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Zport to the Children of Kempele

The production process of a summer sport camp for children aged 7-9- years.



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Abstract

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The purpose of this thesis process was to create a summer sport camp for 7-9-year old children in the municipality of Kempele. The aim of the commissioning party was to increase the amount of supply in supervised physical activity for children during the summer holiday in the municipality of Kempele. The aims of the authors were to create a product which could be re-implemented in the future, to develop their own competence in instructing physical activity to children, and to organize an event successfully. The aim of the thesis project was to develop a sports camp template which could be applied when organizing similar courses in the future. The project also provides a case study which can be used as an example on future courses. The established connections with the industry can also be taken advantage of in the university.

This thesis was a product development process. The authors started the process with an idea, developed it into a concrete plan, and finally implemented and evaluated it. The commissioning party of the thesis was the municipality of Kempele. The commissioning party wished to receive a well-organized event with quality activities for the attending children. There was a need for a summer sport camp in this municipality, as nothing similar was offered in this region. The camp was implemented from June 5th to June 8th 2017, lasting four (4) days.

The research questions of this thesis were the following: 1. Why should children aged 7-9- years be physically active? 2. How can the authors ensure quality instructing sessions? 3. How can the authors plan, organize, and implement a sport event successfully? The process was based on theory regarding the physical activity of children, key aspects of instructing sports to children, and event planning. Through the theory and the implementation of the event, the authors were able to answer the set research questions.

The implementation was successful with twenty (20) attending children. The authors planned and implemented the event from beginning to end. The set goals were met, and the event was successful based on pre-set parameters in the planning stage. The feedback received of this thesis process from the commissioning party, the participating children, and their parents was positive. Based on the feedback and evaluation, the event responded to a demand of such events and offered quality activities for the children of Kempele.

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1 Introduction

According to a study in by the Finnish National Sports Council (2014), one fifth of Finnish fifth, seventh, and ninth graders engaged in physical activity for at least one hour a day. This means that only 20% of the children and youth met the national recommendations for daily physical activity. The study also revealed that screen time, which in this case means the use of mobile devices, watching television, or use of a computer, was at the recommended level of maximum two hours per day with only 5% of the children and youth involved in the study. Also, it was noted that the older the children became, the more detached they grew from daily physical activity. (Kokko & Hämylä 2014.)

This thesis presents the production process of a sport camp for children aged 7-9-years. The reason behind this choice of topic was the prevailing inactivity among Finnish children, and the desire from the authors to make a difference in this matter. The idea of a sport camp rose, and the commissioning party was chosen to be Kempele Akatemia in the municipality of Kempele, located in the Oulu province in Finland.

Kempele Akatemia is a division of the municipality of Kempele, which includes leisure, culture, youth, and sport services. The purpose of Kempele Akatemia is to provide the residents of the municipality with diverse leisure-time activities, to improve their wellbeing, and make sure all services provided are low-threshold services (Mikä on Kempele Akatemia? 2017). The commissioning party was receptive towards the presented idea of a multisport children's summer camp, and could see how this thesis would benefit their municipality. There was shortage of summer holiday activities provided by the commissioning party in the municipality of Kempele. Through market research, it was discovered that there was shortage especially in the Ylikylä area, so the camp was held there. It was reckoned there would be demand for the event in this part of the municipality, because no low-threshold children's summer holiday activities were offered here.

The aim of this thesis was to create a successful product which could be re-implemented in the future. The authors wished to develop their own competence in instructing physical activity to children, and learn how to organize an event successfully, and provide the attending children with a quality event. The thesis process was guided by the set research questions:

1. Why should children aged 7-9- years be physically active?
2. How can the authors ensure quality instructing sessions?
3. How can the authors plan, organize, and implement a sport event successfully?

These research questions guided the theory and practice of this thesis. The presented theory is based on former research on the physical activity of children, a child's motivation towards physical activity, and instructing sports to children. Theory and literature behind event planning and the product development process is also discussed. The practical process of brainstorming, planning, implementing, and evaluating the sport camp is described based on the product development process and other previously presented theory. The event planning process is based on a model by Korhonen, Korkalainen, Pienimäki & Rintala (2015). The theory functioned as a learning experience for the authors with regard to the actual event, and it was a guideline by which the authors brainstormed, planned, implemented, and evaluated the event.

2 Children and Physical Activity

Children do not choose their lifestyle, but rather adopt the lifestyle of their surrounding environment. Parents are the primary source for children to learn healthy habits, and they should be actively and consciously raised towards an active lifestyle. The secondary source is coaches and teachers who children look up to. Overall, adults play a vital role in a child's path to an active life. (Hämäläinen et al. 2015.) A Canadian research stated that the sufficient amount of moderate-to-vigorous physical activity is 60 minutes per day to increase health benefits (Tremblay et al. 2011).

The UKK-Institute states that all 7-18-year-old Finnish children should be physically active for at least one to two hours daily, in a variety of ways suitable for each age group. Continued periods of sitting for more than two hours at a time should be avoided. Screen time with entertainment media should be limited to two hours per day. This recommendation is based on the minimum amount of physical activity required to obtain a health enhancing effect in children and adolescents. (Ahonen et al. 2008, 6-14.)

The recommendation for physical activity for 7-12-year-old Finnish children is a minimum of 1,5 to 2 hours per day. The recommendation should be considered the absolute minimum; thus, children should be encouraged to be physically active for several hours every day. A healthy child does not need to be restricted with regard to physical activity, but rather encouraged to move in a versatile manner, avoiding long, strenuous periods of one-dimensional physical activity. The daily physical activity should consist of several bouts of brisk exercise, lasting more than ten minutes at a time; for example cycling and running. During these bouts the child's heartrate should elevate, and the child should feel winded. The day should also consist of vigorous bouts of exercise, where the child's heartrate significantly elevates, and they are considerably winded. These bouts are usually short, interval type accelerations, lasting from a few seconds to minutes. The rest of the day should be filled with versatile, moderate physical activity. (Ahonen et al. 2008, 6-14.)

In the United States, the percentage of obesity among children aged between 6 and 11 has doubled since 1980, and the obesity among adolescent, aged 12 to 19, has tripled. Social and psychological problems, such as discrimination and poor self-esteem are great risks in obese children. They also have a high change, about 70%, of being overweight or obese as adults. This also leads to higher risks of getting, for example,

diabetes, several types of cancers, heart disease, and stroke. (University of North Texas Health Science Center 2013.)

The correlation between success in school and physical activity has been proven by many studies over the last 40 years, such as Blom (2011), Van Dusen (2011), Davis & Cooper (2011), Roberts (2010), and Wittberg (2010). Both physical education classes at school and physical activity outside of school were in positive correlation with academic success.

A Canadian study done by Ian Janssen and Allana G. LeBlanc (2010) confirms that school-aged children and youth who are physically active are associated with several health benefits, such as lower blood pressure, higher bone mineral density, and lower level of cholesterol and blood lipids. There is a correlation between higher quantities of physical activity and greater health benefits. However, like many other studies suggest, even moderate amounts of physical activity have great health benefits especially for children and youth who are in a high-risk group (e.g., high blood pressure and obesity).

Children feel enthusiastic about sport when they feel their capability is supported and that they are socially part of the group. According to Hämäläinen et al. (2015, 26-35), children and youth have three phases: childhood phase, selection phase, and top athlete phase. Childhood phase lasts until the age of 13. During this phase, a child should get excited about physical activity and recognize the requirements for being an athlete. A physically active child learns multipurpose talents and adopts an active life style. The child's parents, sport organization, and school should work together to provide a good, active environment. Children under 13 years old should not focus only on one sport but rather engage in varied forms of physical activity. There are more challenges when emphasizing only on one sport. Children who specialize in only one sport are noticed to have a higher level of quitting the sport in an early stage, lack of motivation and enthusiasm, and health issues. In conclusion, children who engage in one sport 'burn out' with higher likeliness than children who are engaged in more than one discipline.

According to a study made by Tammelin et al. (2016), Finland's physical activity levels were low. The results are relatively poor regardless of Finland's good policies and programs to promote physical activity. The national campaign 'Finnish Schools on the Move' was established in 2010 to make the school days more pleasant and active in all

comprehensive schools. The program is part of the government's regime to make children to have at least one hour of physical activity each day.

A Canadian study (Tremblay et al. 2011) developed a sedentary behavior guideline for children aged 5-11 and youth aged 12-17. According to the study, children and youth should limit recreational screen time, such as watching television and using a computer, to a maximum of two hours per day. The study states that children can improve their social behavior, body composition, musculoskeletal and cardiorespiratory fitness, self-esteem, and academic achievement with limiting screen time. The study also claims that sedentary behavior can be reduced by minimizing motorized transportation and indoor time.

Physical activity is widely recommended since obesity among children has increased considerably during the last 30 years. Obese children have a remarkably higher risk of being overweight or obese as an adult than non-obese children. A sedentary lifestyle and screen time have also increased even though efforts have been made, for example campaigns, as counteractions. Children under 13 years old should engage in a myriad of sport disciplines to support enthusiasm towards physical activity. (Tremblay et al. 2011.)

3 Instructing sports to children

Instructing is defined as an act of telling or ordering someone to do something, especially in a formal or official way; teaching (someone) a subject or skill and/or giving information to (someone) (Merriam-Webster Dictionary 2017). Instructing is a delicate skill to master, as one needs to be able to communicate the instructions in an effective way. Instructing sports usually includes instructing various skills and skill sets. (Merriam-Webster dictionary 2017.)

3.1 Motivation towards physical activity

From the Merriam-Webster dictionary (n.d.), the word motivation means a motivating force, influence, or stimulus. Generally, motivation can be thought of as a force which drives the subject towards a specific kind of behavior. Motivation towards physical activity in children is most often evoked through a cognitive or an emotional path. (Anttila & Ruokonen 2004, 8.)

When a child's motivation towards physical activity is evoked cognitively, the subject recognizes the possible health benefits of the activity. They consciously choose to take part in the activity because of the physical benefits it will have on their body. When the motivation is evoked emotionally, the child chooses to take part in the activity because of the way it makes them feel. Therefore, positive emotional experiences play a key role in sustaining and improving a child's emotional motivation towards physical activity. For example, positive feedback and praise make the child feel positive about their physical capabilities, thus boosting their confidence and motivation towards the activity. (Anttila & Ruokonen 2004, 8-9.)

Because of the above mentioned motivational paths, it is crucial for an instructor to be aware of their role in improving and sustaining the child's motivation towards physical activity. Positive praise and constructive criticism are some ways in which an instructor is able to assist in the development of the child's physical confidence. (Syväoja, Kantomaa, Laine, Jaakkola, Pyhältö & Tammelin 2012, 30.)

The theories behind the motivations are self-determination theory and goal orientation theory. Self-determination theory considers both social and cognitive factors which form

the motivation towards the activity. Formed motivation results as cognitive, affective, and behavioral effects. (Liukkonen, Jaakkola & Soini 2007, 157-158.)

There are innate psychological needs: competence, relatedness, and autonomy. Autonomy, in this case, means individual's possibility to effect on their own action. It has been seen to be in a key role of the self-determination theory. The amount of autonomy effects on if the motivation is intrinsic or extrinsic, inner or outer. If the activity is guided from the outside or it is controlled, the motivation towards the activity is lower, when autonomic way of acting is increasing the interest towards the activity. For example, children can play a game they invented themselves, and shut everything else out for hours. If an adult sets the rules, the game becomes less fascinating. (Liukkonen, Jaakkola & Soini 2007, 159.)

Relatedness is individual's endeavor to search for affection, intimacy, social cohesion and sensation of being safe, and natural need to be part of the group, acknowledged, and have positive feelings on working in a group. Social environment can create promotional or debilitating motivation atmosphere by supporting or obstructing the individual's psychological needs. For example, children can play the same game for hours for several days until exhaustion, if they can choose the group themselves. If the same game with the same amount of energy is played with a group someone else chose, the motivation towards it would be significantly lower. (Liukkonen, Jaakkola & Soini 2007, 160-161.)

According to self-determination theory, competence is related to the satisfaction of the individual's own learning. If the satisfaction doesn't come from the individual himself, or it is controlled externally, the results and the commitment for the task aren't meaningful. The unexpected positive feedback increases the feeling of success. The negative feedback does the opposite. (Liukkonen, Jaakkola & Soini 2007, 162.)

