

Urban Sport and Culture Volunteers

NFE training for volunteers



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The aim of the NFE training for volunteers is to train volunteers for sport event management by increasing relevant skills and key competences so they become more competent on the labor market.

This methodology is developed as a main USCVol project activity and consists of three levels - NOOB, PRO and GOD. It is foreseen that this education module is implemented within volunteer orientation and training phase in sport and urban culture organisations. After each level a follow up volunteering experience at sport and culture events is expected so that in addition to theoretical knowledge volunteers get the practical background. After each level volunteers should be given more responsibilities so that after the final level they are trained to perform various tasks independently.

Methodology is developed for education of young people with fewer possibilities, aged 16 to 30 years, and can easily be adapted for work with groups of 6 to 20 participants. Considering that the module was developed primarily for organizations that engage volunteers in urban sport and culture events, the methodology contains numerous activities that require physical fitness. With this, we also wanted to excite the participants for their upcoming volunteering experience.

The methodology can easily be conducted by organizational staff having an event management experience with support of a volunteer coordinator. Prior to each level trainers should adequately prepare for the training - prepare the venue, necessary presentations, materials, etc.

NOOB level

NOOB level serves for general introduction to your organization and urban sport and culture event volunteers will volunteer at. Volunteers should get to know each other and trainers through energizers and various team building activities. This level is also dedicated to the topic of volunteering. Views on volunteering definitions, rules of conduct, policies, rights and obligations, motivation etc. You will go over the importance of volunteering for the organization of sport events.

Volunteers will be introduced to different organization sectors, how they work individually and how they all together make the event happen. They will learn about people who they will be communicating with (coordinator and/or supervisors) while volunteering.

Coordinator being a person who will work closely with volunteers and lead them through volunteering process. Supervisors being people who will supervise, manage the process of volunteering.

Having a better view of how things work some time will be reserved for introduction with the venue. This is when volunteers will reflect about the competencies needed to do volunteer work, for the different positions available. This will connect with the Certificate of competences acquired through volunteering where they will have to reflect about key competences.

Volunteers should learn about the purpose of the NFE training as well:

- Development of skills and knowledge which will increase their employability
- Recognition of skills and knowledge gained by participating in the activity through 8 key competences and explain the importance of self-responsibility to learn.

After the training volunteers will be allocated into organizational sectors they will volunteer at. It is important to highlight safety and security

procedures in case of emergency. It is necessary that volunteers are informed of what they should be doing i.e. what are their tasks and roles. They have to be guided and coordinated in line with professional working standards during their volunteering experience.

Once the event is over and their volunteering is final dedicate some time for the evaluation of the NFE training and volunteering experience as well as a feedback on your part about their contribution. As a reward for their participation schedule a time for distributing the Certificates of competencies and celebration of their work.

METHODOLOGY

DAY 1		
GOAL: general introduction, getting to know each other and encouraging team work, define volunteering and identify the rights and obligations as well as importance of volunteering for sport organisations		
Session 1	Introduction to agenda, organisation and event	
After welcoming the volunteers and introducing yourselves (trainers) start the day by going over the planned agenda of the training. Make sure volunteers are explained the goals of the NOOB level. Present your organisation and sport event they will be volunteering at.	20 min	
Session 2	Getting to know each other and team building activities	
Activity	Sheriff game	15 min
Material needed	n/a	
Description		
<p>Everyone stands in a circle with one person in the middle. The person in the middle – Sheriff spins around and points at someone from the circle (Sheriff can be a trainer who knows everyone's name and instead of pointing at person can shout his/hers name). The person who is pointed (shouted) at ducks down and the two people on either side of him/her turn and 'shoot' each other. The slower one is out of the game. The game continues until there are only two people left and ends with shoot-off in the style of a cowboy movie.</p> <p>The leader of the game can announce a certain number which is a shooting permission for last fighters. For example, if the number is 6, the players keep walking further away from each other until they hear the correct number. When they hear it, they turn around and shoot. 5, 14, 7, Bang! For smaller groups game can be repeated couple of times having different person in the role of a Sheriff each time.</p>		

