

# ORGANISING SPORTS EVENTS



AUTHORS:

DR. ANETTA MÜLLER– DR. MELINDA BÍRÓ

MADE WITH THE ASSISTANCE OF THE INSTITUTE OF SPORT SCIENCE OF  
ESZTERHÁZY KÁROLY COLLEGE

EDITED BY

Dr. Anetta Müller and Dr. Melinda Bíró

WRITTEN BY

Dr. Anetta Müller and Dr. Melinda Bíró

PROFESSIONAL PROOFREADER:

Bácsné Dr. Bába Éva

HUNGARIAN PROOFREADER:

Mrs Judit Varga Vas

TRANSLATED BY

Rózsa Prokai

Downloadable from:

<http://oszkdk.oszk.hu/beszolgalatas/index.php>

TÁMOP-4.1.2.E-15/1/Konv-2015-0001

"3.misszió" Sport és tudomány a társadalomért Kelet-Magyarországon

ISBN 978-615-5297-73-1

Person responsible for publishing: the rector of Eszterházy Károly College  
EKC Líceum Press

Published in 2015

## CONTENTS

Theory of organising sports events.....	4
Introduction.....	4
Concept and ways of events.....	5
Sport tournamentss .....	7
„Events with sport” .....	9
Forest schools (one day or several days) .....	13
School camps .....	14
Role and importance of sports events.....	19
Methodical Aspects Of Organizing Sports Events .....	21
Feasibility.....	21
Specialities and methodics of aquatic sports events.....	29
Methodic recommendations to organise and implement aquatic events .....	29
The most important accident prevention rules in the swimming pool or at open water .	31
Organising aquatic events, sports competitions.....	34
Organising aquatic camps .....	36
Check-up questions .....	43
Concepts .....	44
Literature .....	46

# THEORY OF ORGANISING SPORTS EVENTS

## INTRODUCTION

Sports events have recently been increasingly popular. It is proven not only by the growing number of visitors of sports events but also many are attracted by sport indirectly (tv broadcast). By now event management has developed in a multi-million-dollar industry. It has been developing fast, the demand for it has been growing, mega shows and events are organised. In the area of sport for example the Olympic Games, World- and Continental championships of different branches of sport, Formula One, Paris-Dakar Rally, etc. have so many viewers which result in considerable revenue from the sale of tickets, broadcast royalties, merchandising products, hospitality or tourism revenue. Entertaining function of sports events has been increasing.

Changes in the rules of sports (time-limit of defence-attack, or in volleyball each play-time is penalized) all reflect a tendency that sports and sports events be more dynamic, enjoyable, better sold through sports broadcasts. The opening and closing ceremonies if the Olympics, the shows of American cheer-girls in the breaks of the sportsbroadcasts are all demonstrating the spectacular and entertaining functions of the events.

In public education entertaining function, spectacular elements of the various sports events area also present, though not so dominantly. In primary- and secondary schools these sports events are good means to skills development (conditions, coordination), developing personality, creating healthy lifestyle and also providing experience of movement.

In primary and secondary schools sports events and their organisational tasks are dominantly present. A wide range of sports events, competitions, challenge-days, sports camps, school camps, tours, forest schools, gymnastics events, sports shows, health- and sports days, are all colours to the palette. These various sports events are interesting and very valuable parts of the educational offer of schools.

Organising sports events plays very important role in school education. On the one hand they are important, because they help children acquire sport-specific theoretical and practical knowledge, develop their motoric skills. On the other hand they develop personal competen-

cies which are created only if the children have experienced them themselves in sports events. Developing competency was in the focal point of pedagogical development in the 1990s. Competency-concept means our up-to-date knowledge about development and work of personality, which considers competency, that is ability to successful activity one of the most important qualities of a personality.

Nagy (2000) mentions various forms of competency: he innumerates cognitive, personal and social competencies. The importance of social competencies (*which are social knowledge, motives, abilities and skills which enhance social behaviour, adaptation to the society*) is emphasized by Nagy (2003), Geoff Shepherd (2003, 153.) Dancsó (2005). Sports camps are specially suitable for developing social competencies.

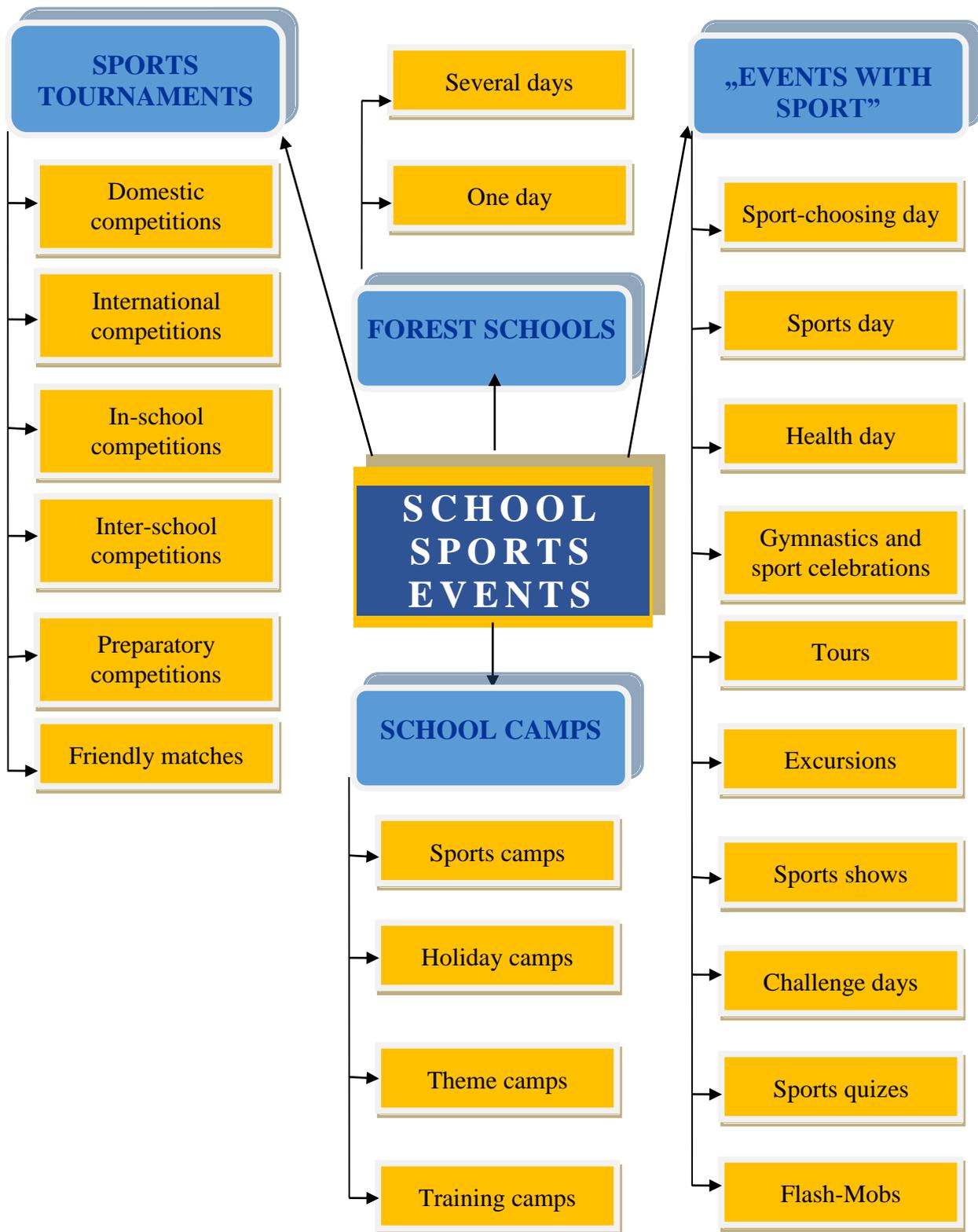
When doing the above mentioned sports events the activity of the different sports can well be integrated into school education. On the account of the events these motion activities can be used to develop abilities of the students and human motorium.

Sports events play important role in school education, since teachers and students are not in a usual interaction, and provide children with motivation for doing physical activity. Motivation is very important, as if it makes children like these ways of movement, they will be ready to to spend their free time this way out of school, that is they will do it as recreation. If children like these movements, they will be part of their lifestyle and when finishing their studies, they may pursue these freetime activities enhancing this way their health and working abilities.

Participants solve a lot of tasks, situations in teams in the camps, on tours, at competitions-contests, on sports days, this way team work helps in the development of social competencies providing good opportunities to transmit and acquire values like fair-play, cooperation, devotion, subordination of individual interests, stamina, readiness, quick decision making, pure honesty.

## CONCEPT AND WAYS OF EVENTS

According to Hungarian Theasurus (1987) a programme is „gathering (of entertaining character) arranged in an organised community”. However, this way all team-work should be made equal with the concept of a programme, that is a school lesson would be one as well.



1. figure: Map of school sports events (Müller and mtsai 2015)

The definition also says that it is „ an occasional, wide-scale meeting, temporary gathering in prearranged way,” and it is also a feature, that it is „a series of events in a particular space and time and topic, not mechanically repeated, and also a unique event organised in continuous functioning, when a group of people perform a common activity in an occasional, particular character.”

When defining an event, or a program, one can determine that an organized event is not the same as an event (story, case). An organized program has an event, but it's not true the other way round. The event is a part of the organized program! E.g. Out of the events of the Olympic Games the opening ceremony stands out. The program is not the same as the the event either, it means show.

Events can be grouped in different ways, by branch, topic, etc. We are mostly concerned with sports related events at primary- and secondary schools and their organisation methodics aspects, indispensable in our work.

School sports events or events having sports programmes can also be grouped by different aspects (eg. topic, venue, time, target group, etc. Let us see a kind of categorization to help orientation in the colourful range of sports events.