According to goal orientation theory, the essential factor for children's motivation towards physical activity is whether it is formed by task oriented goals, or ego oriented goals. The task oriented goals are formed by individual's own physical capability and the motivation on developing himself. They feel success by evolving their own skills or techniques. Their competence is not related to other's capability. The ego oriented goals feel competence when being better than anyone else, surpassing "normal" limits, or exceeding the given task with less effort than others. Powerful ego orientation is connected positively on the motivation only if the individual's skills are high. If not, the

effect is negative. Task and ego oriented goals are not exclusive. Everyone has both of them, but there is a problem only if the ego orientation is higher and the individual's skills poor. On the other situations, if the task orientation is high enough to overcome the ego orientation. (Liukkonen, Jaakkola & Soini 2007, 161-162.)

3.2 Quality in instructing

The word quality stands for the standard of something as measured against other things of a similar kind; the degree of excellence of something (Oxford Dictionary 2017). Quality in instructing can be defined in numerous ways. The following aspect can be used as measures of success: what the instructors wish to teach to the participating children, how to instruct in a manner that the participants enjoy the session, and the factors which can be found in a good instructor. (Oxford Dictionary 2017.)

Children develop a set of motor skills called fundamental motor skills or FMS in their early childhood years. These skills are composed of object handling skills and locomotor skills. The object handling skills include skills such as catching, throwing, and kicking, whereas the locomotor skills include running, jumping, and galloping. It is important for the child to practice the fundamental motor skills in a variety of ways to master them, as this gives the child the tools to be able to learn more complex moving patterns and the ability to move in more complex ways. (Stodden et al. 2008.)

Children learn by observing, listening, exploring, asking questions and especially by doing and trying out things (Bransford, Brown & Cocking 2000). At these ages the children still learn also by playing. Playing gives the children a chance to unwind after the routines and a chance to practice social interactions and problem solving (How children learn: learning at school 2016). With these things in mind it's advised to teach children in a relaxed and calm but positive manner giving them time to listen and think the instructions through. The instructions are ideal to be given clearly from a close distance to make sure the children understand and hears them. Instructions should be clear and specific as well as age-appropriate. To add up the instructions and explanations should be simple enough for the children to get the point. And to emphasize the understanding the instructions should be given one at a time giving the children time to process what they hear. (Teaching Your Child to Listen and Follow

Directions n.d.) By keeping the instructions professional and inspiring children to participate and enjoy it's easier to control the group and achieve the set goals.

Instructor has a significant role in keeping up the social atmosphere and keeping the group cohesive. The first meeting between the group are the crucial and the instructors are expected to understand the group process and steer it towards children's development. Also, the instructor can affect the atmosphere and therefore steer the behavior of the participants into a positive and respecting way. The positive interactions and feelings are encouraged, and the negative feelings and actions are discussed through to emphasize that everyone is equally accepted and liked. By ensuring that these aspects are fulfilled the instructing can be defined good quality. (Haavisto & Paalanen 2014.)

3.3 Styles of instructing

Sports can be instructed to children in several ways, depending on the teacher and the customers who are being instructed. The age, number of participants, and previous experiences define what kind of approach needs to be taken. Mosston's teaching styles has been known for over 30 years. They are still current, with a progression that shows the connections between the styles. The styles can also be found from the Nuori Suomi Ry (n.d.) with minor modifications.

3.3.1 Instructor central method

In the **command style**, the teacher makes the most decisions, and the learners' task is only to obey the command. There should be time for the teacher to explain, but enough active time for the learner. The teacher explains and shows the task to everyone at once. Everyone will perform at the same time and the teacher will give feedback mostly generally and mutually. This style is usually used when there are a lot of customers and little space. (Nuori Suomi ry n.d.; Mosston & Ashworth 2008, 76.) In the **practice style**, the teacher explains and shows the tasks in different stations first. The learner then performs different tasks while the teacher observes the performances. The teacher has time to give both individual and general feedback. The learner's role is to memorize the task and practice independently. (Nuori Suomi ry n.d.; Mosston & Ashworth 2008, 94.)

The **reciprocal style** includes the teacher to give instructions, and the learners to work in a partnership relationship. The learners perform the task one at a time, while the other gives on-going feedback. The teacher correspondingly gives feedback to the observer, but not the doer. (Mosston & Ashworth 2008, 116-117.) In the **self-check style**, the learner has criteria how to perform the task. They work individually checking the criteria and evaluating how they are doing. The style is appropriate if the learners already are familiar with the task or skill. (Mosston & Ashworth 2008, 141.) The **inclusion style** is best suited for a group of children consisting of various skill-levels. The teacher explains and shows in each station different level performances. The children will practice the task with their own pace and the teacher will observe and give a permission for the child to move to the next level if the child is able. (Mosston & Ashworth 2008, 156.)

3.3.2 Child central method

In this instruction way, the child has the chance to influence what they are doing and how it is done. It gives great opportunities to try diverse ways to exceed some given task and doesn't necessarily have only one specific way to achieve it. The child central way to instruct motivates the participant to come up with creative paths to reach a goal. (Nuori Suomi ry n.d.) The **guided discovery style** expressly is about the teacher to give guidance, so the learner can discover a predetermined response. It is the first step towards more learner central way, and less teacher central way, and to give the learner more decisions to make. In this learning style, the sequential process summons the learner to make perceptive connections and to discover new content, task, or skill. (Mosston & Ashworth 2008, 212.) In the **convergent discovery style**, a predetermined response needs to be discovered by the convergent process. The learner's task is to use logic to connect the revealed answers. They might use the different approaches to discover the response but will come to the same conclusion. (Mosston & Ashworth 2008, 237-238.) The **divergent discovery style** includes multiple answers to the same questions. The teacher will guide the learners towards the response, and the learners' task is to resolve the given task with multiple different ways. The situation should be new, so the learner is faced with an unknown solution and solve it. (Mosston & Ashworth 2008, 247-248.)

In the **learner-designed individual program style**, the learner's role is to make decisions on how to examine the overall topic. The learner can generate questions that

leads towards the specific focus, to generate questions that reveal the process and procedures, and to define the performance criteria. (Mosston & Ashworth 2008, 274.) The **learner-initiated style** requires the learner to make all the decisions, including which learning style to choose. The teacher's role is to accept the decision that the learner makes, to support, and if the learner asks, to participate. The empathy is on honoring the learners' readiness to be independent. (Mosston & Ashworth 2008, 283.) The **self-teaching style** does not exist in the classroom. In this style, the learner is both the teacher and the learner. The target of the teaching styles is to achieve the self-teaching style. The whole teaching style process leads to a realization that person can make all the decisions by him-/herself. (Mosston & Ashworth 2008, 290.)

3.3.3 Responsibility levels

The teaching strategy can also be selected by the different responsibility levels, according to Watson and Clocksin (2013), as expressed below. In the first level, which is also named as respect, the students respect the learning environment of others. They give the opportunity to safely engage physical activities but might not participate by choice themselves. Level 1 students are usually ready to learn but might be selective, and only participate on the activities they are good at. The students who don't meet these basic components are described to be in level 0. They disturb others by bullying, abusing (verbally or physically) or manipulating them.

In the second level named participation and effort, students are more into the participation. They might try new activities they are not skilled at and respect other's opportunity to learn. Level 2 students benefit mostly teacher centered teaching style and practice sessions that are under teacher's supervision. The students are able to cooperative with other students during skills practices. Gradually these students are able to work toward student centered teaching style. (Watson & Clocksin 2013.)

In the third, self-direction, students are able to respect their peers and are able and willing to do more than just the given task. These students are able to set personal goals and work both individually and with their peers. The teaching style should be more self-evaluating. (Watson & Clocksin 2013.)

In the fourth level, students are ready for a leadership role, and for that reason the level is named caring and helping others. They can carry out a warm-up session and closure activities and are able to assess peers. With these students, the teaching style should be even more student centered and teacher should allow them to do as much on their own, without too much of control. This fosters the opportunity to demonstrate helping and caring behavior. This will support the understanding and accepting the differences in learning, feelings, and attitudes in others. (Watson & Clocksin 2013.)

In the fifth level, named transferring to life outside the gym, students are able to understand and adapt the information learnt on the physical activity class to outside. First step is to learn what it means to take responsibility. They should also be able to make connections with everything learnt during the class and how to use the information beyond the doors. The teacher should give the student an opportunity to take a leadership role and set goals to allow them to learn self-assessment and reflecting previous experiences. (Watson & Clocksin 2013.)

4 Product Development and Event Management

Sport events are an important and growing event sector, encompassing the full spectrum from community sport events to international sport competitions. They offer a range of experiences to event spectators and participants, and generate various impacts on the community. As the types and uses of sport events have grown, sport events have become more complex and require diverse skills from event management, from operation skills to strategic managerial knowledge, to properly manage a sport event. (Lee & Brown 2017.)

4.1 Product development process

As many studies show (Wowak, Craighead, Ketchen, & Hult 2016; Schilling & Hill 1998, 67-81) the product development process is crucial for the companies to survive in the growing markets. New innovations, product ideas and process ideas are needed to keep customers interested and willing to buy new items.

The process starts with idea screening where the initial decision of allocating funds for the process is made and the preliminary idea is generated. The process is then continued with preliminary market and technical assessment with what is described the situation in the market and what are the technical merits and difficulties for the project. These first few stages are still only initial assessments and deeper analyses are to follow. (Wowak et al. 2016.)

When designing and developing a new product few key things to make it successful are a quick New-Product-Development -cycle time, meaning the time from the idea to a published product, and marvelous, yet innovative product idea, as well as detailed market research before the product enters the development phases (Schilling & Hill 1998, 67-81; Wowak et al. 2016). The in-depth market research gives information of the possible comparable products in the market; whether it is worthwhile to continue the process as it is, alter it somehow or end the project. The final no/go-decision is made after a financial analysis. After the phase of identifying the opportunity and analyzing the possibilities for the product, starts the actual development of the product, including the process of designing and testing the product. This phase also includes the system

design and testing as well as debugging if it's necessary for the product. (Wowak et al. 2016.)

While the product is being developed and tested, the personnel involved to the product (and it's launching) are trained to be able to use the product and sell it. After these phases, it's time to release the product for test market/trial sell, whether it's suitable for the product. The results from the trial direct the following acts: the product might need some refining or it's ready to full-scale launch and commercialization. During the full-launch there are identifiable set of marketing activities involved. After the new product is fully launched, a review and analysis of the launching and the entire process need to be conducted. (Wowak et al. 2016.)

4.2 Planning, organizing, implementing and evaluating an event

An event can be a small, private occasion or a large-scale event. According to Korhonen et al. (2015) they may also be divided into three distinct categories according to their content; sport events, culture and art events, and business events. Shone & Parry (2004) categorize events into leisure events, personal events, organizational events, and culture events. An event should be treated as a project, which means that it needs a project team who is responsible for the success of the event. It is important to make a clear project plan as well as a concise marketing plan, and these should include a distribution of labor and tasks, and schedules. The project team consists of a project manager, team members, a team of experts and support persons, and the commissioner of the project. (Korhonen et al. 2015.)

While an event can be anything from a concert to an entrance exam, the camp is a more specific term to be used in the context of this thesis. As defined in various dictionaries, a camp is an area where people are kept temporarily for a particular reason. The area is defined by the organizer(s) of the camp who also give the reasons for the temporary stay and the existence of the camp. (Cambridge Dictionary 2017; Oxford Dictionaries 2017.)

A camp usually refers to a leisure activity organized for children during a holiday season. A camp includes a range of activities, often around a specific theme such as music or sports. There is free time in between activities, and a meal or snacks may be offered by the organizers. Depending on the resources available and the nature of the program, the

camp can be organized as an overnight camp. This means that the participants stay at the campsite overnight for several days requiring the organizers to find the facilities for an overnight stay. If organized as a day camp, the participants leave the campsite for the night. The length of the camp is set by the organizers to fit the aim of the program varying from one day to multiple weeks. (Oxford Dictionaries 2017; Merriam-Webster Dictionary 2017.)

4.2.1 Brainstorming

The first stage of planning an event is setting a preliminary budget. This means figuring out how much the event will cost, and is there any inflow of cash from the event through for example entrance fees. It is crucial for the success of the project to be aware of the amount of money available for the event, and the amount allocated many times determines the nature of the event. (Korhonen et al. 2015.)

The second stage consists of determining the nature and content of the event, and also the target audience. This means determining the type of event, where the event will take place, how long the event will last, what will the event offer, and who the event is for. For the success of the event it is important to clarify the above-mentioned points. (Korhonen et al. 2015.)

4.2.2 Planning

The brainstorming stage precedes the planning stage. In this stage, a project plan is compiled, which clearly states the different responsibilities of the members of the project team, has scheduled tasks, and includes a statement of all resources and possible risks. The project plan should also include a marketing plan and a method for evaluating the success of the event. (Korhonen et al. 2015.)