Activity	Face Drawing name game	15 min
Material needed	Sheets of paper, colouring pens set.	
<p>Description</p> <p>Give each participant an A4 paper and a pen. Instruct the participants to write their name on the bottom of the paper. Ask everyone to walk randomly in the room until you say the word 'stop'. Each person should pair up with someone nearby. Instruct the pair to exchange the papers. Everyone should draw the other person eyes. Instruct the pairs to exchange the papers again (now each person should have the paper with their name again). Repeat steps for all face parts (eyes, nose, ears, chin, hair, facial hair and accessories). In the end collect final papers and guess who is who. Use the drawings to decorate the venue where you have your sessions as they will surely be a good laugh from time to time.</p> <p>Variations</p> <p>You can make it without drawing faces but instead by having to answer questions such as 'What is your favorite food?', 'Do you love to travel?', 'Do you have pets?' etc.</p>		

Activity	Tower of Cups	30 min
Material needed	4 - 30 plastic cups of equal size (no handles), 4 rubber bands (must fit around one plastic cup), a ball of string, a large piece of paper for each group.	
<p>Description</p> <p>Instruct participants to prep for the activity: They need to cut 3 - 5 pieces of string into long pieces (60 cm) for each group. Tie each piece of string to a rubber band (evenly spaced apart) - you will get what looks like a five legged octopus. You need to adapt to the total number of participants. For example if you have 6 participants in total you'll have two groups of 3, if you have group of 20 participants you'll have 4 groups of 5 people etc. The groups should be formed randomly as participants are still getting to know each other.</p> <p>Have each group form a circle. Place a large piece of paper in the middle of a group's circle. Scatter the cups (face down) on the paper in the middle of a group's circle. Instruct a group to build a tower of cups by working together! Team members may not touch cups with their hands, or any other part of their bodies (even if a cup tips over). Each person must hold on to one of the strings that is attached to the rubber band. The group can only use this rubber band octopus to pick up the cups and place them on top of each other (by pulling and releasing the strings on the rubber band to place around the cup). The game is over once all the cups are forming a tower.</p>		

Discussion questions

You can have a conversation about how did they complete the task. What needed to be done and what did the group struggle with? Ask the questions like why was it important to work together as a team and what skills did they use to make this activity successful.

Coffee Break

20 min

Energizer

People Stays, Chairs Out

10 min

Material needed

Chairs, music player.

Description

Set up some chairs in a circle (make sure there is one less chair than there are players). Crank the music and get the participants to run (or dance) around the circle of chairs... when the music stops everyone should be on chairs, doesn't matter how. The rule is: No Feet or hands touching the floor! And no one is out but chairs are taken. Take out 1 (or 2 in bigger groups) chairs out after each round! By the end participants have to come up with own solution to No hands or feet touching the floor! rule. For example just sitting on their buttocks on the floor.

Variations

You can X-treme the game by setting the chairs up randomly all over the place up one end of the room, then making participants dance/jump around up the other end. When the music stops it is a mad sprint to the chairs!

Activity

Talking Wheel

10 min

Material needed

List of questions to talk about, stop watch.

Description

Introduce the exercise to the participants as one about finding out about each other and different values.

Ask the participants to form two circles, an inner circle and an outer circle.

Explain to the participants that you will read out questions or statements on which they have to talk to their partner for one minute. Ask the questions that reflect on their prior volunteer activities, their reason for joining to volunteer at your event etc.

When the one-minute is over, the other partner will have the chance to talk on the same subject for one minute. One circle talks at the same time. If the inner circle talks first, then with the next question, it will be the outer circle that will begin first. After every question, the outer circle will move one step to the right, resulting in a change of partners.

The exercise comes to an end when all the questions have been read out and each participant spoke for one minute or when the first two partners stand before each other again, i.e. the round is complete.

The participants should be told that they are not to speak, question, interrupt when their partner is talking. They will have their turn immediately after. The participants should also be told that they could decide not to answer a particular question.

Activity	Minefield	30 min
Material needed	Enough space for setting the field, several light soft objects for obstacles (colored papers, plastic cups, bottles, foam balls etc.) and a blindfold per pair.	

Description

Set up: placing “mines” (large paper cups, empty plastic bottles, cones, soft foam balls, etc.) in many places all over the space.

Once the minefield is set up, divide players into pairs. Create pairs carefully. In each pair, one person will be blindfolded and will not be allowed to see or talk. The other person is allowed to see and talk, but is not allowed to touch the other person or enter the minefield. Have each pair decide which role they want to play and distribute blindfolds.