## **SPORT TOURNAMENTS**

Sports tournaments are interesting parts of education. The aim of competitions is to set a performance sequence of the participants of the competition by various calculations. In case of competitions way of challenge is set in the topical sport rules and/or competition description. Competitions are characterized by „fights”, „big tactic battles”. This way competitions model „life situations”, since you must be the best at the competition through fight, just like in real world. However, in competitions you can challenge yourself without a stake, can learn personal and professional competencies, gain positive personal features (wish to struggle, fair play, subordination of personal interests, stamina, help others, etc.) which are indispensable in the later lives of students. However, competitions must be prepared for by systematic trainings.

An aim of sports competitions may be to ensure „sports nation” image of our country by training new supplies, that is generation of those students who take regular part in competitions, they serve as base for sports selections.

Domestic competitions of school sports competitions are school-, sub-regional-, county-, regional competitions and national students olympics. The best ones compete in the certain events of national students olympics for the champion title and further places.

International competitions concerning schools are competitions of the European Union, European countries outside the European Union, various continental and world competitions. Youth Olympics (for the age group of 14-18) is the top of world events, also referring to the olympic centric attitude of sports events organised for adult competitors.

The most common in-school competitions are the ones between years or classes.

The aim of preparing competitions is to prepare students for domestic and international competitions of the sport by modelling competition situations.

When playing friendly matches there is naturally result- and point counting and naming the winner. However, the aim of these matches and competitions is to keep contact and to call their attention.

There are other aspects to group sports competitions. These groups are important when arranging the events. If the sport, type of competition, skills of the competitors or the organisational system is known – forming as well the base of grouping -, they all help with our organisational work.

### **Groups of sports tournaments**

By sports: athletics, gymnastics, handball, basketball, wrestling, etc.

Within sport: throwing, jumping, running events of athletics, or within gymnastics individual and team (gymnastics, men ring, horse, barrier, stretching, women uneven bars, beam, jumping).

By competitions:

- home competitions (only with department contestants)
- friendly competitions (not official, aiming general preparation)
- invitation competitions (by the conditions of the inviting party)
- elimination competitions (certain competitors cannot enroll)
- regional championships (eg. county, district, etc.)
- national competitions and championships (to win national champion title)
- international competitions (with participation of department contestants of different countries)

By the character of the competition: individual and team competitions

By the features of the contestants: by gender, age, qualification, etc.

By organisational system:

- elimination race (elimination after the first, second defeat)
- round robin tournaments (everybody meets everybody, it is possible in case of few participants)
- Mixed system tournaments (starts with elimination form and then it goes with round robin or vice versa)
- one- or two round championship systems (eg. football)
- cup tournaments (regardless of championship division, everybody can take part in it).

## „EVENTS WITH SPORT“

Organising events with sport is very popular and frequent in public education. They are of various and different types, therefore various solutions can be used in their organisation methodics.

*Sports choosing days* are often organised in sports specialized schools the aim of which is to introduce several sports to children, to create motivation to the given sport. This event encourages students to choose a sport and make a decision.

*Sports days* are also frequent events in schools. Competitions, tournaments in several sports, free time sports, quizzes are held in the programmes of sports days. The aim of sports days is to call the attention of students to healthy lifestyle, regular exercises, fulfil their need to regular exercises and competitions.

November is the month of healthy lifestyle, special attention is paid to it in every school. *Health day* is not only oriented to sport, since health is composed of different elements. However, it is sure that regular exercise is dominant part of health, so sports events are indispensable programmes of health days or health months, „there is no health day without a sports program“.

*Gymnastics and sports celebrations* can be spectacular and entertaining programmes of school events. Entertainment, show is becoming more and more dominant in the world of sports as well.

*Tours* (Könyves-Müller 2001) are especially valuable as physical activity is done in fresh, pure natural environment. Tours can be grouped by their structure: „star tour“, traditional tour on a route. Star tour means that the accommodation is the same and departure and arrival is from there, but every day to a different direction, different settlement. Traditional tour con-

nects several settlements, accommodation is at another place every night. By their length tour can last one day, several days or weeks. We can distinguish green tours the route of which is in forests, meadows, plain or hills, blue tours mean touring on water. By the means used they can be walking tours, nordic-walking, bicycle tours, kayak tours, canoe tour, equestrian tour.

We also must see that there is no one to lose in nature sports, there are just winners. When skiing, kayaking, canoeing, walking every hour you spend in the nature makes you richer by the experiences given by the nature and the activity. Whatever tour is planned, its effect is beneficial to health!

Walking tours, water tours, bicycle- or equestrian tours are all done in the nature. The role of sports in the nature or teamsports are important in recreation, health preservation, health education, supported by several authors: *Dosek (1997)*, *Nemessuri (1994)*, *Biróné (1977)*.

A benefit of sports in nature is that they distract you from harms of civilization and exercise is done in healthy environment. Benefits of activity in the nature, due to sun, wind, temperature, etc. are favourable, they increase stamina of man, eg. all kinds of hiking, water sports, angling, hunting, equestrian- and ice sports, jogging in the forest, gymnastics.

These tours involve cyclic movements developing respiratory-circulatory system of people, thus increasing stamina. They are lifetime sports, anybody can pursue it indispensable of age.

They are cost effective, since if we consider, how many hours one moves during a week's tour and divide it with its cost, the outcome is quite favourable.

Excursions make one possible to enlarge our knowledge about the countryside, flora and fauna of the country, make friends.

They provide whole-day programmes which can be enriched with other events at the destination or during the tour (outdoor cooking, other sports, cultural programmes, etc.)

„Touring, orientation utilizes both physical and mental power of the hiker at the same time and enhances relationship of individual and nature” (Hardi 1995). It is also suitable for developing eco-attitude, environment consciousness, teaching love of nature.

## Excursions

An outing is a pleasant experience of life, but being a hiker is completely different, the two concepts are of different quality, but both are closely related to nature. An outing is a manageable walk for anybody in the nature, while hiking is an activity needing more thorough physical efficiency and knowledge. Both concepts mean „walking in the nature”, but during an

outing load is of low intensity, while at a tour load is of higher intensity, there are special performance-tours the aim of which is to achieve high physical output.

School excursions are walks of different length the aim of which is to cover a certain route (perhaps combined with sports, recreational activities).

Schools often organise class trips when travelling is usually not on foot, so they do not have „sports” features.

They are methods when the teacher and the children leave school for a longer time to get acquainted with the world and gain new experience. Depending on the age and the topic of the students a trip can be of 20 minutes to some days length. The objective of study trips is to provide such real information which is not available within the school. Trips to the nature are excellent for teaching environment consciousness, or to enlarge practical knowledge of domestic flora and fauna or geo-morphology, but also for learning orientation in nature.

### **Possible venues of study trips by age**

For preschool children: visiting the nearby park, shopping centre, farm or game park, botanical garden.

For primary school children in the junior classes: cinema, library, museum, airport, fitness-gym, visiting a recreational park, zoo, walking in a national park, protected area, tour- or nature trails.

For senior classes and secondary school children: visit to a factory, workshop, historic monument, other town or country, walking in national parks and information centres, tour- or nature trails.

## **SPORTS SHOWS**

Their purpose is to introduce a given sport to children. Spectacular technical and tactical elements and set of movements are shown as a performance. The can be shown by students, eg. members of a martial arts department hold a tekwando or karate show or aerobic performance. Famous personalities having achieved good results in the given sport may be invited to these sports shows whose presence will motivate students to take part in the event: eg. aerobic with Attila Katus or a meeting with Norbert Növényi.

*Challenge-day.* This event was started in Canada in 1982, where leaders of two towns set out to decide in a whole day competition in inhabitants of which settlement are more sporty. The winner was who had more inhabitants present, the requirement was only that a person had to

do continuous exercise for minimum 15 minutes. Challenge day has become widespread all over in Europe and the whole world. It was in 1991 the first time that Hungary joined this popular series of events and organised the first Challenge Day. 1590 settlements took part in the contest. The purpose of Challenge Day is to encourage people to move and lead healthy lifestyle.<sup>1</sup>

Schools, public institutions of the settlements can also join the programme series of Challenge Day. For school children it is a very motivating sports event since they can be part of the competition of settlements while it also calls the attention of children to the role, importance of regular exercise.

## **SPORTS TOURNAMENTS**

Several forms of sports tournaments are known. An obstacle path, quizzes with exercise, line-and relay races, skill games or even competitions from the events of a sport can be planned. Based on the target group the competitions can be within class, between classes, between years, between schools. They can be only for girls, or boys or mixed. Family sports competitions can be organized for the children and their parents. Obviously the target group the sports competition is organised for greatly determines the activity material of the competition. The time devoted to the competition can be a single or double lesson, half a day or a whole day or even several rounds. It is very motivating for the students if the programme organized is to the needs, pre-studies, interest of the target group.

## **FLASH-MOB**

The meaning of the concept is pre-organized gathering of people coming together suddenly at a public place, the participants do something unusual, then the group also suddenly breaks up. The aim of the gathering is to call the attention, make common people think about something. (<http://mediapedia.hu/flash-mob>)

A sports variation of it can be if the students show a collective walk, collective aerobic or zumba choreography in the settlement or school aiming to call the attention.

It is worth combining it with the events of „Day of the Earth”, „Day of Water”, Day of Birds and Trees”, „Month of Health”, etc. this way focusing the attention to the topic within or outside school.

---

<sup>1</sup> [http://www.kihivasnapja.hu/index.php?WG\\_NODE=WebOldal&WG\\_OID=PAGf\\_397eb29&WG\\_FUSK0=1](http://www.kihivasnapja.hu/index.php?WG_NODE=WebOldal&WG_OID=PAGf_397eb29&WG_FUSK0=1)

## FOREST SCHOOLS (ONE DAY OR SEVERAL DAYS)

The definition of the concept of forest school has changed a lot recently. *Hungarian pedagogy lexicon (1933, Révai publ.)* defines it as the bestknown type of open-air school. It has two purposes: to prevent weak, astenious, mostly tuberculotically infected or seriously endangered pupils from getting ill thanks to the healing effects of nature (sun, forest air), regular eating, good food and takeout from everyday environment, on the other hand to ensure going on with their studies. Selection is based on thorough medical check up. The pupils admitted are transported by buses from the meeting point to the nearby forest schools and they come back only in the evening. Most of the schools are open from spring to autumn, recently several forest schools have turned to function all the academic year. Education is coeducated, the lessons are 30-35 minute long, with 15-20 pupils a class. Most of the day is spent by playing, gardening, sloyd. After lunch there is a two-hour siesta. Most of the schools have bedrooms and students or part of them stay there for the night as well.