It is important to have a timetable listing all tasks that need to be completed before the event, in order to guarantee that everything gets done. The members of the project team should all have their own allocated responsibilities within the timetable. The tasks consuming most time should be scheduled to be completed earlier than those consuming less time. This way the more tedious tasks also get completed on time. Each

member of the project team should also have their personal work schedule which corresponds with the general schedule. The schedule should be realistic and leave room for delays and setbacks. (Korhonen et al. 2015.)

Resources are an important part of an event. All events require some form of resources, whether it is human resources, material resources, financial resources, or a combination of the three. Human resources include staff and all personnel. The amount of staff required depends greatly on the nature of the event. Material resources mean machinery and equipment. The necessity of these resources also depends on the nature of the event. Financial resources are the monetary assets available to the event. This includes cash, sponsorships, and possible donations. The extent to which these resources are needed also depends on the magnitude of the event. (Korhonen et al. 2015.)

The budget is a factor which determines the event to a great extent. A well-considered budget, listing all costs and possible income of the event, gives perspective to its profitability. As with the schedule, the budget should also be broken down into specific costs and revenue, since this assists in the formation of a realistic and precise budget. (Korhonen et al. 2015.)

There are always risks associated with organizing an event. These risks include financial and property risks, risks regarding personnel and the environment, and risks regarding the activity within the event. The organizers of the event should always consider all possible risks realistically, and formulate a safety plan which clearly determines these risks. (Korhonen et al. 2015.) According to Finnish legislation it is mandatory that any person or organization that hosts an event must compile a safety plan, and it needs to be available for inspection by authorities upon demand. It is also mandatory for the organizing party to familiarize all personnel and staff with the safety plan. (Työ- ja elinkeinoministeriö 2011.)

After the project plan has been compiled, focus should turn towards the target audience of the event. It is important for the success of the event to keep in mind to whom the event is for throughout the planning process, as this ensures that the participants enjoy themselves. (Korhonen et al. 2015.)

The venue of the event is one of the most important aspects of the event, as this sets the stage for the entire experience (Korhonen et al. 2015). The term 'venue' is commonly used when referring to permanent structures like buildings, such as sport

halls and banquet halls. The term 'site' is used in literature when referring to outdoor sites, such as outdoor arenas and other natural settings. (Van der Wagen 2010.) The first step in defining the location is selecting a geographical location; a city, town, or part of a city where this event should take place. After this, the criteria for the venue should be thought out; what does the event require from the venue in order for it to be successful? A list may be compiled of all possible venues and spaces for the event, and then narrowed down based on the criteria to find the one that best benefits the nature and requirements of the event. (Korhonen et al. 2015.)

The content and program of the event are also defined to a great extent by the nature of the event. The content should be planned, keeping in mind all of the above-mentioned factors: the target audience, budget, venue, resources, and associated risks. The content and program should also be unified and consistent depending on the purpose and nature of the event in order to deliver quality to the attendants. (Korhonen et al. 2015.)

Finally, a successful event requires marketing and communication (Korhonen et al. 2015). When all the steps above are well thought out, the event needs to be communicated to the target audience in order to reach the target market. In the case of new events, it is possible that even if the marketing is executed correctly, the target market might not materialize. (Shone & Parry 2004.) For this purpose, it is important to have a marketing plan, which includes marketing material and the different channels used for marketing. Marketing material should be formulated to entice the interest of the target audience. The marketing channels should also be chosen with the target audience in mind; seniors would most probably learn about the event from a newspaper, and teenagers from social media. Marketing should be conducted with the overall nature and purpose of the event in mind. (Korhonen et al. 2015.)

4.2.3 Implementing

The actual implementing of the event includes three parts: the building of the event, the event itself, and the termination of the event. A meticulously composed plan of the event increases the odds of the event being successful. If the plan is well thought out and all possible risks have been taken in to account, there should be no obstacles in the way of a successful event. (Korhonen et al. 2015.)

It is crucial for the success of the event that there is enough staff, they are aware of their duties during the event, and they are aware of how they should portray themselves during the event. The amount of staff should be measured by the how large the event is and how many participants are expected to attend. All the staff should be made aware of their tasks during the event by the organizers in order to make sure all necessary jobs are taken care of. The nature of the event also dictates how the staff should portray themselves. The appearance of the staff should differ if the event is a black-tie case or a sport event. Overall, the staff should be in unison with the theme and purpose of the event. (Korhonen et al. 2015.)

Informing the participants of the event is another factor which makes an event successful. The attendants of the event should have as much information about it as possible before the event takes place. The more the participants know about the event beforehand, the more professional and well-planned the event appears. (Korhonen et al. 2015.)

The setting of the event tells the participants a lot about it. Factors affecting the setting include technological aspects, cleanliness and sanitary facilities, and safety issues. If the event requires technical aspects like lighting, music, or recording devices, they should all be tested and checked well before their required use. There should also be a back-up plan in case something fails or does not work. Cleanliness and sanitary facilities should be considered with regard to the volume of the event. The amount of staff designated to keeping the environment clean and the number of restrooms should be in direct correlation with the number of expected participants. (Korhonen et al. 2015.)

The organizer of the event is ultimately responsible for the safety of the staff and participants of the event (Korhonen et al. 2015). Therefore, it is important for the organizing party to be able to recognize and control hazards and risks associated with an event. The organizer of the event is required by Finnish legislation to formulate a safety plan for the event, in which risks are assessed and prevention of these risks is accounted for (Työ- ja elinkeinoministeriö 2011). Depending on the scale of the event, security and first aid stations may be needed (Korhonen et al. 2015).

4.2.4 Evaluating

The evaluation of an event is as important as all the stages before it, as it enables critical assessment of what was successful and what was not. This information is important for future references, as it gives direction and advice for the next event. The evaluation should be completed as soon as possible after the event, and the success of the event should be measured by parameters pre-set in the planning stage. (Korhonen et al. 2015.)

The success of the event should be measured as concretely as possible. Ultimately, the success is defined by whether or not the event met its goals and purposes. Many time events seek to gain financial profit, in which case, the success is measured by how much money the event made. Other times the purpose of the event is to gain awareness and recognition for a brand or company. In this case, the attendees of the event should be surveyed regarding these factors. (Korhonen et al. 2015.)

When evaluating the success of an event, it is also important to think about what the best method of evaluation is. When collecting feedback from the participants, the how and when should depend greatly on who the audience is and what the nature of the event is. The method for asking feedback from the audience should reflect the theme of the event and also the demographics of the audience. The time for collecting feedback also depends on who it is requested from. The staff at the event may be asked for feedback a few days after the event, whereas the audience may even be asked during the event. The reason behind this is receiving as much feedback from as many participants as possible, and this is most successful with the correct means and timing. (Korhonen et al. 2015.)

If the event is large and it involves many partner organizations and a numerous quantity of staff, an evaluation session should be held amongst all involved parties. In this session, the event is evaluated and assessed, and all triumphs and pitfalls are discussed. The session should be documented to allow future applications. A report is then compiled from this meeting session, and presented to involved parties. (Korhonen et al. 2015.)

5 Developmental Tasks

The purpose of this thesis process was to create a summer sport camp for 7-9-year old children in the municipality of Kempele. The aim of the commissioning party was to increase the amount of supply in supervised physical activity for children during the summer holiday in the municipality of Kempele. The aims of the authors were to create a product which could be re-implemented in the future, to develop their own competence in instructing physical activity to children, and to organize an event successfully. The aim of the thesis project was to develop a sports camp template which could be applied when organizing similar courses in the future. The project also provides a case study which can be used as an example on future courses. The established connections with the industry can also be taken advantage of in the university.

Developmental tasks are an important part of the thesis, as they guide the process and steer focus in the right direction. The research tasks of this thesis were the following:

1. Why should children aged 7-9- years be physically active?
2. How can the authors ensure quality in instructing sessions?
3. How can the authors plan, organize, and implement a sports event for children successfully?

6 Production Process of the Sport Camp

The commissioning party of this thesis was chosen to be the Kempele Akatemia. Kempele Akatemia is a division of the municipality of Kempele, which includes leisure, culture, youth, and sport services. The purpose of Kempele Akatemia is to provide the residents of the municipality with diverse leisure-time activities, to improve their wellbeing, and make sure all services provided are low-threshold services. (Mikä on Kempele Akatemia? 2017.) The commissioning party's summer activities did not yet include a children's sport camp, and both the authors and the municipality saw the potential and benefit in providing such service.

6.1 Content of the camp

The sport disciplines chosen for the camp were swimming, ball games, Frisbee golf, track & field, and musical exercise. These disciplines were chosen since they portray a large scale of several types of physical activity, and the fact that these were all sport disciplines where the authors had experience in instructing and could carry out sessions with confidence. One of the main purposes of the camp was to provide the attending children with varied forms of physical activity, because this type of varied exercise is beneficial for the development of motor skills as presented by Ahonen et al. (2008). Strong physical skills are part of the foundations of coping with everyday life. Varied and multidimensional physical activity supports the development of the nervous system, and enhances the child's potential in learning new things. Meeting the minimum of two hours per day of physical activity also enhances bone mineral density. Ahonen et al. (2008) suggest fast pace activities such as ball games, track and field, and beginners' gymnastics for children to maintain and improve bone health.

6.2 Brainstorming stage

In the case of this thesis, the authors were the project team. The project team is responsible for the project from beginning to end, and handled all aspects of the brainstorming, planning, and implementing of the event. The commissioning party acted the role of the team of experts and support persons. It was important for the success of

the event and the thesis for all parties, that the authors of this thesis took the lead role in organizing the event, and the commissioning party acts as a support network and provided guidance for the project team. This way the workload was distributed evenly amongst all parties, and the set goals and research tasks were met.

In the preliminary stages of the project, a meeting was held between the authors and the commissioning party to determine the budget available, and the nature and content of the event. The first point in the budget discussion was whether the money was going to run through the commissioning party's accounts, or the authors'. In the discussion, it was noted that there are many advantages of having the commissioning party handle the finances. First, for the municipality many of the sport facilities are rent-free, and many services, like food, would not include value added tax. This meant that the overall costs of the camp were going to be quite low, which projected low entrance fees. The low entrance fees were predicted to attract participants.

Secondly, the authors would not need to manage accounting, paying of taxes, and possibly establishing a business for the sake of the thesis project (Kauppa- ja teollisuusministeriö 1997). Overall, the conclusion was that all finances would be managed by the commissioning party. After this decision, the authors started to comprise a budget for the event.

The commissioning party was receptive towards the authors' preliminary ideas of the camp, and gave valuable insights to steer the process in the right direction. The initial opinion of the authors was to build a much larger event than the commissioning party was willing to be a part of. After discussion, it was decided that it is wiser to build an event which needs as little outside help as possible. In this case, the authors could implement the camp on their own. The content of the event was to be a multisport camp, where the participants would take part in different sport disciplines throughout their stay. The age range for the camp was also decided upon; seven to nine years for the day camp and ten to thirteen years for the overnight camp.

It was decided that the event take place in Kempele municipality. It was also decided to stage the event in a part of the municipality where nothing similar was yet offered, to attract participants. The area also hosts a total of three primary schools, and houses many families with children fitting the target group. After discussion with the commissioning party, the camp was decided to last for one week.

6.3 Planning stage

The planning of the event was the most tedious, but also important part of the event. A well thought out plan would ensure a quality event for the participants, and the implementation of the plan would be smooth. The planning was started with the overnight camp in mind, but as the planning progressed, it became obvious that it would not attract enough participants for it to be profitable. For this reason, the overnight camp was cancelled. The planning of the event is only described for the arranged day camp.

6.3.1 Project plan

The first part of the planning stage was compiling a project plan (appendix 1). Responsibilities and deadlines were appointed, and a marketing plan and parameters of success were decided. The marketing plan consisted of an outline of the target group of the marketing, and the marketing channels that were going to be used. The marketing continued with the making of an advertisement (appendix 2). The advertisement included the time, date, place, and contact information of the camp. The marketing channels were chosen to be Facebook, face-to-face with the surrounding schools, and Kempele Akatemia's summer leaflet. These channels were chosen because the project team and the commissioning party believed that they would reach the target audience with the greatest precision and effect.

The authors created a Facebook page for the camp which may be found in <https://www.facebook.com/zporttileiri/>, which included the advertisement as well as updated information about the camp. The page was a way to make the event visible in social media while it was easy to share and appealing to look through and search for information. The schools were visited personally by the authors to advertise the camp and hand out advertisements. The visited schools were Ketolanperä, Ylikylä and Linnakangastalo, which were all situated in geographic proximity to the site of the camp. The authors also prepared a short elevator pitch about the camp to be delivered to the students through the schools' PA systems and directly in the classrooms.

