Organising the Environment – Space of the escape room

When organising large scale youth sport work event, there is usually a working room in which educators can organise the escape room activity. There is a significant time given to plan the placing of hints and puzzles around the room before participants enter the room. The interior



of the room is changed, or in case some objects cannot be removed, they are marked with a sign that let participants know those objects are not part of the game. The whole environment is set according to the theme of the escape room.

In case the working room does not have any lockers or cabinets, youth workers can always find some big rectangular box(es) to hide the puzzles and clues in them and put lockers on those. Or can buy some smaller safes or safe books (small safes in form of a book) to use for the escape room.

2. Designing the puzzles

After having the room and its layout for the escape room set, the next step is deciding on materials that are planned to be incorporated in the educational escape room. The following question should be considered: What is the main goal of the educational escape room you plan to organise?

Since the environment is organised according to the theme, the puzzles here are also designed according to the theme and availability of the space for organising the activity.

3. Setting the order of puzzles

Having all puzzles designed successfully leads to the third step of deciding on which order to put them. Puzzles are organised according to the structures (open, sequential, path-based, or pyramid) that fit best the environment and knowledge that youth workers tend to transmit to their participants. It is important that for this step to keep in mind the number of participants inside the escape room. If the number is higher, one puzzle at a time should not be placed as it keeps only one or two participants busy. Thus, having an order that enables the division of participants in 2-3 teams exploring different hints and puzzles is more attractive and participatory.

4. Putting all elements together – final preparations and start of the game

The fourth and last step of developing the educational escape room for large scale youth sport work event, is putting all elements together and make the final preparations before participants enter the room. The youth workers set the time interval for each of the challenges – puzzles. Each puzzle should take approximately from 3 to 5 minutes to solve but it depends in their complexity and planned time for the whole activity. When all this is settled, participants can enter the room, the person in charge for tracking the process locks the door and starts checking time of the start and end of the game. A camera or some way of communication between participants and responsible person is arranged in case participants need help or get stuck inside the game.

5.3. List of advices for creating educational escape room for large scale youth sport work event

When organizing educational escape room activities in youth sport work and especially in large scale events, there are several things to pay attention to. Several advices and recommendations which can be helpful for creating an educational escape room for large scale youth sport work event are listed below.

- Use the environment that you have. Get participants up and moving around. Encourage participants to look closely around the environment of the escape room, examine the details and encourage thinking outside the box among participants.
- It is recommended to try having all participants engaged in the educational escape room, create situations as part of the escape room in which all participants will have an opportunity to engage with the elements of the organised educational escape room.



- It is highly suggested to avoid developing puzzles just for sake of having enough or a lot of puzzles in the escape room. Puzzles should make sense to the story and guidance, and it is goof to try finding a way to fit the puzzles in the story and the given environment. The more that puzzles carry the narrative created around the escape room, the more participants will become and stay engaged.
- There should not be a lot of "dead ends" within the escape room. While it is acceptable thing to have few steps and props to distract participants and cause misdirection, escape rooms are tough enough. Lots of dead ends in the escape room will result to frustrated participants in the activity who might consider quitting before time runs out.
- Having in mind that the theme is about sport work, it is recommended to involve sport elements and activities as much as possible, with the educational purpose, not just for the sport activity itself.
- When organising an escape room methodology in large scale sport work events, a person needs a team. It is not advisable to work alone in creating the educational escape room for large scale youth sport work event especially if it is one's first time in creating such activity. Teaming up with other youth workers, and having extra people involved in creation is extremely helpful, especially when creating puzzles and connecting the story through them. Brainstorming sessions are very helpful in such situation as people bring different ideas from different perspectives.



6. Appendixes - examples of forms

6.1. Medical information and consent form

Below are example forms of medical information and consent form for using photos and videos of participants. The form is for participants who are adult (18 years and older, or 16 years and above – depending on the laws and country where event is taking place).



NAME (and logo, if available) OF YOUR ORGANISATION

BASIC INFORMATION ABOUT PARTICIPANT

FIRST AND LAST NAME	
DATE OF BIRTH	
ADDRESS	
PHONE NUMBER	
EMERGENCY CONTACT INFORMATION (name and contact number)	

IMPORTANT INFORMATION

1. Do you have any of the health issues below?

Asthma **YES** **NO**
Diabetes **YES** **NO**
Visual impairment **YES** **NO**

Allergies (if yes please provide information about which kind of allergy and which medicines are taken for prevention of the allergies and confirm that you will bring your own medicines)?
YES / NO

2. Is there anything important to mention in regard to your specific needs? **YES / NO**

3. Are you currently using any prescribed medicines? **YES / NO**

If your answer is yes, please write down the medicines, and confirm that you are bringing the needed medicine to the event.

4. Are you able to participate in all sport activities? If not, please specify in which sports you can participate. **YES / NO**

5. Do you know how to swim? (please circle the answer) **YES / NO**

6. Is there anything else you would like to draw our attention to?

Important notice: All activities taking place on this event will be photographed and filmed and used for documenting the event and promoting it.

Do you agree that pictures/videos of you are to be used in above mentioned way? **YES / NO**

Please confirm the accuracy of the above information with your signature.

First and last name: _____

Signature: _____



6.2 Communication strategy document

ORGANIZATIONAL MANAGEMENT

COMMUNICATION STRATEGY

The strategy to the interested/targeted parties in our work. How do we communicate key messages based on the following?

- who they are;
- what to tell them;
- how to tell them;
- who is going to tell them;
- when to tell them.

MISSION of the organization:

VISION of the organization:

FOCUS AREAS OF OUR WORK:

TARGET GROUP:

Primary target group:

Segmentation of the target group:

Key stakeholders:

Target audience: Who do we want to inform?	Background	Demographics	Key messages: What do we want to tell them?	Communication methods: How are we going to tell them?	What is our value proposition?
Youth					
Institutions					
Donors					
Businesses					



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