Characteristics of forest schools:

- they represent integral part of school pedagogy programme;
- they enhance realization of local curriculum;
- they are during the academic year;
- they are for several days uninterrupted;
- the location is nature environment, different from the location of the organising school;
- the topic of information is the environment of the forest school;
- the fulfillment of the programme is based on the active learning activity of children
- it is based on cooperative-interactive learning technics,
- based on joint activities it enhances personality- and community development,
- it helps in the formation and enforcement of healthy activities.

(<http://erdeiskola.uw.hu/fogalma.html>)

Sports in the nature, outdoor games, tours as indispensable part of studying the surroundings of the venue can well be integrated in the programme of forest schools. Sports programmes ensure socialization, development of social connections, relaxation, joyful experiences and also acquiring information.

When organizing forest schools, similarly to organising sports events and other events preparatory works, tasks connected to manifesting them and post-works can be distinguished.

A well-organized **forest school** offers experience of „experiencing it”, the thrill of community having been created in interdependence and the versatile knowledge gained through experience. It does not simply show the environment to the students, but offers study situations suitable for auto-dynamic discoveries.

A forest school is a special education organisation way the characteristic feature of which is that

- it is integral part of school curriculum;
- implementation of the program is based on active, factious work of pupils;
- the process of gaining knowledge is mostly based on cooperative learning technics, applying project methods, „empiric researches and observation”.
- utilizes social opportunities of team-work and cooperative activities;

## SCHOOL CAMPS

It is a several day-, uninterrupted freetime series for the same participants combined with or not combined with education organised in an environment different from the place of living. Participants mostly do targeted activity with professional supervision. It is determined in time and time-length.

By the structure a camp can be:

- Boarding
- Not boarding (day-time)

By the content of the programmes:

- *Sports camp*: The purpose is to acquire or practise a sport. Sports camps can be: ski-, kayak-canue, bicycle, hiking, equestrian camps.
- *Specialized camp*: It is a training process in which professional programme and freetime activity are in organic unity. (eg.: language-, arts camp).
- *Holiday camp*: Based mostly on freetime activities of loose thematics.

- *Training camp*: A camp aiming at preparation in the given sport where a major task is to increase performance.

By the mobility of the camp:

- Trecking camp, in-move- travelling camp
- Static camp

Sports camps are one of the most popular types of camps of the range of offers of schools. Camp programmes with sports in the nature are very motivating. People's longing to leave towns for pure, unspoilt nature is becoming more and more dominant because as a result of urbanization, motorization the majority of people has seceded from the nature, they live their lives in crowded, noisy towns. Due to sitting lifestyle, marginalization of manual activity, increase in stress at the workplace sports in nature are increasingly important for many people where fresh air, sunshine, peace and quiet have beneficial effects on curing mental and physical worn down. Sport is the most suitable for relaxing brain system, they are lifetime sports. They are especially popular since they can be pursued from childhood to advanced age even in a community (eg. with family, friends), since it has benefits on personality and human connections.



picture 2. event for kindergarden children

School event	purpose of the event	tools used	competencies developed
<b>SPORTS TOURNAMENTS</b>			
domestic competitions	to popularize the given sport, to elect Hungarian champion, to get to the Hungarian main-stream, to train supply	Motion material of sports Additional sport Training tools and methods	Technical tactical professional knowledge, Motion culture Motion coordination Adaptability Cooperation Competitiveness Fair play
international competitions	to popularize the given sport, to elect international champion, to get to the international main-stream, to train supply	Motion material of sports Additional sport Training tools and methods	Technical tactical professional knowledge, Motion culture Motion coordination Adaptability Cooperation Competitiveness Fair play Intercultural communication ability
in-school	To decide the rank between classes or years, To satisfy competition- and motion need of children To strengthen inter-cooperation of students	Motion material of sports	Interpersonal flexibility Ability for quick reactions Decision-making ability Connection-making ability Balance Movement coordination Conflict-solving skills
inter-school	To decide the rank between schools, To satisfy competition- and motion need of children To create, strengthen inter-cooperation of schools	Motion material of sports	Coordination Reliability Leader skills, manageability Interpersonal flexibility Cooperativeness Empathy Politeness
preparatory tournaments	To prepare for competitions, to create competition situation, stake situation	Sport tournament	Knowing rules Technical tactical professional skills Energy releasing abilities
friendly matches	To create and maintain connections between the two parties	Sport tournaments	Fair play Knowing rules Self-discipline Energy releasing abilities
<b>EVENTS WITH SPORTS</b>			
day to choose a sport	Help choosing a sport, making a decision	Motion material of sports, visual	Self-sufficiency Decisionmaking- and action

		effects	abilities
sports day	To satisfy sports needs, To develop sports culture To enhance healthy lifestyle	Motion material, competition of sports, playful motion games, exercises sport games	Thinking abilities Condition abilities Motion coordination Motion culture
health day	To help creating healthy life- style	Motion activities, motion material of sports, games	Health conscious attitude
gymnastics- and sports celebration	Entertainment	Visual and show effects	Esthetic sensitivity Solving tasks mutually Cooperation
hiking tours	To experience nature To improve physical fitness To be in the fresh air	Motion material of sports training with the means of nature	Health conscious attitude
excursions	To experience nature To gain new experiences To do sports To teach environment aware- ness	Hiking, cultural, sports, etc. pro- grammes	Health conscious attitude Practice centered attitude
sports shows	To learn a given sport To motivate to choose a sport, to do sports	Motion material of sports, visual technics of show character	Gaining professional knowledge Esthetic sensitivity
Challenge-day	To call the attention to healthy lifestyle, to doing sports regu- larly	Motion activities, physical activi- ties, exercise	Stamina Wish for contest Health-centered attitude
sports quize	Entertainment, to ensure en- joyment of motion, to satisfy needs to do sports, motivation for regular exercise	Motion material of sports, games, exercise	Ability to fight Concentration Stamina Self discipline Cooperation ability Flexibility Ability for quick reactions Competitiveness
flash-mob	To call the attention to a given topic (sports-health- environment)	Fashionable mo- tion trends: exer- cise with music and dance, sports exercise of sim- ple structure, walking	Sensitivity Responsibility Consciousness Ability to change

<b>FOREST SCHOOLS</b>	To develop abilities to lead healthy life in harmony with the environment, socialization connected to social activities. To create and enforce right health habits, personality and community development	Project-method learning is based on active cooperation, communication of the students	active learning ability, cooperation (cooperative-interactive ability, logical thinking, rationality, quick reaction ability, patience, interpersonal communication and flexibility)
<b>SCHOOL CAMPS</b>			
Sports camp	To acquire or practise a given sport To create health consciousness	Motion material of sports	Technical, tactical professional knowledge Motion coordination
Holiday camp	Relaxation, rest, regeneration To enlarge knowledge To insure experience-centered freetime	recreational programmes	Adaptability Empathy Communication skills Interpersonal flexibility Independence Decision-making ability
Thematic (specialized camp)	To acquire knowledge in one topic combined with freetime programmes Relaxation, rest	Material of the given science recreational and sports programmes	Professional knowledge Adaptability Empathy Communication skills Interpersonal flexibility Independence Decision-making ability
Training camp	Preparation in a given sport To enhance performance	Motion material of sports, additional sports movements training tools and methods	Technical tactical professional knowledge, Motion culture Motion coordination Adaptability Cooperation Competitiveness Fair play

1. chart: Purpose- and means system, competencies of school sports events.  
(Müller and mtsai 2015)

## ROLE AND IMPORTANCE OF SPORTS EVENTS

Motion material of sports events is varied as it may contain motion material, competition material, game exercises of various sports, this way it provides motivation with its mansided utilization, variegation for children to do physical activities in the lessons, but mostly in the afternoon sports circles and school holidays. During the sports events there is no traditional teacher-student interaction, which is also motivating for the students.

Certain types of sports events play important role in training supply (eg. sports tournaments, sport choosing day, training camp) as they belong to the means system of this one.

Sports events enriched with motion material of various sports are excellent to develop motorous abilities and the whole human motorium.

It is possible to organize and keep various sports events the whole year round, they represent educational content plannable all the year, that is not seasonal. In autumn- and spring periods open-air events, in winter indoor sports events can be planned. Camps can also be organised all over the year: in spring and autumn programmes of forest camps, hiking- and bicycle tours, in winter ski- and snowy camps, in summer holiday type or thematic camps, training camps can be planned.

In sports events big classes or several classes or a whole school (eg. health day, sports day, challenge-day, flash-mob, camps, sports tournaments) can be involved and activated.

Entertaining, playful or experience-centered character of various school sports events are dominant strenghtening also the entertaining function.

These events supported by sports professionals are excellent to develop motion culture of students since it develops in acquiring motion material applied in various surroundings.

They may play important role in preserving, maintaining students's health, in prevention and also in creating health conscious behaviour, health-centered way of thinking.

Educational work at sports events contributes to shaping personality of students, it has influence on the whole personality. It develops physical, mental and social abilities, it teaches teamwork, competitiveness, ability to act and decide. Various sports activities are good means to create pozitive personality attributes, like stamina, wishing to fight, fair-play, helping each other, etc.

Its role in socialization is obvious. Motion material of sports competitions, sports events, forest schools and camps are varied with exercises in smaller-bigger groups, competitions, which help socialization of children, thinking in a community, project attitude.