The authors' purpose was to reach as many people as possible to notify about the camp itself and the current and important information related to it. The creation of the social media account was chosen since social media is becoming increasingly popular and

fast. It took radio 38 years to reach 50 million listeners, for TV 13 years, the Internet 4 years, and Facebook 9 months to add 100 million users. Daily, approximately 4 billion pictures, links, or updates are shared on Facebook. For the authors, this kind of social media marketing was free, since they did it by themselves, without any professionals. (Tuten & Solomon 2015.)

Attracting sponsors was one of the tasks, but as planning proceeded, the authors decided there was no need for outside sponsors. Since the commissioning party is part of the municipality of Kempele, the use of the facilities and equipment was free, and no taxes needed to be paid from the food. These aspects lowered the overall expenses of the camp.

The success criteria, as presented in the Project Plan, were the following:

1. the participating children give positive, verbal feedback during the camp
2. the participants show enthusiasm towards the activities provided
3. the event receives positive feedback from the participants, their guardians, and the commissioning party
4. the authors are content with the thesis process and the product

These measures of success were discussed amongst the authors and the commissioning party to correlate with the research tasks of the thesis process, and to enable concrete evaluation of the camp afterwards. The measures of success included both verbal and non-verbal measures, as well as measures reflecting the feedback received during the process. The previously listed aims were chosen best to determine the success of the event.

6.3.2 Resources

Resources are a necessary asset of every event. The extent and quantity as to which resources are exploited depends greatly on the nature of the event in question. (Korhonen et al. 2015.) The authors made use of three different categories in this event: human resources, material resources, and financial resources.

The human resources of the event consisted of the authors, two employees from the commissioning party, and one employee the authors recruited. The authors were

responsible for the entirety of the event, so the three employees played the role of assistants in the implementing of the event. During the planning of the event, no additional human resources were used aside from the commissioning party and the authors. The tasks appointed to the employees during the planning stage were assisting at lunch time, assisting with the afternoon snack, and any other tasks and duties the organizers were to require assistance with during the camp.

All of the material resources (appendix 3) allocated for the implementing of the event were decided to be such that were already available to the authors through the commissioning party. In practice, this meant making use of the material resources available at the commissioning party's headquarters and the sport equipment available at Ylikylä School. This allowed for there to be no additional costs regarding material resources.

Financial resources of the event were all handled and coordinated by the commissioning party. All of the financial resources, essentially money, that were used during the camp were the commissioning party's finances. The main use of financial resources was the lunches and snacks for the participating children during the operating days. Other financial expenses were swimming hall costs and Leo's Leikkimaa costs. A precise value for the financial resources is difficult to determine, as factors such as the exact cost of the children's snacks were not revealed to the authors.

6.3.3 Budget

The budget (appendix 4) of this event was compiled from the predicted costs and revenues of the event. The costs of the event were defined to be lunch, snack, swimming hall entrance fees, and Leo's Leikkimaa entrance fees. The revenue was defined to be the admission fee the participants pay to take part in the event.

A majority of the costs of the event came from food costs. Lunch was negotiated with the kitchen of the Ylikylä School. The organizers received an offer from the kitchen representative based on the requirements and number of children the event was predicted to host. The offer consisted of one lunch per child per day, for a total of four (4) days and twenty (20) children. All special diets, food allergies and restrictions were going to be informed to the kitchen when the enrollment ended, on the 23rd of May. The cost of one lunch was presented as 4,15€ per child. This meant that the overall cost of

the lunches for the four-day period was 332€. The offer did not include value added tax, as the school and its kitchen is a part of the municipality of Kempele, as was the commissioning party Kempele Akatemia.

The second largest cost of the camp was Leo's Leikkimaa entrance fees. The authors were able to negotiate a slight discount for the entrance, instead of the standard 12€ fee, the entrance fee was to be 11,50€ per child. During discussions with Leo's Leikkimaa, it was likely the number of children participating in the camp was not going to exceed 20. This meant that the estimated cost for 20 participants was 230€. The cost of the afternoon snack was estimated to be 2€ per child. The snack included relatively healthy but affordable choices like bread, yoghurt, and fruit. For these foods, the 2€ cost per child per snack was feasible both in the opinion of the commissioning party and the authors. For the estimated 20 participants, the total was budgeted at 160€ for the duration on the camp.

Swimming hall costs were the least expensive of all budgeted costs. The organizers contacted the local swimming pool in Kempele to inquire about unreserved times of the children's pool. The swimming club of Kempele had reserved all slots but one. Swimming was then able to be part of the camp schedule a total of three times. One entry to the swimming pool for one participant was negotiated to cost 2,20€. The organizers did not need to pay additional money for the reservation of the children's pool for these three sessions, since the swimming pool organization was a part of the municipality of Kempele, as was the commissioning party Kempele Akatemia. This meant that the total costs for the swimming pool were estimated to be 132€.

The source of revenue for this event was the admission fees. As a result of market research, the authors found one similar event in the same municipality, taking place the same days as this one which cost 60€ per child. As a conclusion, the commissioning party and the authors decided they do not want to compete with this camp price-wise. The payment for one child was decided to be 60€. A sibling discount was also decided to be -10% to attract as many participants from one family as possible. This meant that if more than one child from the same family enrolled in the camp, they would pay -10% from the entire bill.

The total estimated revenue for the camp was 1164,00€, and the total estimated costs were 854,00€. This equaled to a total profit of 310,00€. All of the budgeted costs and revenue were calculated with 20 participants.

6.3.4 Safety plan

The authors compiled a safety plan of the event, which covered all possible risk factors associated with the activities that were to be provided. It was discussed with the commissioning party, that the authors needed not include risks associated with the fixed facilities they would use; the swimming pool, Kempele Akatemia, Ylikylä School, and Leo's Leikkimaa. The reason behind this was the fact that all the above-mentioned facilities have their own updated safety and rescue plans compiled according to Finnish legislation.

This event was to contain different sport disciplines, and moving from one location to another. The possible outcomes were sprains, fractures, dislocated joints, slipping, car accidents, heat exhaustion, dehydration, allergic reactions, and choking. The safety plan (appendix 5) includes a table presenting the severity and probability of the hazards, the actions in case of emergency, and the preventive actions.

The safety plan was compiled to make the organizers and all staff involved aware of the possible safety hazards associated with the event. In order to manage the risks, the organizers were to carry a basic first aid kit with them at all times. A working cellphone was also to always be available, to make contacting emergency response personnel efficient in the case of an emergency. Allergies, illnesses and medications were to be requested upon enrollment. All of the organizers are certified in first aid by the Finnish Red Cross.

6.3.5 Venue

In the brainstorming stage, the geographical location was already set to be the municipality of Kempele. This was an obvious choice of location, as the commissioning party was a part of the municipality of Kempele. It was also decided that the event take place in a part of the municipality where nothing similar is offered. This area was the Ylikylä area of Kempele.

After the geographical selection, a venue needed to be selected which met the requirements of the event. As the event was to include different sport sessions, swimming, lunch, snack, and different leisure activities, the venue needed to be versatile. Ylikylä school was narrowed down to be one of the venues of the event. The

reasons for this were that the lunch was convenient to arrange in the school's facilities, the school yard hosted an extensive playground, and different instructing sessions could be conveniently arranged in the yard. The school had a large indoor sport hall, which could be utilized for the instructing sessions in case the weather was not appropriate. There was also a large quantity and variety of different sport equipment available for outdoor and indoor disciplines.

Another venue selected for the event was a swimming pool near the Ylikylä School, Virkistysuimala Zimmari. The swimming pool was a crucial part of the event, as the camp schedule was planned to include swimming. This venue was also suitable for the event as the school and pool were at a walking distance of each other. The commissioning party's headquarters were also planned to be used during the event. The headquarters included a kitchen, relatively large common area, and a hall which could be separated from the rest of the space. These features enabled the afternoon snack to be prepared and eaten at this location, the event could also begin on the first morning from this venue, and the ending ceremony could be arranged here. The event was also planned to include a visit to Leo's Leikkimaa, which was located in the same building as Kempele Akatemia.

The main reason why all the mentioned venues and locations were chosen for this event was the fact that the event was planned to be versatile with regard to activities. At a very early stage in the planning it was noted that there needed to be more than one venue for the event due to the versatility. There needed to be a facility for food, sport disciplines both indoor and outdoor, and an area for free-time activities both indoors and outdoors. These venues met all the required criteria for the event. They were expected to optimally cater to the implemented event, and they were at a walking distance from each other. This would make transferring from one location to another safe and fluent with the participating children.

6.3.6 Content and program

The content and program of the event are also defined by the nature of the event. The content should be planned, keeping in mind all the above-mentioned factors: the target audience, budget, venue, resources, and associated risks. The content and program should also be unified and consistent depending on the purpose and nature of the event to deliver quality to the attendants. (Korhonen et al. 2015.)

It was decided early on that the participating children and their parents needed to be informed of the details of the camp before it began. For this reason, an attractive welcome letter (appendix 6) was designed. The purpose of this letter was to provide the participants with information about the event such as a preliminary schedule, contact information, and billing information. The letter was also made to match the theme of the advertisement made previously in order to showcase the nature of the event. It was also made to be visually appealing and easy to read even for the participating children.

The content and program of the event was planned to correlate with the nature and purpose of the event: a relatively small-scale sport camp for children aged 7-9-years old. For this reason, the organizing team and the commissioning party agreed there to be instructed sport sessions (appendix 7) for at least two hours each day. It was also agreed that the camp days need to include a warm lunch and snack to make sure the participants' energy levels stay high throughout the day. It was also discussed that the event would include a visit to a nearby indoor children's amusement park, Leo's Leikkimaa.

In the brainstorming stage, it was already decided that the camp would be a multisport camp, which meant that the participants would be able to experience a variety of different sport disciplines during their stay. The authors thought it wise to choose sport disciplines which they were already familiar with, because this way they could ensure quality instructing sessions to the participants. The selected sport disciplines needed to also portray a large scale of different physical skills. For these reasons, the disciplines chosen were soccer, Frisbee golf, swimming, handball, musical exercise, and track & field.

After the sport sessions were decided, the daily timetable had to be arranged. The days needed to include time for lunch, snack, sports, and some leisure time as well. The event was decided to last for roughly seven (7) hours per day; the days not being too long for young children, but giving the authors enough time to implement the necessary aspects.

Swimming sessions were going to take place from 9am to 10am Tuesday, Wednesday, and Thursday. This was because it was the only available time for reservation at the local swimming pool, Virkistysuimala Zimmari. It was then decided that the participants would have lunch after the swimming, and two more sport sessions after lunch with a snack in between. The authors also decided it would be beneficial for the children to

have a relaxing arts & crafts session after lunch, in order to give lunch time to digest. This session included drawing, crafts, and board games, and it was conducted at Ylikylä School.

The afternoon sport sessions were going to be arranged either inside the sport hall at Ylikylä school, or outside in the school yard. Between the sessions, the participants would walk a short distance to the Kempele Akatemia headquarters for the afternoon snack. It was decided that the camp would start from Kempele Akatemia on Monday morning, and the following mornings from the swimming pool. It was also decided that the days end at Ylikylä School, excluding the final day when the day would end at Kempele Akatemia headquarters.

The operating days of the event, from Monday to Thursday, were planned to be almost identical with regard to timetables. The only exceptions to this were going to be Monday morning and Thursday afternoon, because of the opening and closing of the event. The opening of the event was planned to include greeting of the participants and their parents, and the making of camp rules and name tags. The closing of the camp was planned to include a small ending ceremony, with diplomas and possibly a short video of the camp. The comprehensive timetable of the camp can be found in appendix 8.

6.3.7 The name of the camp

As Peltonen (2017) explains the use of letter Z is spread around buildings and companies in the municipality of Kempele. The habit of naming buildings and areas started from the shopping mall Zeppelin. There was a name contest and the “Zeppelin” won it with the letter Z in the name. The original creator of the name is unknown. The former mayor of the Kempele municipality, Kari Ahokas says: “When planning the name of the swimming hall the Z was already certain in the planning phase.” The current mayor, Tuomas Lohi, admits that the use of the letter Z has been systematical and intended in the newest projects in the municipality. There are multiple buildings named with the Z in addition to the shopping mall Zeppelin: swimming hall Zimmari, Zemppi-arena, industrial area Zatelliitti as well as smaller companies around the municipality. As the progression of using the letter Z in Kempele has been growing, the authors thought to follow the common style, attract the locals and draw attention by naming the camp *Zporttileiri* (*zport camp*) and using the letter Z in the name (and the title of this thesis).

6.4 Implementing stage

As discussed earlier, the implementing of an event includes three parts: building the event, the event itself and termination the event (Korhonen et al. 2014). The thorough plan that was done, made implementing the event effortless and the actual event to run smoothly. The four-day event required the authors to perform at their best and guarantee the commissioning party that they can make through.