Sports events are excellent to make children like motion, to create need for movement since various means can be used in the implementation.

Events varied with movements in the nature, training with the „forces of nature” are all means. Forces of nature are elements of weather, training with wich strengthens our immune system and will be less sensitive to various illnesses.

They also contribute to learning active and healthy lifestyle. The purpose is that during the events students get sense of movement and joy which will be embodied in their way of life, become their everyday need.

The tools and methods applied at sports events contribute to increasing fitness level of students since they develop abilities indispensable to being fit.

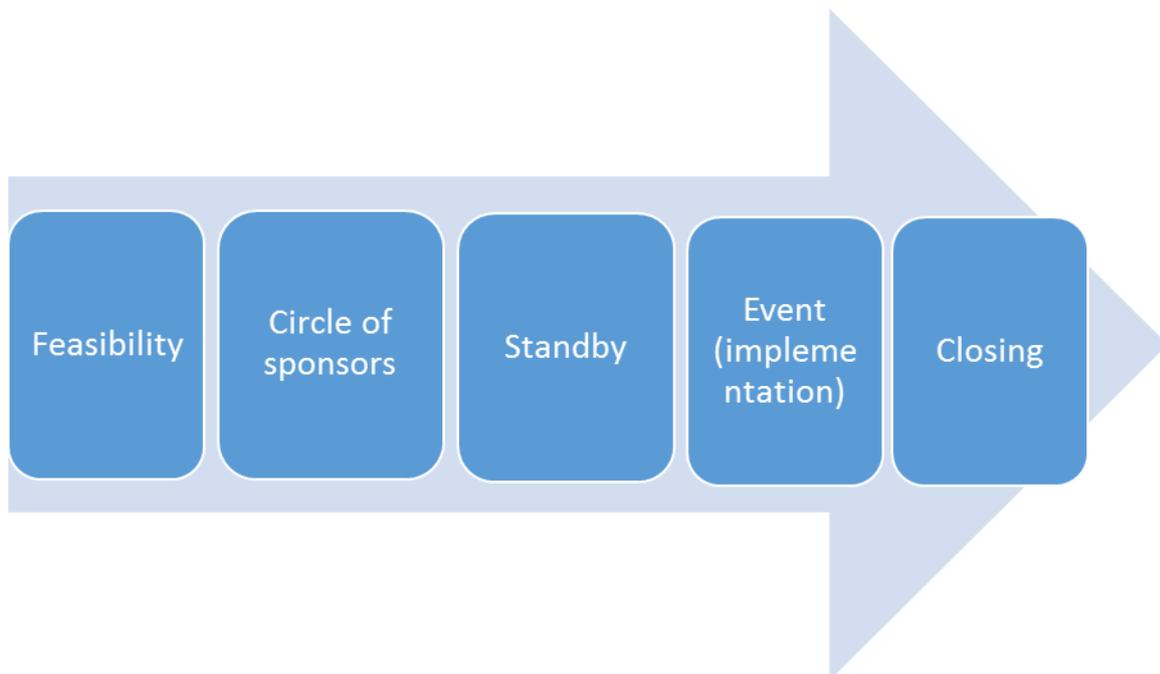
Since a lot of sports events are „optional”, being voluntary, they can be recreational ways for students assuring them the experience of fun, relaxation, rest. Organized, well-structured, meaningful pastime activities give prevention to harmful addictions and deviant behaviour.



*Picture 1. sport event for children*

# METHODICAL ASPECTS OF ORGANIZING SPORTS EVENTS

The process of organizing events was divided to five phases by WILKINSON:



2. figure. The process of organizing events (adapted from Wilkinson)

## FEASIBILITY

When an idea has come up or a new sports event or a traditional event is going to be organised it must be examined if the idea is good, valid and whether the event is feasible, if there are sufficient resources to implement the event.

Here can be mentioned the survey of market demands, if there is interest in the programme, if the infrastructure, the venue is suitable, if there is enough capacity, if there are enough financial resources to implement the event, what kind of revenue and expenditure items can be calculated, what human resources are available to ensure professional level of the event.

By the end of the first planning phase the organizer and the members of the prospective organizing committee must know if the necessary resources, like human, infrastructural and financial ones are available to implement the event. Wilkinson determined the following further steps within the first phase:

- summary and analization of facts,
- forming the idea,
- identification of the criteria of the success.

Summary and analization of facts reveals the elements relevant to implement the event.

### **Trends, prospects, expected development, growth**

Persons, institutions and other factors directly or indirectly concerned in event organization: (Suppliers, buyers, competitors, character of the competition, regulating organizations, association, interest bodies, economic factors (demography), political-, legal factors, international factors, technological-, social-, cultural factors). SWOT analysis may also help in analysing facts and situation, when internal factors of the event organization are collected representing our strength, strong side and also our weaknesses are defined. Then those external factors are determined which are independent of the event, but they may represent possibilities or danger when implementing the event and have influence on the success of the event organisation. With risk assessment various dangers can be identified and it can be determined what effect they have on implementing the event and how possible and frequent is their occurrence.

Having the facts analysed the idea is outlined, that is the idea, the venue of the event and the information concerning its implementation are discussed in detail.

To organise an event successfully it is indispensable to determine those so called success-criteria which are indispensable for implementing the event. These success factors may be very different at certain events.

#### **1. Circle of sponsors**

Organisation of sports events cannot be successful without sponsors, that is they are important, necessary preconditions of event organisation. An action team is set up, the members of which are key members of organizations and firms dominant in catering, transport, accommodation or providing additional programmes.

This is when sponsor agreements are made.

The sponsorship areas and activities of the organizations concerned are fixed in written by the organising committee. The steps of the second stage:

- To set up an action team
- To establish tactics
- The deal (negotiation with the organizations concerned)

When choosing the members of the action team it is an important aspect that the person elected has experience, proper expertise and motivation. They must be devoted and loyal to the task and be able to work in team.

Then the right tactics is established. It is very difficult to find sponsors, since several sports events are competing for sponsors. The interest of theirs must be arisen, that our event can offer something different, something new, unusual to them. It is important to set the sponsor offer elements concerning our event.

## 2. Standby

By the end of the third phase the organisation model of the event is made and the team responsible for the implementation does all the important preparation.



*Figure 4. Organizational model of the event*

- The steps of the third phase:
- To set up the team responsible for the organisation, to draw up job and authority descriptions

- To elaborate a detailed schedule
- To determine report- and check-up points
- Count down, last check of preparatory works concerning also emergency plan.

### **3. Event (implementation)**

Implementation starts with finishing the planning phase of the event. Execution of the event in the implementation phase can be described with three c-s: communication, coordination, control. By the end of the fourth phase the elaborated procedures insure everything to be done by the plans and problems occurring can be solved without problems. The steps of the fourth phase are:

- To ensure the means and spare tools necessary to organise the competition,
- troubleshooting and solving (individually or in team).

### **4. Closing**

The last question the fifth phase of the organisation process looks for the answer for is whether the organising committee, the firms concerned and the volunteers helping the event have met the requirements. Has the competition been successful or not? By the end of the fifth phase a closing report and account must be made and the thanksgiving letters must be written. The steps of the fifth phase are:

- Review and evaluation,
- Rewards and acknowledgement.

According to traditional division phases of event organisation are as follows:

1. Preparations
2. Execution
3. Post-procedures.

**1. Preparations.** 60% of the jobs connected to event organisation is preparatory works. It may seem a lot at first, but if we think that preparing for a sports event takes much more time and energy than the execution itself. Eg. Olympic Games last a month, but preparatory works take more than a year beforehand. Also in connection with a sports event at school, eg. student olympics, can be said that preparatory works last several months and the event itself just 1-2 days.

In case the preparatory works are thorough and wide range, covering all the details, it can be stated that successful execution of the event is guaranteed.

Main tasks of preparatory works:

- To design the image of the event
- To set the organising committee, with tasks and authorities
- To create working teams
- To look for sponsors, to set the sponsor offer elements
- To make tournament description(s) (the elements of which are different by sport, the character of the tournament)
- Financing
- Budget (who pays what)
- Composition of the delegation
- To determine the circle of VIP guests
- Design of the invitation (card) paper, electronic) – list of addresses
- Press publicity
- To make itinerary
- To „build” the venue
- Final tune-up
- Technical test
- Final check-up

**The elements of tournament description** may be very different, as they are determined by sport, the character of the tournament.

Possible elements of tournament description:

- Name of the tournament verseny neve
- Purpose
- Venue, address, direction possibly
- Time(s)
- Organizer
- Program: (arrival. previous medical check-up, weighing, technical meeting, sequence of events, etc.)
- Conditions to enroll
- Preliminary- or on the spot enrolment
- Modification of enrolment
- Enrolment fee (it contains eg. programme brochure, medical treatment, medals, etc.)
- Conditions of participation

- Rules
- Members of the organizing committee
- Description of the track (eg. equestrian races)
- Awards
- Accommodation
- Meals
- Information about the surroundings
- Personalities in charge (chief organizer, race director, etc)
- Ban, penalty
- Responsibility
- Special: Taking number, route, time check, etc.

**The scenario** gives a frame to the preparatory works of the event.

It must contain all the details and the persons in charge to the given task and deadlines.

With the help of it actualities of the organisation can be checked.

<b>Name of the sports event:</b> venue: date: organizer:		
Time	Task	Person in charge (contact)

**„Building” or preparing the site:**

- site preparation of the event is the period until the arrival of the guests.
- In the phase the venue must be „built” (technical equipment, decoration, catering) to be able to start the event.

**Final tune-up**

It is worth rehearsing the programme to see if we get what we want, in the same length, as it is written in the scenario.

**Technical test (public address, lighting, score-board)**

Technical test must be done. It is worth checking the public address, the sports complex, the reliability of the technical equipment. Loading check-up of power supply must not be missed out either. The system must withstand switches-over or minor overload.