Building the event included gathering materials, equipment and other necessities for the camp. As discussed earlier the material resources were planned to be available to the authors through the commissioning party. Few items were still brought with the authors including laptops, notes and personal items needed during the camp. On Sunday, the day before the camp, the authors arrived to Kempele and took time to check if all the necessary resources were available at the school of Ylikylä, whether the setting seemed to work and if the venue is safe for the participants to come on the following days. The last evening before the camp included also the preparation for the first camp day: listing the materials needed during the day and the ones to be brought from Kempele Akatemia to the school of Ylikylä, preparing the school area for activities next day, going through the planned schedule and double checking if everything was as it supposed to.

The camp started at 8:30-9:00 o'clock in the morning and the authors made their way to the Kempele Akatemia a bit earlier to meet with the commissioners and staff to discuss about the tasks the additional staff would be doing, the snacks that were unbought by then and the schedule for the following days. The participants came on time and were guided to the hall. The camp started with an informational welcoming speech to welcome the kids, introduce the organizers and the staff as well as to clarify what is to follow during the camp. The participant list was double checked, and the children were instructed to think of rules for the camp. The rules were discussed and agreed on together, written on paper and signed by the participants in order to emphasize the importance of them and involve the children in the decision making. The following activities included the making of name tags for participants as a way to familiarize each other and then moving to the school of Ylikylä for lunch. For safety of the participants and fluency of transportation to the lunch the staff members were taken advantage of with keeping the line in order and moving decently ahead as well as assisting the children during the lunch with the trays, food and dishes. The lunch took place daily at

around eleven (11) o'clock in Ylikylä school and was followed by free time inside for crafts, drawing and board games. The children were kept company and looked after by the staff while the organizing team took a coffee break for going through the plan for afternoon activities. The emphasize on the forenoon were on familiarizing the participants, authors and staff together as well as setting the authority to get the children listen, act and perform as asked.

The afternoons included two sports sessions and a snack in between served in Kempele Akatemia. The children were guided to take suitable clothing and then led to the following sports session. The sessions were planned so that there is always one author in the role of main instructor and the others including the staff are helping with the instructing or with any interruptions. The snack was served in Kempele Akatemia and one of the authors went to set it ready for the children a bit early. The commissioning party gave a strict time limit to not to come before two (2) o'clock as there were another group using the facilities. The participant group was guided to the Akatemia, instructed to take shoes off, wash hands and take snacks. When the snack was finished the others took the children for the final sport session of the day while one or two of the organizers and staff members cleaned up the place. Depending on the planned activity the sport session took place in around the school of Ylikylä, mostly in the front yard. After the last session of the day the parents picked their children up between 15:30 to 16:00.

This general outline of the day (including morning session, lunch, sports session 1, snack and sports session 2) continued on the following days with the transition of swimming in the morning on Tuesday to Thursday. The participants were instructed to arrive on the swimming hall on Tuesday to Thursday at the latest of 8:45 in the morning. During the swimming sessions, the aim of the sessions was progressively developing towards more complex and advanced skills. The staff were helping with the getting into the pool, arranging the activities in-pool and leaving the pool. It was a great advantage that one of the staff members was a male making it possible to have one instructor with all the participants at all times.

The last day followed the same schedule as the previous days with the difference of going to the Leo's Leikkimaa after lunch. The Leikkimaa is a spacious inside activity park with climbs, slides and games to get involved in. The visit in Leo's Leikkimaa was decided to be uninstructed and the children could explore the area as they wanted. Few of the organizers left Leo's a bit before to prepare the snack and the ending ceremony.

The Leikkimaa's PA systems were used to get the children to the dressing room and ready for the snack.

After the snack time there was feedback collected from the participating children. After collecting the feedback was the ending ceremony. The ceremony begun with a big thank you for the participants and the additional staff. The week was concluded shortly and then a camp after movie was shown to all. The movie was done during the coffee breaks and evenings. It included pictures and video taken during the camp. It was assured that every single one was involved in the movie that no one felt left out or not being part of the group. Following the movie there was a ceremony where attendance diplomas, a water bottle provided by Kempele Akatemia and a lollipop were handed to all of the participants as a thank you for participating. The diploma can be found in appendix 9. The staff was also thanked again in the end and the children were then let to have some free time including drawing and board games while waiting parents to pick up them.

The termination of the camp took partly place already during the last transportation from the school of Ylikylä to the Kempele Akatemia as the materials borrowed from there were taken back. After the children left the camp and Akatemia there were a feedback discussion held with the commissioning party, partly with the staff and organizers. Both feedback from the organizers to the commissioners and vice versa was included in the conversation. As the Akatemia was cleaned after and the feedback got the organizers head back to the school of Ylikylä to pack any left items and own belongings. A discussion of what to follow was then had and it was agreed to update the FB page right after the ending, send a feedback email survey for the parents and then continue with the evaluation of the process.

6.5 Evaluation and feedback

The authors decided to gather feedback from the participating children, their guardians, and the commissioning party. The participants were asked for feedback regarding their satisfaction towards the camp, in order to understand which aspects were successful and which were not, from the children's point of view. The guardians were also asked to present feedback in order to gain insight to how they perceived the operations of the camp. The commissioning party was requested for feedback as they were the enablers

of the project. It was important to receive their feedback, as they were in the role of professional working life representatives during the thesis process.

The method for collecting feedback was different for each group of evaluators. The feedback from the participants was collected with a simple form (appendix 10). The form included two faces, one smiling and the other frowning. The participants were then asked to choose which face depicted their feelings towards the camp best, and also to write down their favorite activities during the camp below the faces. The guardians were sent an email by the organizers requesting feedback. Two options were presented: either to rate the event on Facebook, or reply to the email with feedback. The commissioning party presented the organizers with verbal as well as written feedback.

The participants were presented with the feedback forms at the end of the last day of the camp. They were given verbal advice as to how the form should be filled. As some of the participants were not able to write due to young age, no pressure was placed on the verbal side of the feedback. Coloring pencils were offered to write and draw with, in order to make the feedback session enjoyable. The timing of this feedback was as such, because at the set time the camp activities were already over. This way the children were able to evaluate the entirety of the event.

Feedback was requested from the guardians one day after the camp had ended. The reason for this timing was to give the children time to share their experiences of the camp with their guardians. This way, the authors hoped to increase their chances of receiving useful and accurate feedback of the event.

The organizers and representatives of the commissioning party held an evaluation meeting just moments after the last participants had exited the premises, and the event had officially terminated. The meeting was arranged just after the end of the event because of time constraints from both involved parties. The commissioning party representative also presented the organizers with written feedback three days post-event. It was important to receive all feedback as soon as possible, so that all aspects of the event were still in good memory. Also, the received feedback enabled the authors to begin their own discussions and evaluations of the whole thesis process as soon as possible.

The success criteria, as presented in the Project Plan in appendix 1, were the following:

1. the participating children give positive, verbal feedback during the camp
2. the participants show enthusiasm towards the activities provided
3. the event receives positive feedback from the participants, their guardians, and the commissioning party
4. the authors are content with the thesis process and the product.

The participating children gave positive feedback during the camp by verbalizing their satisfaction towards the camp, and expressing that they would like to take part again next summer if the camp is organized. They also showed enthusiasm towards the activities provided by inquiring about the different sport disciplines of the day in the morning. The event received mostly positive feedback from the participants, their guardians and the commissioning party. The authors were mostly satisfied with the process and the end product.

From the children's feedback forms 18 out of 20, 90%, of all faces chosen were clearly smiling faces. The remaining two were more difficult to interpret due to many drawings and unclear markings, and it could not be determined which face had been chosen. The children were not restricted to one favorite activity in the feedback form, so many of the forms presented two favorites. The two most popular activities were swimming and visiting Leo's Leikkimaa. Swimming was mentioned a total of fourteen (14) times, and Leo's Leikkimaa was mentioned fifteen (15) times. Other disciplines were mentioned four (4) times. This means that 42,5% of the favorites were swimming, and 45,5% of the favorites were Leo's Leikkimaa. Only 12% of the mentioned favorites were another activity. Two (2) of the feedback forms presented positive feedback towards the organizers personally, and one (1) of the forms mentioned that the child would like to participate in the event also the following summer.

The total amount of guardians associated with the participants of the camp was fourteen (14). The amount of feedbacks received was four (4). This means that only 28,6% of the guardians presented the authors with written feedback. All of this feedback was received via email, and none of the guardians rated the Facebook page. The feedback was 100% positive from this group. Overall, the guardians stated that their child(ren) seemed to have enjoyed the camp. The points of success according to this feedback were the versatility of sport disciplines and other activities, the geographic location of the camp, the flow of information between the participants and the organizers, the safe environment, and the fact that their children seemed to have made many new friends

during their stay. One of the feedback emails also stated that from this family, the camp would receive three participants if it is organized again in summer 2018.

7 Discussion and Conclusion

The purpose of this thesis process was to create a summer sport camp for 7-9-year old children in the municipality of Kempele. The aim of the commissioning party was to increase the amount of supply in supervised physical activity for children during the summer holiday in the municipality of Kempele. The aims of the authors were to create a product which could be re-implemented in the future, to develop their own competence in instructing physical activity to children, and to organize an event successfully. The aim of the thesis project was to develop a sports camp template which could be applied when organizing similar courses in the future. The project also provides a case study which can be used as an example on future courses. The established connections with the industry can also be taken advantage of in the university.

The event was successful by all set parameters. The feedback received from the participating children, their guardians, and the commissioning party, were all considered positive. The aims and objectives for this thesis process were met and set research questions were answered.

The research questions were the following:

1. Why should children aged 7-9- years be physically active?
2. How can the authors ensure quality instructing sessions?
3. How can the authors plan, organize, and implement a sports event for children successfully

The event planning process is a complex process, which can be executed well with methodical preparation and scheduling. The authors gathered valuable information from contemporary, relevant literature, and received insights from the commissioning party throughout the process. The commissioning party had previous experience about planning camps such as the one in question, so the combination of theoretical as well as practical knowledge was irreplaceable.

The brainstorming stage was the most difficult, as it posed the largest questions regarding the event: what, when, and to whom. These decisions were the ones which dictated the rest of the planning process. The planning was a tedious process, which involved many hours of hard work. One of the learning curves during this process was

the fact that when working with a municipality, decision making is slow due to bureaucracy. For this reason, time management was a key element during the entire process to ensure successful execution of the event.

Another pressure point of the thesis process was managing the project successfully in a project team consisting of three individuals. It was at times difficult to share the workload of the process equally amongst all three authors. Alongside the authors, the commissioning party was also to be communicated with successfully and efficiently in order to successfully proceed.

Marketing was one aspect which could have been executed more efficiently during the process. During one of the early meetings with the commissioning party it was decided that they would handle the marketing, since they were well connected with different marketing channels in the municipality. The task left for the authors regarding this matter was to plan and execute an A5 size advertisement of the event. This marketing method was deemed sufficient, but as time passed, it was evident that another marketing approach was needed. It was then decided by the authors themselves to visit the nearby primary schools and market the event with a face to face strategy. This was productive, as it produced a flow of new admissions to the event.

There was a case of miscommunication with marketing responsibilities between the commissioning party and the authors. The authors were under the impression that the commissioning party would handle all aspects of marketing, but this was not the case. The commissioning party had informed the residents of the municipality by publishing the advertisement in a summer leaflet. This was not sufficient marketing with regard to the goals and aims of the event.

The content and program of the event was the most important aspect in the planning of the event. The days needed to be arranged and scheduled with enough time to transition from one location to another, but also leaving enough time to carry out sport sessions. The timetable experienced some fluctuation during the event, but overall the timetable was extremely functional. The functionality of the days and timetable was continuously under evaluation during the event, and small changes were made to suit the atmosphere and mood of the participants. One example of this is that originally it was planned there be two track & field sessions, but after listening to feedback from the participants, the second session was changed to a session where the participants were

able to choose their own activity. This was a successful decision and the participants were enjoying themselves.

The venues of the event worked exceptionally well. The transitions were also seamless from one venue to another, and the changes in venue did not seem to bother the participants. In the verbal feedback from the commissioning party, it was mentioned that the authors were able to establish a sense of authority, but also trust and friendship with the participants from the very beginning of the event. It was deemed that the event ran as smoothly as it did greatly due to this aspect. There were no cases of bullying or any other unacceptable behavior visible during the camp. This was sought to be because the participants decided on the camp rules on the very first day of the camp. This kind of inclusion of the participants from the very beginning was a unifying experience for the whole group. There were no severe first aid cases during the event, only small scratches and bruises.

7.1 Competences

All of the generic competences listed by Kajaani University of Applied Sciences (Bachelor's Degree in Sports and Leisure Management - Opinto-opas n.d.) were developed during this thesis process. Learning competence was developed in retrieving and evaluating academic sources for the theory section of the thesis. The process was also carried out in a team of three authors, which meant sharing information and collaborative learning. Ethical competence was developed during the event, as the authors needed to make sure all participants were treated equally, and everyone is taken into account. Working community competence was developed through working and communicating with the commissioning party, decisions were made in unpredicted situations during the event, and leadership and project management were exercised throughout the process. Innovation competence was enhanced through the production process of a new product in the area, and the project required creative problem solving on more than one occasion. Internalization competence was enhanced through a multicultural working environment with the commissioning party.

The degree specific competences were also developed during the thesis process. Competence in physical activity was improved through the multisport event, as the authors needed to instruct various different sport disciplines. Competence in pedagogy

and didactics was developed through the instructing sessions held during the event. The authors needed to make decisions regarding instructing methods and content of the sessions to support the development and growth of the participants. Leadership and enterprise competence was enhanced through working with the commissioning party in the executive tasks of the event.

7.2 Ethicality and Reliability

The ethicality of the thesis was a key element since the event was targeted to children. The authors wanted to take photos and videos of the participants during the event for documentation purposes. For this reason, permission of photography was asked from the guardians before the start of the camp. All of the guardians gave their consent, and this allowed the authors to produce a short video of the event. The video is behind a private link in YouTube. It was also important that none of the admission information, for example home addresses and phone numbers, was displayed publicly. The reliability of the thesis is based mostly on the theory presented and its reliability. The sources were carefully evaluated and reviewed before addition to the thesis.

7.3 Conclusion

The production process of a children's summer sports camp suited the requirements of the thesis process. The authors were able to utilize previous knowledge gained during their studies in a variety of ways as presented earlier in the competences. The set research questions were answered during the process, and the set aims were met on behalf of the commissioning party, the authors, and the University.

This thesis was successful with regard to the success of the event and the success of the thesis process. The event received positive feedback from the participants, their guardians, and the commissioning party. The commissioning party was pleased with the work of the authors, to the extent of writing letters of recommendation recommending the authors for any similar work in this field. There are aspects which the authors will pay more attention to in the future when organizing such events, such as marketing and time management. Overall the event was successful, and it is highly likely that the event will be implemented again in the summer of 2018.

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APPENDICES

Lasten liikuntaleiri- projektisuunnitelma

Laatijat: Artema Heini, Autto Mira, Waenerberg Sara
Päiväys: 31.1.2017

SISÄLTÖ

- 1 PROJEKTIN TAUSTA**Virhe. Kirjanmerkkiä ei ole määritetty.**
- 2 KOHDERYHMÄ JA HYÖDYNSAAJAT**Virhe. Kirjanmerkkiä ei ole määritetty.**
- 3 PROjektin tavoitteet ja tehtävät**Virhe. Kirjanmerkkiä ei ole määritetty.**
- 4 TEHTÄVÄLUETTELO, AIKATAULU, vastuuhenkilöt. **Virhe. Kirjanmerkkiä ei ole määritetty.**
- 5 Markkinointisuunnitelma.....**Virhe. Kirjanmerkkiä ei ole määritetty.**
- 6 Onnistumisen mittarit**Virhe. Kirjanmerkkiä ei ole määritetty.**

PROJEKTIN TAUSTA

Projektin tavoitteena on tuottaa Kempeleen lapsille ja nuorille organisoitua ja laadukasta liikuntaa. Me, projektin tuottajat, toivomme kehittyvämmä erityisesti liikuntatapahtumien tapahtumasuunnittelussa, -järjestämisessä sekä toteuttamisessa. Haluamme kehittää näitä kykyjä hyötyäksemme niistä tulevaisuudessa työelämässämme. Kempeleen kunta saa urheiluleirin, joka hyödyttää alueen lapsia ja nuoria tarjoten heille uusia kokemuksia erilaisten liikuntamuotojen ja -lajien kautta.

Yksi leirimme erikoisuus on, että se on suunniteltu herättämään lasten mielenkiinto kohti erilaisia urheilulajeja. Tästä syystä leirillemme on valittu monipuolisesti lajeja, muun muassa jalkapallo, käsipallo, uinti ja frisbee golf.

KOHDERYHMÄ JA HYÖDYNSAAJAT

Projektin kohderyhmä on Kempeleen alueen 7-9- vuotiaat lapset. Hyödynsääajat ovat projektiryhmän jäsenet, Kempeleen kunta sekä alueen lapset. Opiskelijat, eli projektiryhmän jäsenet, oppivat projektin kautta tapahtuman suunnittelua, järjestämistä sekä toteuttamista. Kempeleen kunta saa tästä projektista järjestettyä liikuntaa alueen lapsille neljän päivän ajaksi. Leirille osallistuvat lapset saavat uusia kokemuksia liikunnan parissa, uusia elämyksiä sekä liikunnan iloa.

PROJEKTIN TAVOITTEET JA TEHTÄVÄT

Projektin yhtenä suurimmista tavoitteista on suunnitella, järjestää ja toteuttaa onnistunut liikuntaleiri Kempeleen alueen lapsille ja nuorille. Sen lisäksi opiskelijoina tavoitteenamme on kehittää taitojamme terveysliikunnan tukemisen ja ohjaamisen sekä pedagogiikan ja didaktiikan alueilla kasvaaksemme paremmiksi tapahtumantuottajiksi sekä liikunnanohjaajiksi. Kempeleen kunnalle tavoitteenamme on tarjota onnistunut leiri sekä tilaisuus kokeilla tuottamamme mukaista leiriä heidän ympäristössään.

MARKKINOINTISUUNNITELMA

Kohderyhmä: 7-9- vuotiaat lapset ja heidän vanhemmat

Kanavat: Tapahtumaa mainostetaan Kempele Akatemian kesälehtisessä, Facebookissa sekä Kempeleen Ylikylän läheisissä alakouluissa

Kempele Akatemian kesälehtiseen tulee leirin mainos, jonka tapahtuman järjestäjät valmistavat. Mainoksessa käy ilmi tapahtumapaikka, aika, hinta, kohderyhmä sekä yhteystiedot ja ilmoittautumishjeet.

Tapahtumanjärjestäjät luovat tapahtumalle Facebook- sivut. Sivuille tulee leirin mainos, sekä ajankohtaista tietoa leiristä. Sivuja on helppo jakaa ja näin luoda näkyvyyttä tapahtumalle.

Kouluilla käydään henkilökohtaisesti mainostamassa leiriä, ja jaetaan samalla mainoksia (sama joka tulee Kempele Akatemian lehtiseen). Tapahtuman järjestäjät käyvät Ketolanperän koululla, Ylikylän yhtenäiskoululla sekä Linnakangastalon koululla. He valmistavat lyhyen spiikin, jonka esittävät koululaisille joko keskustaradion välityksellä tai henkilökohtaisesti luokkahuoneissa.

Tämä markkinointisuunnitelma on suunniteltu yhteistyössä leirin toimeksiantajan, Kempele Akatemian kanssa.

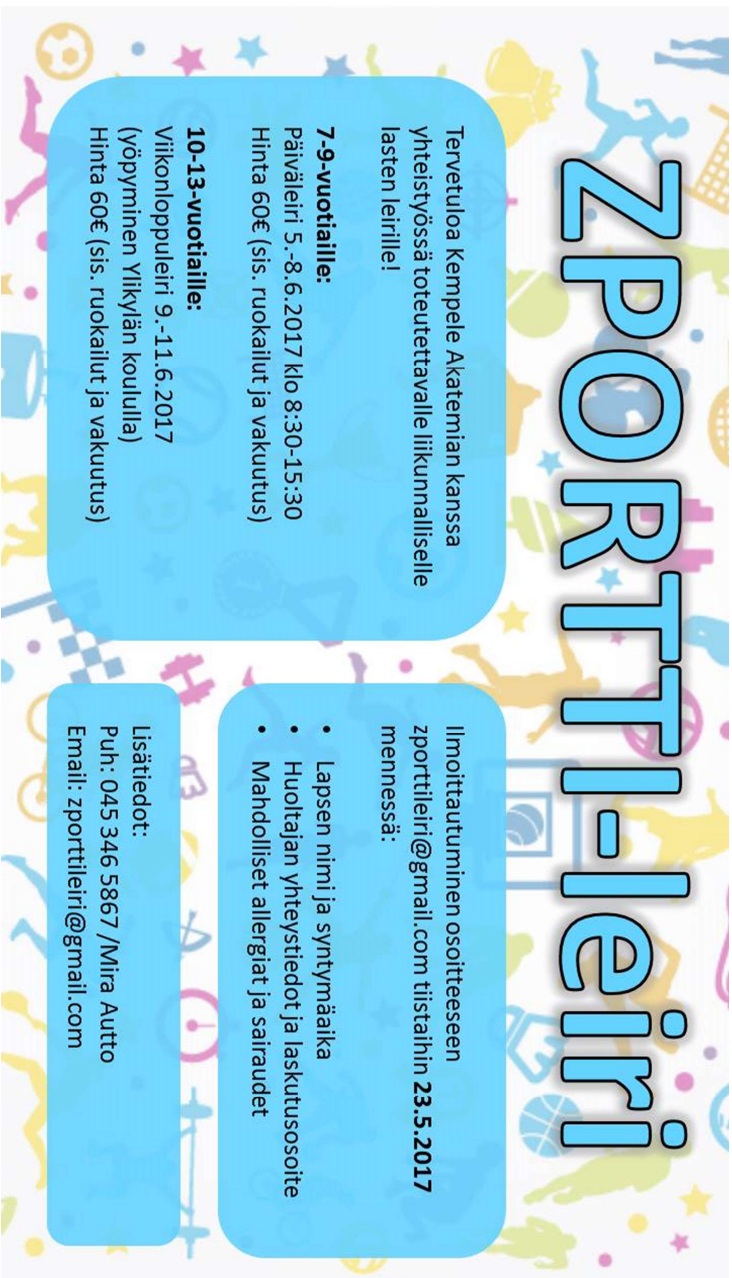
ONNISTUMISEN MITTARIT

Leiri todetaan onnistuneeksi jos alla olevat tavoitteet täyttyvät osittain/kokonaan:

1. Leiriläiset antavat positiivista suullista palautetta leirin aikana
2. Leiriläiset osoittavat aamuisin innokkuutta uuteen leiripäivään esim. kysymällä päivän aktiviteeteista
3. Leiristä saadaan positiivista palautetta sen loputtua lapsilta, lasten vanhemmilta sekä toimeksiantajalta

[Kirjoita teksti]

EVENT ADVERTISEMENT



ZPORTTI-leiri

Tervetuloa Kempele Akatemian kanssa yhteistyössä toteutettavalle liikunnalliselle lasten leirille!

7-9-vuotiaille:
Päiväleiri 5.-8.6.2017 klo 8:30-15:30
Hinta 60€ (sis. ruokailut ja vakuutus)

10-13-vuotiaille:
Viikonloppuleiri 9.-11.6.2017
(Yöpyminen Ylikylän koululla)
Hinta 60€ (sis. ruokailut ja vakuutus)

Ilmoittautuminen osoitteeseen
zporttileiri@gmail.com tiistaihin **23.5.2017**
mennessä:

- Lapsen nimi ja syntymäaika
- Huoltajan yhteystiedot ja laskutusosoite
- Mahdolliset allergiat ja sairaudet

Lisätiedot:
Puh: 045 346 5867 /Mira Autto
Email: zporttileiri@gmail.com

MATERIAL RESOURCES

Material Resources for 5.-8.6.2017

Arts & Crafts

- Coloring pencils
- Paper
- Cardboard
- Markers
- Scissors
- Board games
- Clothespins
- Glue
-

Instruction sessions

- Soccer balls
- Frisbee golf goals
- Frisbees for Frisbee golf
- Handballs
- Discuses (child size)
- Shot puts (child size)
- Hurdles (child size)
- Cones
- Team jerseys
-

General

- First aid kit (band aids, disinfectant, paper/cotton wipe, ice packs)
- Cell phone
- Water
- Guardians' contact information

BUDGET

Costs

Item	Amount	Price	Children	Total cost	Cost/child
Lunch	4	4,15 €	20	332 €	16,60 €
Snack	4	2 €	20	160 €	8,00 €
Swimming	3	2,20 €	20	132 €	6,60 €
Leo's Leikkimaa	1	11,50 €	20	230 €	11,50 €

Revenue

Item	Amount	Price	Children	Total
Admission payment	1	60,00 €	14	840,00 €
10% sibling discount	1	54,00 €	6	324,00 €

Overall cost and revenue

Item	Amount
Costs	854,00 €
Revenue	1 164,00 €
Profit	310,00 €

[Kirjoita teksti]

SAFETY PLAN

SAFETY PLAN *Zportti-leiri***1. Description of activities/site**

A sports camp for children aged 7-9 years. Activities are sports disciplines and leisure activities practiced indoors and outdoors.