**Final check-up** (cleanliness, parking facilities, where the host or hosts welcoming the guests will stand, registration, cloakrooms, restrooms, wear, appearance of crew, etc.)

It is recommended to walk along the so called public routes (the routes where guests turn up or may use) at least thirty minutes before opening the event.

Areas of check-up: cleanliness, parking facilities, whether everything is prepared, eg. where the host or hosts welcoming the guests will stand, registration, cloakrooms, restrooms, wear, appearance, personal hygiene of crew, what the atmosphere, the sight is like.

At this time there is still time left to correct minor mistakes.

## **2. Execution. Execution takes 30% of the whole work of event organisation.**

Most people work during the execution to do it in the best, most demanding way.

The main tasks of execution:

- Orientation of competitors, smooth start of events
- Information of supporters, participants
- Helping the sponsors
- Attending VIP guests
- Helping work of the press

The event has started, the guests are arriving. At this point only emergency situations can be improved. It is important to be foreseeing. It means we must be at least half an hour in mind before the ungoing event of the scenario. What must be paid attention to?

- to attend VIP guests, to ensure special treatment to them
- also the process of hospitality must be checked
- We must be prepared to guests' leaving. Also half an hour before the soonest expected leaving time the hostesses must be checked – if they are at their places, if they are ready for the departure of the guests to help -, if the gifts are at their places and those giving them know when, to whom and what to give.
- The cloakroom, the taxis or if the cars driven by chauffeurs are parked farther away, to insure their arrival. If the event is like a reception and guests leave at a certain time, the hosts must stand up in line and necessary warnings are also important to do.
- air-conditioning, setting lighting. It is important to see reactions, mood, readiness of guests to certain things. If necessary, programmes, events can be missed out, events

can be speeded up or slowed down. Be part of the events together with the guests and react, since everything is for them!

Parts of implementation scenario:

- Time
- Event (arrivals, times to get ready, programme elements, etc.)
- Person in charge (name, contact).

Implementation scenario is important, because:

- it contains every important action of the event
- error possibilities decrease to the minimum
- it gives a frame to the event
- every participant works by it
- it is an important element of the documents of the event

### **3. Afterworks**

- the event is closed again by a small circle of participants having taken part in the preparatory works
- the event, the tournament and the organisation itself must be evaluated

The good points must be appreciated, the right people must be rewarded, however, the mistakes having occurred must not be omitted, a lot can be learned from them.

First of all the work done must be analysed by ourselves. An indispensable precondition of it is that satisfaction of the participants must be checked already during the programme. We should try to get information how satisfied they are with what they have seen, heard, got, what their mood was when leaving.

Recording of the experience in written may be a precondition of a further development in quality. Therefore, it is worth making a post-evaluation after each event, recording it and telling the participants. Naturally financial report of our own colleagues and suppliers cannot be missed out either.

It is important to make the summary of the event, to send thanksgivings to the participants (or to a part of them), perhaps together with presents. A post-thanksgiving letter or phone call reminds participants of the programme. Usually it is the task of the event organizer to arrange reports, that is promotion. It is advisable to collect photo and video material, later press release.

## **SPECIALITIES AND METHODICS OF AQUATIC SPORTS EVENTS**

Organisation of aquatic sports and sports events needs big attention and circumspection as water, as different medium is the scene of our events. Organizers of aquatic sports and sports events must have sound swimming skills, and lifeguard skills and also life saving experience.

Since many more potential dangers must be expected and therefore thie organisation methodics aspects are different, therefore this topic is discussed in a separate chapter of the book. Aquatic events may be swimming tournaments, relays or competition using different tools, or events organised by utilizing movements from kayak-canoë or other water sports. Events, programmes and even camps are organised on open-water or in pools.

Aquatic programmes connected to open water surfaces (lake, river) can be organised from spring to autumn, while events implemented in indoor swimming-pools may be included in the programme offer of schools all the year.

Sports and holiday camps or swimming camps combined with swimming education are very popular sports events in the range of the offers of schools. Aquatic sports programmes are almost indispensable parts of summer camps offering relaxation, recreation to students during their holiday.

### **METHODIC RECOMMENDATIONS TO ORGANISE AND IMPLEMENT AQUATIC EVENTS**

Near water we are exposed to increased risk, therefore attention must be paid to them when organising aquatic evens, programmes. It is advisable to know peculiarities of the spot of the event and great emphasis must be put on them when organising the programme. Different dangers can be expected at rivers, lakes, oceans, seas and in swimming pools. To make aquatic activities enjoyable and avoid accidents even tragedies we must be aware of the different sources of danger and the steps of prevention.

Methodic recommendations:

- The first and foremost aspect at any aquatic activity is safety. Any of our activities (choosing the task, organisation tasks, activity forms, choosing educational methods, etc) must be ruled by this.
- Depending on the number of the participants and type of event there must be proper number of lifeguards, swimming guards or a person capable of water rescue and attending to wounds to help in accident-free implementation of the event.
- When choosing the tasks attention must be paid to the skills, previous experience, age of participants. The exercises must be ranged from simple to complicated based on the age of participants.
- Varied activities, full of different tasks must be organised for children paying attention to constant motion. If a child does not move in the water, they are cold. An activity, however fantastic it may be, if somebody is cold, they will not enjoy it. The younger a child is, the closer the temperature of the water should be to their body temperature so that they feel comfortable in the medium. Since it is rarely possible to change the temperature of the water, special attention must be paid to it when planning and organising the tasks and programmes. Eg. in case of a simple tug, runner, or chute game the area of the game should be tightened, number of catchers should be more or more tools should be used to make participants move more to avoid idleness and catching cold.

When organising strategy must be thoroughly elaborated (methods, tools, ways of organisation, etc). Educational method, tools, forms of activity must be chosen precisely connected to the event and tasks. Attention must be paid to quick organisation, changes of places to decrease time out. When choosing an activity peculiarities coming from the medium of water and age of participants must be taken into consideration. The younger children we organise a water competition or any kind of activity of aquatic character for, the simpler form must be chosen (class activity). Overcomplicated forms make organisation more difficult and lengthen time out.

- When a child is cold, they cannot concentrate on the task, so do not keep students waiting either in the water or on the bank. However good programme is organised, if the water is cold, the weather is bad or there is a lot of idleness, the comfort feeling is lower and the child will be cold. Unfortunately at this time children will have negative experiences or even catch a cold! Therefore short, brief instructions, explanations must be given, lengthy explanations must be avoided so that they can start doing the

task or the game. In relay eg. groups should be of fewer number, thus decreasing waiting time.

- *To avoid accidents rules must be kept and made to be kept.*

## **THE MOST IMPORTANT ACCIDENT PREVENTION RULES IN THE SWIMMING POOL OR AT OPEN WATER**

Organisation, implementation of aquatic activities, because of the increased danger, needs responsible thinking and attention both from the organisers and the participants. To make aquatic activities enjoyable we must be aware of the different sources of danger to avoid them.

### **RULES OF PREVENTING ACCIDENTS IN SWIMMING POOLS**

House rules of swimming pools regulate in detail the rules of behaviour in the territory of the swimming pool. House rules are appendix to operation regulations and so that its content the swimming public is aware of, house rules are on display in the swimming pools.

The exceptionally important rules are as follows:

- It is compulsory to take a shower before using the swimming pool.
- No animal is allowed in the swimming pool.
- Eating is not allowed in the swimming pool.
- Jumping is forbidden into the pool.
- Running about and playing is forbidden around the pool.
- No toys or objects unrelated to swimming education are allowed to take into the pool.
- Persons suffering from fever, infectious gastro-intestinal, and skin disease cannot use the swimming pool.
- It is forbidden to enter the showers and the pool area with street shoes on.

Swimming pools work with strict house rules which support prevention of accidents, however, organisers and leaders of activities even in this way must pay special attention to some things. Safety of the participants is in the focus in every organisation work or planning the task. At first must be mentioned danger of slipping which causes injury very often, mostly at children. Danger of slippery is the biggest in changing rooms and in the pool area. If the cover is not rough enough, friction will be lower on the wet tiles, resulting in accidents coming from

off-balance. By using bathing slippers fungal foot infections and wounds from sharp, pointed thrown-away objects can be avoided.

Steps of pools may be broken and the fence is instabile. These must be reported to the swimming pool guards and attention must be paid to avoid injuries from them. In case tiles of the pool are damaged or not properly fixed, they may cut soaked palms and soles, which is good to be prepared for in advance.

Weather must be considered at open pools. In case of strong sunlight warm up exercises on the ground must be done in shade if possible. In the water high factor suntan lotion, not soluble in water should be used. In rainy, windy weather using bathrobes is advisable.

It is important to check continuously the number of participants before, during and after the activity, it also depends on the number of participants. It is important to check equipment, tools. Ropes separating the lanes may get broken causing bruises.

Children must know the rules to be able to keep them, therefore they must be informed about them. It is worth making informative drawings to call the attention besides explanations. (see picture 1.)

Thorough, checking attention of the teachers, organizers of the event can prevent any accident.

## **RULES TO PREVENT ACCIDENTS WHEN ORGANISING SWIMMING CAMPS**

Camps organised in a swimming pool may be camps exclusively dealing with swimming training or they may be camps combined with other sports programmes or different, not sport programmes. When teaching swimming in a swimming pool, besides the previous ones other safety aspects must be paid attention to as well, as follows:

- The teacher or trainer leading the training must be the first to step in the pool and the last to leave it.
- Nobody can leave or enter the pool and its area without his being informed. The children must be aware that they must ask for the teacher's permission to enter the pool or leave it.
- The teacher must organise the activities in the way that he can see everybody all the time. Children mustn't get behind his back.
- The teacher must organise the lessons that the number of children can be effectively handled and accidents can be prevented. The depth of the water must be adapted to

the development of the children. In case of deep water special attention must be paid to organisation!

- The difference between the temperature of the heated body and that of the water may cause sudden heart death, therefore it is important that the young at our supervision do not jump into the water heated body. Their attention must be called to it. Taking shower is compulsory before using the pool!
- Children mustn't be left unattended!
- It is forbidden to ask another child to look after a child! A child cannot be responsible for another child's life!
- It is forbidden to do some other „attention-taking” activity (reading a newspaper, phoning) while looking after children.
- Between lunch and activity in water must be minimum 2 hours! Right after lunch it is dangerous to take children into water, to teach them swimming!

## **GENERAL RULES OF PREVENTING ACCIDENTS IN OPEN-WATER ENVIRONMENT**

Dangers of open water are considerably different from the ones in a pool. Open waters may especially be dangerous, the proof of it is that there are several death cases every year. Every open water being it a river or lake is different, but their source of danger is the same: changing temperature, steep, slippery or crumbling bank-walls, waves, pollution, suddenly deepening river-bed, twists, driftwood under the surface, whirls.

The following safety aspects must be taken into consideration besides the previous ones at activities in open water environment:

- Children can never be left unattended on a river bank!
- Swimming, bathing is only allowed at designated places.
- Swimming, bathing is forbidden after having consumed alcohol or right after eating.
- It is forbidden to go into the water in stormy, rainy weather, at lightning. The water must immediately be evacuated and wait for the storm to pass at a safe place.
- It is forbidden to go to the open water and swim at night, in bad visibility without supervision.
- When organising water tours and camps the tour leader must check the number of participants before and after the lesson and if possible, several times during the lesson. as well. He must check the equipment (paddles, ships, etc.), if they are intact.

- The organiser must obey and have water highway codes obeyed!
- It is forbidden to go in the water without supervision and permission!
- To swim and learn to swim in open waters strictly controlled, shallow and fenced off area must be chosen. The teacher must always be at the deepest part, in case of rivers he must teach at the bottom of the practice place taking drifting into consideration.. This way he can always help students in need. At this time it is advisable to do the practice individually or maximum with pairs.
- The most frequent cause of drowning in open water is sudden heart death caused by jumping into the water heated body. Special attention must be made that youth under our supervision never jump in the water heated body.

**With proper preparation, thorough planning accidents can be prevented!** In case of any accident, however, emergency, the school board and the parents must be immediately informed.

## ORGANISING AQUATIC EVENTS, SPORTS COMPETITIONS

When speaking about sports competitions, aquatic events we can consider tournaments, programmes of aquatic sports, tournaments of certain aquatic fields (swimming tournaments) and competitions based on motion material of sports and also those sports which have official tournaments as well.

Organisational tasks of aquatic sports events and tournaments differ from event to event, but generally they are as follows:

- preparation,
- implementation,
- afterworks.

### **Tasks connected to the preparation of aquatic events, programmes are as follows:**

To determine the purpose of the event (competition of schools – classes, sports day, etc.)

To survey financial possibilities, then to make the budget.

To appoint the organising committee (to determine the number, tasks of the organizers, to name persons in charge).

To choose the venue, time. The site may be indoor- or openair swimming pool or bath or open water bathe, etc. If it is a swimming pool or bath an agreement must be made with the

owner and the conditions of the rent must be clarified. The time and its length must be determined, the necessary public address system and other requirements must be ensured.

To make the programme schedule. The tasks, competitions must be determined and discussed with the participants invited.

Promotion. To inform the participants of the event, programme and the public. It is the promotional task of the PR manager to make informational material to pass it to the media, press, schools and clubs, etc.

To organise technical tasks (public address, delivery of tools, equipment, etc.).

Having done the final programme to make a detailed scenario (with persons in charge, venues, times, siteplan, tools, sequence, arrival, awarding, first aid place, etc.).

Implementation of aquatic events or programmes

Aquatic events and programmes can be quite varied, therefore their implementation depends on their content, motion material, purpose, technical- and personal conditions, age and number of participants. The content can also be various, it can be seen in the following chart:

<b>Playful motion tasks in water, skill-based games</b>	<b>Competitions, quizzes of sports</b>	<b>Open-water tasks</b>
free exercises, running- games szabadgyakorlatok, running pliers bouncer games, exercises in pair or group, exercise done with an instrument, skill-based games, tasks, playful, swimming tasks, combat exercise.	swimming, waterpolo, high diving, kayak polo, synchronized swimming, under-water sports (under-water rugby, flipper swimming, under-water hockey, etc.).	water tours, water camps (kayak camp, canoe camp, surf camp, sailing camp), line- and relay competitions, games, competitions of sports (waterpolo, water volleyball, triathlon, aquathlon, kayak polo, etc.)
<b>Line- and relay competitions in the water</b>	<b>Exercise containing dance elements</b>	<b>Other exercise, tasks</b>
exercise of swimming type, sport tasks, exercise combined with tools, funny tasks.	<ul style="list-style-type: none"> <li>• Aquafitness,</li> <li>• water aerobic</li> <li>• aquajogging,</li> <li>• waterstep aquastep,</li> <li>• waterbox, aquabox, aqua attack, aquakick</li> <li>• waterymnastics,</li> <li>• water pilates, aquapilates,</li> <li>• water-relaxation, aquare-lax,</li> <li>• aquanatal and aqua yoga.</li> </ul>	funny games, complex tasks (competitions of several sports in one time),

### **Afterworks of the event**

After every event or programme, having finished it afterworks must be done. The event, the organisation must be evaluated, the press must be informed, the final report and the account must be made. Everybody having participated must be thanked for their work and official thanksgiving letters must be sent.

## **ORGANISING AQUATIC CAMPS**

Aquatic camping involves active freetime activities done in the water or on the bank. Trips on the waterside and freetime sports, watertours related to them are very pleasant ways of active relaxation, it is sport, exercise, rest and recreation as well. Water camps may be water programmes combined with teaching swimming, training camps, swimming camps or mixed sports camps where motion material of several sports is taught. Let us see the requirements of organising camps and the steps to implement them.

There are several types of aquatic camps, hereby organisational tasks of two of the most frequent camps are described: They are WATER CAMP and SWIMMING CAMP.

### **ORGANISATION OF WATER CAMPS**

Water camps also can have several types depending on the accommodation, how long they are and what sport dominates during the camp.

- According to the accommodation there are differences (eg.: tent camp, nomade camps) or whether accommodation facilities at the camp are used (apartmans, hotel, student hostel, etc.) or whether the accommodation is set up by ourselves (tent camp).
- In case of several day-long tours by the type of accommodation they can be fix and trekking camps. In case of fix camps route of the tours may change, but the nights are always spent at the same place, while in case of trekking camps it is always different.
- Depending on what sport is preferred, we can speak about kayak camp, canoe camp, surf camp, sailing camp, etc.

#### **Preparatory works of organising a water camp**

- To determine objective and personal conditions (to ensure ships, to appoint camp- and tour leaders).
- To choose venue of the camp, to get informed from the internet, to collect information.

- First site visit, in case of unknown destination all the route of the water tour must be visited.
- To plan the type, timing of the programmes of the camp. To determine and set tour plans, a detailed programme and daily schedules. In case of a water tour to make a tour schedule. To map the route of the tour, to collect information, to obtain maps, to choose places of accommodation in case of trekking camps.
- To make and issue the scenario and detailed programme of the camp. To announce the camp with programmes, to discuss them with the participants. To finalise the equipment necessary for the camping. To inform participants of the camp and their parents about the camp (detailed programmes, budget, list of necessary equipment).
- To obtain necessary documents (permits, water- and weather forecast, water volatility, important information, availability of doctor, police, pharmacy, opening hours, sights, events).
- To obtain other necessary permits (to camp, to stay on the water area, for transport, to visit nature protection area).
- To obtain the necessary data, information of the campers (address, availability of parents, illness, sensitivity to medicine, permanently taken medicine, allergy, health insurance).
- To fix responsibilities.
- To make budget (travelling, hiring and transport of equipment, accommodation, catering, camping expenses, entrance fees), to calculate and accept participation fee, to include subsidies, and finally to determine and collect participation fee.
- To organise journey and to ensure conditions necessary for travelling (timetables, to survey possibilities of transporting the equipment, to book transfer).
- To obtain and check tools of the camp (ships, sports equipment) and necessary equipment (kettle, electric torch, first aid kit, etc.)

#### Implementation of a water camp

In the implementation phase the camp leader and the other organisers have concrete organisational tasks, like meetings, organising journey, supervision of the transport of the equipment, organisational and implementation tasks of journeys. Tasks of opening the camp, like daily schedule, rules. During the camp to have rules obeyed and check them (tattoo, freetime programmes, rules of swimming, going into water, rules of hygiene, healthcare and accident prevention). To coordinate work of people in charge. During the camp continuous organisa-

tional tasks: to check daily routine, cleanliness, hygiene. To coordinate transport of boats and placing them on the water, to organise programmes (meals, trips, etc). To arrange sports programmes.

In case a trekking camp is organised the organisers must perform other duties related to building a camp. The first is to choose the site of the camp (proper harbouring facilities: properly closed, wind proof, in case of storm it is free from flooding, accident free, toilet, shower, doctor, pharmacy, shop, etc. is in the vicinity. Those camping at waterside are strictly regulated so building a camp can be started by obeying them. When building a camp the work must be directed the camp- or tour leader! He must appoint persons in charge and watch that everybody work. Works to be done when building a camp are as follows:

- to clean the site;
- to appoint the place of tents, boats;
- To appoint the location of toilet, garbage place on the side opposite the direction of wind;
- to smooth the ground under the tents, to set up the tents (rain free);
- to appoint place of fire, camp kitchen;
- to air, dismantle the tents, do remove garbage, to leave camp site clean.

General rules of camping must be obeyed by all the campers. The following must be obeyed all during the camping:

- The environment must be protected!
- The hygiene requirements must be obeyed!
- Trees, bushes mustn't be cut down, nails mustn't be driven in them! Fallen branches are to be used for bonfires!
- The rules of setting fire must be obeyed and have them obeyed!
- Fire, live coals mustn't be left unattended (it must be set out by water or earth)!
- Garbage must be stored in a hygienic way, organic waste can be dug.
- The order of the camp must be obeyed and have it obeyed (it must be determined and campers must be informed beforehand).
- Safety, accident prevention rules must be obeyed (they can be announced beforehand).