2. Person responsible for safety and his/her contact information

- *name: Mira Autto*
- *telephone: 0453465867*
- *address: Länkeläntie 8 G1 90440 Kempele*
- *e-mail: miraauto@hotmail.com*

3. Deputy person responsible for safety and his/her contact information

- *name: Sanna Virtanen*
- *telephone:*
- *address:*
- *e-mail: sanna.virtanen@kempele.fi*

4. Driving directions or other instructions for accessing the site

Ylikylä school: Nerolantie 4, 90450 Kempele
Swimming pool Zimmari: Lehmikentäntie 2, 90450 Kempele
Kempele Akatemia: Honkasentie 15, 90450 Kempele
Leon Leikkimaa: Honkasentie 15, 90450 Kempele

5. If dealing with a route:

The participants will walk along a sidewalk between all of the above locations. There will be at least three (3) adults supervising the route and road crossings have been minimized to a maximum of two (2) on each route.

6. Risks related to activities/site (probabilities and severities are presented on a scale of one to five)

[Kirjoita teksti]

Hazard	Risk	Probability	Severity	Actions	Preventive actions
Uneven surfaces, fast movement	Slipping, sprains, dislocated joints, fractures	3	2	First-aid provided in checkpoints, help called if needed	Appropriate shoes, safe route choices
Road crossing	Car accident	1	4	Appropriate first aid depending on situation	Single file over road crossings, an adult supervising the crossing at all times
Physical activity in warm temperatures	Heat exhaustion, dehydration	3	3	Cool down the patient, rehydration, monitor vital signs, CPR if necessary	Encourage hydration, provide activities in shade/indoors
Food substances	Allergic reaction, choking	1	4	Transfer patient to expert medical care, Heimlich	Acknowledge food restrictions and allergies, encourage calm eating habits

7. Risk management

The organizers of the camp will carry a first aid kit with them at all times. All facilities used are equipped with first aid kits, safety plans and possibly defibrillators. All camp organizers are certified in first aid by the Finnish Red Cross.


8. Actions in the event of customer or employee injury

In the event of customer or employee injury, appropriate first aid is to be administered. If first aid is not sufficient regarding the extent of the injury, the patient must be transferred to professional medical care by calling 112. Also inform all injuries to Kempele Akatemia, Sanna Virtanen.

9. Post-accident actions

The commissioning party, Kempele Akatemia, is responsible for post-accident procedures

THE INFORMING LETTER



Leirikirje

Tervetuloa ZPORTTI- leirille 5.6. – 8.6.2017! Tässä leirikirjeessä käydään läpi tärkeitä leiriin liittyviä asioita, joten luethan sen leiriläisen kanssa huolellisesti. Kirjeen lopussa on myös alustava leiri-aikataulu.

Milloin?

Leirin päivittäinen toiminta-aika on 9.00- 15.30. Huomioitathan, että ensimmäisenä aamuna lapset voivat saapua leirille klo 8.30- 9.00 ja muina aamuina klo 8.45.

Missä?

Leirillä liikutaan Ylikylän koulun sisä- ja ulkoliikuntatiloissa, Kempele Akatemia tiloissa, Leon Leikkimaassa, Virkistysuimala Zimmarissa sekä näiden läheisillä ulkoilualueilla.

Leirin aloitus

Ensimmäisenä leiripäivänä lapset saapuvat klo 8.30 – 9.00 välisenä aikana Kempele Akatemiaan, osoitteeseen Honkasentie 15, 90450 Kempele. Ohjaajat ottavat tällöin lapset vastaan ja vastaavat mielellään mahdollisiin kysymyksiin. Seuraavina päivinä (tiistai-torstai) aloitamme päivän Zimmarissa, osoitteessa Lehmikentäntie 2, 90450 Kempele. Leiriläisen tulisi saapua Zimmarin viimeistään klo 8.45.

Ruokailu


Päivän aikana tarjotaan lämmin lounas sekä välipala. Omia eväitä saa ottaa mukaan, mutta jätähän herkut kotiin 😊

Mitä tarvitset mukaan

- Reppu/kassi tavaroille
- Juomapullo
- Sisäliikuntavarusteet (vaatteet ja kengät)
- Ulkoiluliikuntavarusteet (säänmukaiset vaatteet ja kengät)
- Uintivarusteet (uikkarit, uimalasit ja pyyhe)
- Paljon reipasta leirimieltä 😊

Muuta huomioitavaa

- Tarkistakaa vielä, että olette muistaneet ilmoittaa ruoka-aineallergiat sekä mahdolliset sairaudet ja/tai lääkitykset ilmoittautuessanne leirille
- Tarkistakaa myös, että ilmoittamanne huoltajan puhelinnumero on sellainen johon voidaan olla leirin aikana yhteydessä
- Noudatatthan leirin aloitus- ja lopetusaikoja – ilmoittakaa aina poikkeustilanteesta leirin puhelinnumeroon 045 3465867



[Kirjoita teksti]



Hinta

Leirimaksu (60e/osallistuja) sisältää ruokailut ja vakuutuksen, sekä kaikki leirillä järjestettävät aktiviteetit.

Laskutus

Lasku lähetetään ilmoittamaanne osoitteeseen. Laskun eräpäivä on ennen leiriä ja se tulee olla maksettu ennen leirille saapumista. Ilmoittautuminen on sitova. Peruuntumisen sattuessa ilmoitathan siitä pikimmiten. Leirimaksu palautetaan ainoastaan lääkärintodistusta vastaan ja siitä vähennetään 10€ toimistokulut.

Yhteydenpito

Leirin aikana tavoitat ohjaajat sekä leiriläiset numerosta 045 3465867 /Mira Autto.

LEIRIOHJELMA

Klo	Maanantai	Tiistai	Keskiviikko	Torstai
8.30-9.00	Saapuminen	Saapuminen 8.45 /Zimmari	Saapuminen 8.45 /Zimmari	Saapuminen 8.45 /Zimmari
9.00-10.45	Info, tutustumisleikkejä, leirisäännöt	Uinti	Uinti	Uinti
10.45-12.00	Lounas /Ylikylä	Lounas /Ylikylä	Lounas /Ylikylä	Lounas /Ylikylä
12.00-12.30	Rauhallista tekemistä	Rauhallista tekemistä	Rauhallista tekemistä	Rauhallista tekemistä
12.30-14.00	Musiikkiliikunta	Pallopelit	Yleisurheilu	Leon Leikkimaa
14.00-14.30	Välipala /Akademia	Välipala /Akademia	Välipala /Akademia	Välipala /Akademia
14.30-15.30	Frisbeegolf	Pallopelit	Yleisurheilu	Yhteinen lopetus
15.30-16.00	Lähtö	Lähtö	Lähtö	Lähtö



LESSON PLANS

FRISBEE GOLF DATE: 5.6.2017	PLACE: Ylikylä	GROUP: camp participants	TEACHER(S): Sara Waenerberg, assisting Mira Autto, Heini Artema	
Aim and object: To introduce the group to frisbee golf C: To understand the principles of throwing a frisbee and the basic idea of frisbee golf SE: To enjoy the session, learn to mind the safety when many are doing similarly PM: To learn the basic techniques of throwing				
OBJECTIVES: C: To understand the need of warming the body up SE: To enjoy the task. Watch out for others in the climbing statue and perform in group PM: Warming up the body, preparing it for the throwing and movement C: To understand the different skills needed in throwing and frisbeegolf SE: perform in a smaller group, take turns PM: learn various skills and techniques of throwing C: To prepare the mind to end the lesson and the day SE: Enjoy group working, taking turns and implementing own activities PM: Cooling the body from the exercise, preparing for rest	ASSIGNMENTS/CONTENT: Warm up: jogging, climbing, tag and stretching the arms (doing circles and waves in multiple directions) Main part: Four points where to practise: 1. Throwing distance 2. Technique – how to throw 3. Different things to throw 4. Throwing to a target (a goal) Cool down: Free throwing, activities sliding towards free time; climbing, football, swinging	EQUIPMENT: the climbing statue frisbeegolf goals, shotputs, frisbees, throwing discs, tennis balls the climbing statue, footballs	TIME: 10 min 40 min 10 min	EVALUATION AND FEEDBACK: If the children are ready for practise? Are they warm enough? How's the technique? Are the children listening instructions and seem enthusiastic about the topic? Are they happy, smiling, positive? Are the kids enjoying themselves? Are they happy? Exhausted?

SWIMMING DATE: 6.6.2017	PLACE: Zimmari, Kempele	GROUP: children age 7-9	TEACHER(S): Mira Autto, Eevi. Assisting Sara Waenerberg, Heini Artema and Juha.	
Aim and object: To introduce swimming to the group, find out their skill level Cognitive: To understand how moving in the water works PM: To learn how to move in the water SE: To enjoy the session, overcome fears				
OBJECTIVES	ASSINGMENTS/CONTENT	EQUIPMENT	TIME	EVALUATION AND FEEDBACK
C: to understand how movement is different in the water compared to land PM: to warm the joints, muscles and cardiorespiratory system SE: to enjoy moving in the water	Warm up Game 1: Simon Says The participants move from one edge of the pool to the other in a manner ordered by the teacher. For example, the children are asked to jump like a kangaroo or dive like a dolphin. Game 2: Treasure hunt The teacher throws sinking toys and rings into the pool. The participants must dive or reach down into the pool floor to find the toys and bring them back to the treasure chest.	The pool Rings and diving toys	10min 10min	Are the participants getting used to moving in the water? Are the participants panting? Are the participants smiling/do they seem to be enjoying themselves?
C: to understand how floating works in the water PM: to learn new movements SE: to enjoy moving in the water C: to get comfortable in the water at the child's own pace PM: to learn new movements and habits in the water SE: to enjoy moving on the water	Main part The group is divided in half according to skill level. The more skilled group stays in the deep end while the other half stays in the shallow end. 1. Floating face up and face down: the teacher shows the movement and the participants follow. Aids such as noodles and floaters used as needed. Feedback is given on an individual as well as general level. Free time and cool down In this part, the group is allowed to go on the water slide, jump from platforms into a deeper pool, or stay in the children's pool and play. All three stations have supervisors for safety.	Noodles and floaters Water toys for the children's pool	20min 20min	Are the participants able to float? Is improvement visible in the movements? Do the participants seem to be enjoying themselves? Do the participants seem comfortable? Are the participants moving? Do the participants seem to be enjoying themselves?

FOOTBALL DATE: 6.6.2017	PLACE: Ylikylä	GROUP: Kids of the Sports Camp	TEACHER(S): Heini Artema, Mira Autto & Sara Waenerberg	
Aim and object: To have fun while learning/developing football skills C: Possibly introducing new movements, understanding the movements and techniques SE: Having fun while working with a team and partners PM: Whole body workout				
OBJECTIVES: SE: To work with a partner and groups C: To understand their own body's movements PM: To use their whole body to warm it up for the main part SE: To work with a partner and enjoying the drills C: To improve the kids' agility and to possibly introduce new movements. To understand own abilities. To possibly learn new moves and improve techniques PM: Whole body workout SE: To work with a partner C: To understand the importance of cooling down and relaxing PM: Relax their body	ASSIGNMENTS/CONTENT: Warm up: Drills to improve their coordination and to warm up their whole body: *Giant walk *Midget walk *Hula-hoop jumps *Cone track Stretching Main part: Basic football skills with a partner and a ball *Different kind of dribbles *Passes (short, long, slow, hard) Small football games 3 v 3 Cool down: *Easy pace jogging *Stretching	EQUIPMENT: Cones, hula hoops, hockey sticks, rope ladder Footballs, cones -	TIME: 15 min 25 min 15 min 10 min 10 min	EVALUATION AND FEEDBACK: Are they enjoying themselves? Are they warm enough for the main part? Are they focusing on the stretches? Are they working with their whole upper body? Are they doing the moves correctly? Are they working well with their partner/group? Do they understand the basic technique behind the drill? Are they focusing on what they are doing? Do they look like they are having fun? Are they actively trying to calm down? Are they focusing on the stretches?