### **Afterworks of camp organisation**

Similarly to other events or programmes after finishing camps afterworks must be done. The camp itself, the programmes, the organisation must be evaluated, the parents must be informed and necessary reports must be made. An experience report should be made and the photos, videos should be seen together. The work of those having contributed must be thanked, the sponsors must be sent official thanksgiving letters. An account must be done when finishing the camp. Should money be remained, it must be given back or used mutually.

### **ORGANISING „SWIMMING CAMPS”**

Swimming is considered one of the healthiest and most useful sports. Useful because swimming skills may save lives, we can save our and other people's lives. Several of its beneficial effects on the body are the healthiest. It is an important means of preserving, keeping, recreation of health, while learning swimming is an important scene of personality development.

*Teaching - learning swimming is more than teaching the sequence of certain swimming movements, it is a complex pedagogical system of effects in which complex personality development effects of motion activity teaching are manifested. (Bíró 2008)*

Concerning the importance of swimming let us see the organisational steps, methodology of camps where children are taught to swim. These camps are called „swimming camps”. A swimming camp can be a several-day camp exclusively organised for teaching swimming, but it can also be combined with teaching motion material of other sports as well. Teaching swimming and its organisation and the most important methodic steps are as follows:

#### **Preparatory works of organising a swimming camp**

To determine personal conditions of the camp (to appoint camp leader and swimming instructor and helpers).

To determine objective conditions of the camp. (to choose venue of the camp, to collect information, to rent a pool).

- To make and issue the scenario and detailed programme of the camp. A tábor forgatókönyvének, részletes programjának elkészítése. A napirend meghatározása és összeállítása (az oktatás időpontjának, az étkezés, az étkezés utáni csendes pihenő formájának, módjának az egyéb kiegészítő programok meghatározása).
- To announce the camp with programmes, meals, etc.

- To finalise the equipment necessary for the camping. To inform participants of the camp and their parents about the camp (detailed programmes, budget, list of necessary equipment).
- To obtain necessary documents (important information, telephone numbers, availability of doctor, police, pharmacy, opening hours).
- To obtain the necessary data, information of the campers (address, availability of parents, illness, sensitivity to medicine, permanently taken medicine, allergy, etc).

To make budget, to calculate and collect participation fee.

To organise journey and to ensure conditions necessary for travelling (timetables, to book transfer, hiking, etc.).

### **Works to do to implement a swimming camp**

In the implementation phase the camp leader and the other organisers have concrete organisational tasks, like meetings, organising journey, supervision of the children, meals, daily routine and teaching swimming. Tasks of opening the camp, like daily schedule, rules. During the camp to have rules obeyed and check them (rules of hygiene, healthcare and accident prevention). During the camp continuous organisational tasks and to coordinate education, to organise programmes (meals, trips, etc) and to arrange sports programmes.

In order to teach swimming successfully a predetermined process must be made built up of professionally precise stages. Its first and one of the most important steps is to get children used to water and the second one is to teach the various strokes. If we think about further steps, they might be teaching water sports and teaching self-rescue from water.

Methodology of teaching swimming is not organic part of this book, so it is shown just briefly. Those teaching swimming should acquire the necessary methodic knowledge through training.

It is worth knowing that teaching swimming has two important steps. The first and one of the most important steps is to get children used to the new medium. This process is called by literature water acclimatization. During acclimatization students learn various tasks, like:

- |                         |                      |
|-------------------------|----------------------|
| • Getting used to water | • Floating           |
| • Submerging            | • Gliding            |
| • Opening eyes          | • Jumping into water |
| • Air out               | • Complex tasks      |

When getting used to water the most important is that children take the lesson playing, relaxation. To achieve it games, playful tasks are excellent. Each step of acclimatization – from

submerge to gliding – can be taught through games, playful method. Following acclimatization the second step is to teach strokes. (The phase of acclimatization and teaching strokes are not separated, they are rather combined.) However, so that teaching strokes can be started effectively, it is good if the child can feel comfortable in the water, can submerge, can float and glide, they are the main tasks of acclimatization.

Teaching swimming starts with teaching the strokes. Concerning the number and sequence of the strokes an unified viewpoint has been accepted by most of the experts of teaching swimming. The sequence is front crawl – backstroke – breaststroke, but the first stroke must be chosen taking different aspects into consideration. Several strokes can be taught at the same time, but the number, types and sequence of strokes must be chosen taking individual peculiarities into account. For a long time first breaststroke as basic of „watersafe swimming” used to be taught exclusively, later it was gradually taken over by front crawl. Since the 1970s, based on ontogenetic development and that of the nervous system the firstly taught strokes have become front crawl and backstroke, being more simple in their motion structure. Nowadays front crawl is emphasized by many, but naturally there ones who prefer backstroke. (Kiss M. 2005). Most of the literature suggest front crawl – backstroke –breaststroke – butterfly sequence. (Arold 1989; Csaba 2001; Molnár, Székely 2001, Tóth 2002, Bíró 2008). In her research on teaching strokes Bíró found (Bíró 2006, Bíró 2007) that the choice of strokes mostly depends on what the swimming teachers find the most important purpose when choosing a stroke. Those teachers who consider the age of the student when choosing a stroke prefer front crawl. Those, who emphasize its role in life protection vote for breaststroke as first one. Those who were ready to teach several strokes at the same time emphasized beneficial effects of swimming.

It can be seen when choosing strokes individual circumstances (age of students, number of participants, previous experience), the purpose must be considered and decide accordingly.

*Choosing age* for a swimming camp and learning swimming can be an important aspect for the organiser of the camp. A peculiarity of teaching swimming is that the age of teachability of swimming motion is earlier than other sports (excepted gymnastics). In the majority of sports technical training starts at the age of 10-12, in case of swimming basic technics can already be taught at the age of 5-6. Age 5-6 or 6-7, or 6-8 is the latest which is thought to be ideal to learn swimming. A reason for it is that simple crossed cyclic movements, like motion structure of front crawl or back stroke is similar to that of crawling motion of toddlers, so its teaching can be started earlier. Since teaching swimming motion is preceeded by acclimatiza-

tion, education can be started at the age of 4-5. There are ones who exaggeratedly think that teaching swimming can be started at the age of 2-3, but this age is rather suitable for playing in the water than teaching the different strokes. Determining age in the camp is important due to different factors which are as follows:

- The younger children the camp is organised for, the more helpers, instructors are needed. Depending on the age the ideal number in the group is different as well.
- The more heterogenous the group is, the more problematic the differentiation will be. In case of a group of homogenous skills<sup>2</sup> and age making groups, organisation and teaching itself is easier while at heterogenous groups it is much more difficult.

*Determining the number in a group* is an important aspect when organising a camp. The number of children in a camp is decided by objective, material, personal conditions, the ideally recommended number is a group and the age of the participants. The number may vary because of various factors (age, instructors, helpers, skills). Determining the concrete number of participants depends on the teacher, his skills, experience, the number of the instructors, helpers, the way of the trainings, the venue of the teaching, the depth of the water, the age and the skills of the participants. The ideal number in a group is 12, maximum 15 people to learn swimming by the literature. The researches of Bíró (2008) showed that 63% of swimming instructors work with much higher number than the ideal. There are 25-30 children in a school class, so teachers often have to work with not ideal number. When organising camps the number can be altered by dividing the groups. The younger the child is the more effective a lower number is, so in a camp several groups must be made. When making the groups mostly skills are considered, but division can be made by gender as well. The content of teaching and the type of trainings may also determine when division must be made.

#### **Afterworks of camp organisation**

Similarly to other events or programmes after finishing camps afterworks must be done. The camp itself, the programmes, the organisation must be evaluated, the parents must be informed about the development of the children and future possibilities (trainings, further swimming training times, etc.). The work of those having contributed must be thanked and an account must be done. The rents, fee of trainers, entrance fees must be paid, etc.

---

<sup>2</sup> Having almost the same swimming skills.

## CHECK-UP QUESTIONS

1. Define the concept of event!
2. Ennumerate school sports events and characterise them!
3. Define the concept of forest school! Name its main characteristics!
4. Introduce the types of school camps!
5. Describe purpose- and tool system of school sports events and their competencies!
6. Describe the role and importance of school sports events!
7. Classify sports events by different aspects!
8. Describe the phases of event organisation and its steps!
9. Whwt are the main parts of a scenario?
10. What are the main elements of tenders?
11. What are the organisation- methodic peculiarities of forest schools?
12. Introduce the steps of organising a forest school!
13. Describe the types of sports events!
14. Describe the danger sources of aquatic sports events!
15. Describe the specialities of organising aquatic sports events!



## CONCEPTS

**Forest school:** A forest school is a special educational and learning organisational entity based on the characteristics of nature. They are organised during the academic year, they are for several days uninterrupted, the location is nature environment, different from the location of the organising school, during which the fulfillment of the programme is based on the active learning activity of the children and on cooperative-interactive learning techniques and joint activities, communication of the participants. The teaching is closely related both in its content and curriculum to the natural, man-made and socio-cultural environment of the chosen location. Its outstanding educational task is to develop healthy lifestyle in harmony with the environment and socialization related to community activities.

**Event:** When defining an event, or a program, one can determine that an organized event is not the same as an event (story, case). An organized program has an event, but it's not true the other way round. The event is a part of the organized program! E.g. Out of the events of the Olympic Games the opening ceremony stands out. The program is not the same as the event either, it means show.

**Flash-mob:** The meaning of the concept is pre-organized gathering of people coming together suddenly at a public place, the participants do something unusual, then the group also suddenly breaks up. The aim of the gathering is to call the attention, make common people think about something.

**Programme:** A programme is gathering (of entertaining character) arranged in an organised community. It is an occasional, wide-scale meeting, temporary gathering in prearranged way, It is a series of events in a particular space and time and topic, not mechanically repeated, and also a unique event organised in continuous functioning, when a group of people perform a common activity in an occasional, particular character.

**Event organising (MARESZ):** It is a complex preparatory, organisational, cooperational work related to a meeting of predetermined purposes - social, scientific, professional, cultural, sport or other – at a given place and time, which involves ensuring infrastructure necessary to implement the event (venue, techniques, interpreting, service units, etc.) and catering for the participants (accommodation, meals, programmes, etc.).

**Sports marketing:** It has several major areas:

- a) Sales promotion of commodities by using sports or achievements of sports;
- b) marketing of sports products;
- c) marketing of sport as product;
- d) or all these combined.

**Sponsorship:** „Sponsorship is an investment manifested in money or other way in an activity, in return of which the investor gains profitable commercial potential related to the activity. That is sponsorship is a business connection between two partners when one partner provides money, services or other goods, while in exchange the other partner, being an individual, association or event, provides certain rights, cooperation, association resulting in the commercial advantage of the sponsor.”

**Camp:** It is a several day-, uninterrupted freetime series for the same participants combined with- or not combined with education organised in an environment different from the place of living. Participants mostly do targeted activity with professional supervision. It is determined in time and time-length and has different types, eg. sports. language, freetime, daytime, etc.

## LITERATURE

- Batta Klára (2005): Akvafitnesz. Sóstó-gyógyfürdők Szolgáltató és Fejlesztési Rt., Nyíregyháza
- Bíró Melinda (2006) Az úszásnemek megválasztásának és oktatási sorrendjének vízbiztonság és egészség szempontú megközelítése. *Iskolai Testnevelés és Sport*. 32: 13-20.
- Bíró Melinda (2006) Tanítási-tanulási stratégiák a mozgásos cselekvéstanítás speciális területén, az úszásoktatásban. *Új Pedagógiai Szemle*, 9: 62-71.
- Bíró Melinda (2006c) Az oktatási eszközök sokrétű alkalmazása az úszástanításnál, kisvízes vízhez szoktatás. *Líceum Kiadó, Eger*. 8-33.
- Bíró Melinda (2007) A szervezés módjainak és a foglalkoztatás formáinak megválasztása az úszásoktatásban. *Az Eszterházy Károly Főiskola Tudományos Közleményei, Új Sorozat XXXIV. Kötet Tanulmányok a sporttudományok köréből, Eger*, 2: 11-27.
- Bíró Melinda (2008) Tanítási-tanulási stratégiák az általános iskolai úszásoktatásban, különös hangsúllyal az interakciós helyzetekre. *Semmelweis Egyetem Nevelés- és Sporttudományok Doktori Iskola (Sport és Társadalomtudomány)*
- Bíró Melinda (2011) *Uszodai sportok*. Dialog Campus Kiadó. 203 .
- Biróné dr. Nagy Edit: *Sportpedagógia*. Sport kiadó. Budapest. 1977. 46-48.
- Cáslová, Eva – Vraný, Marek (1998): *Quality of Sport Services of Commercial Health and Fitness Facilities in Prague*
- Chelladurai, P. (1992): *A Classification of Sport and Physical Activity Services: Implications for Management*. *Journal of Sport Management*, 6/1, pp. 38-51.
- Chelladurai, P.-Chang, K. (2003): *System-Based Quality Dimensions in Fitness Services: Development of the Scale of Quality*. *The Service Industries Journal*, 23/5, pp. 65-83.
- Crompton, J. L. - Mackay, K. J. (1989): *Users' perceptions of the relative importance of service quality dimensions in selected public recreation programs*. *Leisure Sciences*, 11, pp. 367–375.
- Dancsó Tünde (2005): *A szociális kompetencia megjelenése a nemzeti alaptanterv kiemelt fejlesztési feladataiban*. In: *Új-Pedagógiai Szemle*. 2005/4 45-52.p.
- Derzsy Béla: *Gimnasztika alapjai F-Forma Kft, Budapest 2001*

- Dosek Ágoston(1997): Erdők, hegyek sportjai. MTE tankönyv, Bp. Kiadja: Magyar Tájékoztató Futó Szövetség. 294.p
- Erdős István: Gimnasztika Sportpropaganda Budapest 1978
- Hardi András: Tájékoztató Természetjárás Tájékoztató, Tárogató Kiadó, Bp. 1995. 48-51. p.
- Hoffmann Istvánné: Sportmarketing. Bagolyvár. 2000.
- Hoffmann Istvánné: Sport-marketingmenedzsment, Bp. MTE, 1999.
- Hogarth L. (1998) Swimming Teaching and Coatching, *Swiming Times*, 1: 96-100.
- Honfi László, Szatmári Zoltán: A sporttorna elmélete és gyakorlata, Dialog-Campus 2011, Elektronikus irodalom
- Honfi László: Gimnasztika, 2011, Elektronikus tankönyv.
- Howat, G. et al. (1996): Measuring customer service quality in sports and leisure centres. *Managing Leisure*, 1, pp. 77–89.
- Kerezsi Endre: Torna 3. Tankönyvkiadó Budapest, 1981.
- Kirk L. Wakefield - Jeffrey G. Blodgett (1994): The importance of servicescapes in leisure service settings. *Journal of Service Marketing*, 8/3, pp. 66-76.
- Könyves Erika – Müller Anetta (2001): Szabadidős programok a falusi turizmusban. Szak-tudás Kiadó Ház Rt., Bp. 11.p.
- Könyves Erika – Müller Anetta: Innovációs együttműködések a szabadidős sport területén. In: *Acta Academiae Pedagogicae Agriensis*. XXXIV. Kötet. 71-81.p. 2007.
- Metzing Miklós: Gimnasztika 2010
- Mimi Rodriguez A. (2005): Aquafitness. Euromedia Group
- Molnár R, Székely É. Feladatok vízben – úszás. in: Ardai L (szerk.), *A testnevelés tanítása tanári kézikönyv alsó tagozatos pedagógusok számára*, Korona Kiadó, Budapest, 2001: 241-260.
- Müller Anetta: A legújabb trendek a sportmarketing és menedzsment területén. In: *Sportszakember továbbképzési konferencia sorozat*. 69-73.p. 2009. *Sportszakember továbbképzési konferencia*. Eszterházy Károly Főiskola. Magyarország, Eger.
- Müller Anetta – Bíró Melinda – Szalay Gábor (2015): *Sportesemények szervezése*. ISBN 978-615-5297-30-4. [http://uni-eger.hu/public/uploads/sportesemenyek-szervezese\\_5551e37e308fb.pdf](http://uni-eger.hu/public/uploads/sportesemenyek-szervezese_5551e37e308fb.pdf)
- Nagy Alfréd: *A sport marketingkommunikációja*; Magyar Sportmenedzseri Társaság, Bp. 2005.
- Nagy József (2000): *XXI. század és nevelés*, Osiris Kiadó, Budapest

- Nagy József (2003): Szociális kompetencia és proszocialitás. In Zsolnai Anikó (szerk.): Szociális kompetencia – társas viselkedés. Gondolat Kiadó, Budapest, 120–136.
- Nemessuri Mihály (1994): Egészségvédő-életörző sportok. Mozgás és Viselkedésbiológiai Szakosztály 25 éves jubileumi konferenciája, Tihany, 130-131.p.
- Németh Csaba: Iskolai sportünnepélyek Művelődési és Közoktatási Minisztérium, Budapest 1993.
- Parasuraman, A.- Zeithaml, V. A.- Berry, L. L. (1985): A conceptual model of service quality and its implication for future research. *Journal of Marketing*, 49 (April), pp. 41–50.
- Pehi László: Torna és sportünnepélyek tervezése BDF Szombathely 1986
- Romák Éva: Sportünnepély II. Tankönyvkiadó Budapest 1981.
- Shepherd, G. (2003): A szociális készségek fejlesztése (SST). In Zsolnai Anikó (szerk.): Szociális kompetencia – társas viselkedés. Gondolat Kiadó, Budapest, 151–169.
- Szegvári Gábor. (1999): Vízgimnasztika – új lehetőség a sportrekreációban
- Tóth Ákos. Úszás oktatása, sportági szakmódszertan. Semmelweis Egyetem Testnevelés és Sporttudományi Kar, Budapest, 2002: 7-24, 67-96.
- Tsitskari, E-Tsiotras D.- Tsiotras G. (2006): Measuring Service Quality in Sport Services. *Total Quality Management*, 17/5., pp. 623-631.
- Veres Zoltán (2002): Szolgáltatásmarketing. KJK-KERSZÖV Jogi és Üzleti Kiadó Kft, Budapest.

## Internetes források

1. <http://erdeiiskola.uw.hu/fogalma.html>
2. <http://iaingraham.files.wordpress.com/>
3. <http://mediapedia.hu/flash-mob>
4. <http://www.andaluzasocorrismo.com/socorrismo/socorrismo.php>
5. <http://www.aquanatal.com>
6. <http://www.canoepolo.org.uk/rules/27>
7. <http://www.elmundo.es>
8. <http://www.fina.org/>
9. <http://www.hetnap.co.yu/7.29/cikk22htm/>
10. [http://www.kihivasnapja.hu/index.php?WG\\_NODE=WebOldal&WG\\_OID=PAGf\\_397eb29&WG\\_FUSK0=1](http://www.kihivasnapja.hu/index.php?WG_NODE=WebOldal&WG_OID=PAGf_397eb29&WG_FUSK0=1)

## Képek jegyzéke

1. <http://www.andaluzasocorrismo.com/socorrismo/socorrismo.php>
2. [http://www.thenorthernecho.co.uk/news/11468480.Olympian\\_opens\\_sports\\_event\\_involving\\_hundreds\\_of\\_children/](http://www.thenorthernecho.co.uk/news/11468480.Olympian_opens_sports_event_involving_hundreds_of_children/)