HANDBALL DATE: 6.6.2017	PLACE: Ylikylä	GROUP: Kids of the Sports Camp	TEACHER(S): Heini Artema, assistants Mira Autto & Sara Waenerberg	
Handball lesson				
Aim and object: To apply the already-known information with the new, playing handball				
C: Memorise and recognise the technique of throwing a ball				
SE: Working with a team and partners, to be able to feel success				
PM: Whole body workout focusing on upper body				
OBJECTIVES:	ASSIGNMENTS/CONTENT:	EQUIPMENT:	TIME:	EVALUATION AND FEEDBACK:
SE: To have fun warming up and to feel enthusiasm	Warm up: Playing with a hula hoop	Hula hoops	15 min	Are they trying the best they can?
C: Focusing on the exercises and understanding the reason	<ul style="list-style-type: none"> ○ Around wrists ○ Around neck ○ Around ankles ○ Around waist 			Do I have to correct something?
PM: Whole body warm-up				Are they enjoying themselves?
SE: To work with a partner and small groups. To have fun playing	Stretching			Are they warm enough for the main part?
C: To be able to apply their knowledge about throwing and passing in a game	- Whole body stretching, main focus in upper body		(40 min)	Do they know the proper throwing technique?
PM: Whole body workout but focusing on upper body	Main part: Handball exercises:	(Hand)balls, cones, vests	25 min	Are they working together?
	- Basic ball control exercises by throwing and catching			Can they catch the ball?
	<ul style="list-style-type: none"> ○ Passing with different variations ○ Throwing with different variations 			Do they understand the drills and instructions?
SE: Working as a group to cool down	- Running drills			Are they cooled down enough?
C: To relax the mind and body	<ul style="list-style-type: none"> ○ Zig zag around cones ○ Galloping around cones 			What are the feelings about the whole training session?
PM: Whole body relaxation and stretching				Are they cooling down after the session?
	A handball game		15 min	
	Cool down: Calm jogging and stretching		5 min	

SWIMMING DATE: 7.6.2017	PLACE: Zimmari, Kempele	GROUP: children age 7-9	TEACHER(S): Mira Autto, Eevi. Assisting Sara Waenerberg, Heini Artema and Juha.	
Aim and object: To learn new skills and be able to apply them in the water Cognitive: To understand how moving in the water works PM: To learn how to move in the water SE: To enjoy the session, overcome fears				
OBJECTIVES	ASSINGMENTS/CONTENT	EQUIPMENT	TIME	EVALUATION AND FEEDBACK
<p>C: to learn new games PM: to warm the joints, muscles and cardiorespiratory system SE: to enjoy moving in the water</p>	<p>Warm up</p> <p>Game 1: X-tag In the group, two or three are appointed as tags. When the tag touches another player, they need to adopt the X-stance, legs and arms wide apart. The player can be saved either by diving between the legs, or by going under one of the arms of the player. After being saved, the player can resume the game.</p> <p>Game 2: Who is afraid of the octopus? The participants stand at one edge of the pool facing the teacher. The teacher says 'who is afraid of the octopus?', and the participants try to move past the teacher without getting caught. The ones who get caught proceed to becoming assistant octopuses.</p>	<p>Markers for the tags</p>	<p>10min</p> <p>10min</p>	<p>Are the participants learning the new games? Are the participants panting? Are the participants smiling/do they seem to be enjoying themselves?</p>
<p>C: to understand how to move in a streamlined position in the water PM: to learn new movements SE: to enjoy moving in the water</p> <p>C: to learn and try new skills in the water at the child's own pace PM: to learn new movements and habits in the water SE: to enjoy moving on the water</p>	<p>Main part</p> <p>The group is divided in half according to skill level. The more skilled group stays in the deep end while the other half stays in the shallow end.</p> <p>1. Gliding and kicking: the teacher shows the movement and the participants follow. Aids such as noodles and floaters used as needed. Feedback is given on an individual as well as general level.</p> <p>Free time and cool down</p> <p>In this part, the group is allowed to go on the water slide, jump from platforms into a deeper pool, or stay in the children's pool and play. All three stations have supervisors for safety.</p>	<p>Noodles and floaters</p> <p>Water toys for the children's pool</p>	<p>20min</p> <p>20min</p>	<p>Are the participants moving in a streamlined position? Is improvement visible in the movements? Do the participants seem to be enjoying themselves?</p> <p>Do the participants seem comfortable? Are the participants moving? Do the participants seem to be enjoying themselves?</p>

TRACK & FIELD DATE: 7.6.2017	PLACE: Ylikylä	GROUP: children age 7-9, camp participants	TEACHER(S): Mira Autto, Sara Waenerberg, Heini Artema	
Aim and object: To introduce track and field disciplines; shotput, sprinting, javelin and hurdles. Cognitive: To understand how the different disciplines are performed, get new tips and knowledge on the subjects PM: To learn the basic idea and techniques behind SE: To enjoy the session, take turns effectively, take other into account, race together and against, have fun doing so				
OBJECTIVES	ASSINGMENTS/CONTENT	EQUIP MENT	TIME	EVALUATION AND FEEDBACK
C: To get the idea of few of the skills to be practiced PM: to warm up the body and practice the given positions/movements SE: To enjoy moving together, understand the principle of staying safe/releasing others	Warm up Disco tag where when caught the participants does the 80's disco move similar to throwing shotput. Jump tag where the move is to jump sideways. X-tag where the position is X. Windmill tag where the move is to circle the hand like a windmill.	none	15 min	Are the participants warming up? Having fun? Performing the things asked?
C: To understand and learn the basic principles of the disciplines PM: to practice the techniques, learn new motor skills and improve the existing ones SE: taking turns, performing as smaller groups, learning from others	Main part 1. Shotput The technique of throwing is discussed and shown, the throwing position is shown. Practice throws from different distance and angle towards the goal and with different throwing objects. 2. Sprinting The technique and the running position. Various distances for the sprint. Reflex starts and sprint race. 3. Hurdles Hurdle/obstacle course with varying size and distance of the hurdles. 4. Javelin Practising the right grip and the holding technique with the javelin. Practicing the throwing from different distances and angles.	shotputs, baseballs , goal marked area, cones hurdles, obstacles turbo javelins, goal	40 min	How are the participants performing according to the given instructions? Are they following the instructions and instructors? Are their skills developing? Are they having fun and enjoying the activities?
C: To prepare the mind to end the lesson PM: cool the body down and start recovery SE: driving emotions towards ending the lessons	Cool down: Free time outdoors; football field and the big field, climbing statues, swings.	equipe nt found in the school yard, balls	5 min	How are the participants enjoying the tasks?

SWIMMING DATE: 8.6.2017	PLACE: Zimmari, Kempele	GROUP: children age 7-9	TEACHER(S): Mira Autto, Eevi. Assisting Sara Waenerberg, Heini Artema and Juha.	
<p>Aim and object: To learn new skills and be able to apply them in the water Cognitive: To understand how moving in the water works PM: To learn how to move in the water SE: To enjoy the session, overcome fears</p>				
OBJECTIVES	ASSIGNMENTS/CONTENT	EQUIPMENT	TIME	EVALUATION AND FEEDBACK
<p>C: to learn new games PM: to warm the joints, muscles and cardiorespiratory system SE: to enjoy moving in the water</p>	<p>Warm up</p> <p>Game 1: Cowboys and Sheriffs All the participants ride a horse (a noodle between the legs). Three of these horse riders are given lassoes (rubber rings). Whenever a sheriff manages to lasso a cowboy's horse by placing the ring at either end of the noodle, their roles are inverted.</p>	<p>Noodles, rubber rings</p>	10min	<p>Are the participants learning the new games? Are the participants panting? Are the participants smiling/do they seem to be enjoying themselves?</p>
<p>C: to learn and try new skills in the water at the child's own pace PM: to learn new movements and habits in the water SE: to enjoy moving in the water</p>	<p>Main part</p> <p>The participants choose over two options: a water polo game in the deeper end of the pool, or an obstacle course at the shallow end.</p> <p>Water polo: the players are divided into two teams. A goal can only be made when the ball has been passed among players from the same team consecutively at least three times. The team with most goals after time is up wins.</p> <p>Obstacle course: the participants navigate through tunnels made from noodles, throw balls through hoops, practice diving by picking up objects from the bottom of the pool, and practice pushing off the wall and gliding.</p>	<p>Noodles, balls, water polo hoops, rubber rings, hula hoops</p>	30min	<p>Do the participants seem comfortable? Are the participants moving? Do the participants seem to be enjoying themselves?</p>
<p>C: to learn and try new skills in the water at the child's own pace PM: to learn new movements and habits in the water SE: to enjoy moving on the water without doing anything</p>	<p>Free time and cool down</p> <p>In this part, the group is allowed to go on the water slide, jump from platforms into a deeper pool, or stay in the children's pool and play. All three stations have supervisors for safety. Everybody is also allowed to visit the Sauna before leaving.</p>	<p>Water toys for the children's pool</p>	20min	<p>Do the participants seem comfortable? Are the participants moving? Do the participants seem to be enjoying themselves?</p>

DATE: 5.6.2017	PLACE: Ylikylä	GROUP: Kids of the Sports Camp	TEACHER(S): Heini Artema, Mira Autto & Sara Waenerberg	
<p>Musical exercise and gymnastics Aim and object: To improve the children's sense of rhythm, moving with music, and others C: Possibly introducing new movements, understanding the movements, and how the whole body works SE: Having fun while working with a group PM: Whole body exercises</p>				
<p>OBJECTIVES:</p> <p>C: To improve their sense of rhythm and coordination SE: To work individually and in groups PM: To make the children warm for the main part</p> <p>C: To make them understand the different movements needed SE: To make the drills as a group and individually PM: To try every movement, to use the whole body</p> <p>C: To be able to ease their mind after hard pace lesson SE: To individually move their body as they wished PM: Stretching the whole body</p>	<p>ASSINGMENTS/CONTENT:</p> <p>Warm up: Simon says: The instructor says and shows what kind of movements, or set of movements, are done, the children will mimic Mirror: One child or instructor at a time will go in front of others and start to move (forward, backwards, left, right, running, walking, jumping...) and the others, facing the "mirror", will make the same movements following the mirror</p> <p>Main part: Gymnastics: The instructors set up different points, such as hoops, trampoline and carpet, and the children will make simple tasks or movements on those points In the end, they can decide where they want to go and what to do</p> <p>Cool down: Relaxing: The children laid down on their back, stomach, on their side, and moved to the peaceful music as they felt comfortable, stretching the same time</p>	<p>EQUIPMENT:</p> <p>Music</p> <p>Hoops Carpets Mattresses Trampoline Music</p> <p>Mattresses Music</p>	<p>TIME:</p> <p>15 min</p> <p>35 min</p> <p>10 min</p>	<p>EVALUATION AND FEEDBACK:</p> <p>Do they understand the instructions? Are they using the whole range of emotions possible and asked? Can they understand the "mirror"? Are getting warm enough for the main part?</p> <p>Are they having fun? Are they performing the exercises save? Do they understand the movement asked?</p> <p>Are they trying to relax? Are they stretching or just laying flat? Are they able not to think about anything</p>

TIMETABLE

Klo	Maanantai 5.6.	Tiistai 6.6.	Keskiviikko 7.6.	Torstai 8.6.
8.30	Saapuminen /Ylikylä	Saapuminen /Zimmari	Saapuminen /Zimmari	Saapuminen /Zimmari
9.00- 10.00	Info, Nimikyltit /Ylikylä	Uinti	Uinti	Uinti
10.00- 10:45	Tutustumisleikkejä, vapaata tekemistä	Siirtymä koululle	Siirtymä koululle	Siirtymä koululle
10.45- 12.00	Lounas /Ylikylä	Lounas /Ylikylä	Lounas /Ylikylä	Lounas /Ylikylä
12.00- 12.30	Rauhallista tekemistä /Ylikylä	Rauhallista tekemistä /Ylikylä	Rauhallista tekemistä /Ylikylä	Siirtymä Leo's Leikkimaahan
12.30- 13.30	Liikuntatuokio 1: Musiikkiliikunta	Liikuntatuokio 1: Jalkapallo	Liikuntatuokio 1: Yleisurheilu	12.30-14.00 Leo's Leikkimaa
13.30- 14.30	Välipala /Akademia	Välipala /Akademia	Välipala /Akademia	14.00-14.30 Välipala
14.30- 15.30	Liikuntatuokio 2: Frisbeegolf	Liikuntatuokio 2: Käsipallo	Liikuntatuokio 2: Toivetunti	Liikuntatuokio 2: Yhteinen video /Akademia Diplomit!
15.30- 16.00	Lähtö	Lähtö	Lähtö	Lähtö

THE CERTIFICATE OF ATTENDANCE

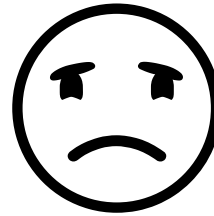
LEIRITODISTUS

**on osallistunut Zportti-leirille 5.-8.6.2017
iloisella ja reippaalla leirimielellä!**

Hyvää loppukesää toivottavat:

[Kirjoita teksti]

FEEDBACK QUESTIONNAIRE



[Kirjoita teksti]