As you lead the activity, try to inspire the players and emphasize the importance of trust and safety. Promote a serious environment.

Give each pair a few minutes of planning and preparation for their communication strategy. Then, have all pairs go to one end of the minefield. Once blindfolds are worn and everyone is ready, say “Go!” and the activity begins. The blindfolded person cannot talk; he or she just listens and walks. The guider can’t touch his or her partner, but he or she can speak to his partner and use whatever verbal strategy he or she wishes.

After a pair successfully reaches the other side of the minefield, swap roles and repeat the process.

The goal is for each blindfolded person to get from one side of the field to the other. He or she must safely avoid touching the “mines,” by carefully listening to the verbal guidance of their partners.

Note

The size of the field should be adapted to number of participants or for bigger groups instead of setting up a bigger field you can have pairs form groups who would then compete against each other. Be careful that blindfolded people don’t crash into each other. The trainer should ensure collisions don’t occur. He or she can walk around and help keep people separated. Create a penalty for touching a “mine”.

Perhaps a time delay, or a loss of points, or (worse case) a restart.
 Perhaps suggest that a pair develop a unique communication system. When participants swap roles, give participants some review and planning time to refine their communication method.
 If a person prefers not to play, do not force a person to be blindfolded.
 At the end of the time, debrief and allow for reflection; ask pairs what they learned from the experience.

Lunch Break	60 min
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Session 3	Volunteering education; definitions of volunteering, rules of conduct, rights and obligations.
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Activity	Volunteering is...	80 min
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Material needed	Paper, pens, tape, flipchart papers, printouts of definitions on volunteering, scissors.
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Description

A.1. Definitions of volunteering from different sources

Print out (write) different definitions of volunteering on the paper. Cut out the words from each definition and place them (hide them) throughout the room. Have participants search the words and put them together. Jointly review and refine the definitions if necessary. Once complete tape final definitions to the wall and have a small chat about key words from each definition.

A.2. Importance of volunteering

Place 3 large papers on the floor, each with different title; Person/ Society/Organization. Have each participant write down the reason why volunteering is important for each category stated. Lead a conversation about why volunteering is important for sport organisations and explain why your organization in particular needs volunteers. Share some details such as how many volunteers your organization has already had, how many working hours have they gathered so far, what is the economic value of volunteering etc. This is also the part in which you will discuss motivation. Ask participants to answer why they have applied to volunteer in the first place. Write all the answers to a flipchart and add on additional motives that are most common for volunteers in sport. Make a correlation between their motives and processes in volunteer management of your organization. For example, conducting this training as part of a volunteer program can significantly contribute to the motivation of individuals who expected to acquire new knowledge and skills.

A.3. Introduction to rights and obligations

Prepare statements in relation to volunteering such as:

- *Volunteering should be paid.*
- *Can a volunteer be treated the same as paid staff?*

- *Should profit associations look for volunteers?*
- *Is volunteering worth the time it takes?*
- *Have you ever benefitted by someone's volunteer work? etc.*

Have participants stand in line. Explain you will be reading a statement or asking a question and stepping couple of steps out of the line would mean they agree with the statement (their answer to the question is Yes). Staying in the line means they disagree (their answer is No). Mediate a small discussion as to why they decided to take their stand.

DAY 2

GOAL: introduction to different organization sectors, staff members (people who will volunteers most likely encounter and/or work with during their volunteering), location of volunteering, interpretation of 8 key competencies

Session 1	Introduction to different organization sectors and staff members	
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Energizer	Human Rock, Paper, Scissors	10 min
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Material needed	n/a	
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Description

Before you begin the game, decide on a pose that will represent choosing rock, paper or scissors. For example, lie on the floor for paper; bend your knees and hold your arms in front of you as if you're holding a barrel for rock; clap your hands above your head for scissors.

Once you've agreed your poses, divide participants into two equal teams and give them 5 minutes to agree their strategies. Paper beats rock, which beats scissors, which beats paper. They will be playing five rounds – highest score wins.

When participants are ready, trainer counts down to signal to go:

Paper, Rock, Scissors! On the word scissors, everyone needs to make their pose.

Energizer	Counting	5 min
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Material needed	n/a	
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Description

Have participants sit or stand in a circle. Now all they have to do is count together, taking turns to count to three.

After a few rounds of this, swap the number one for a clap, so instead of saying the word, you physically clap your hands together. After a few rounds of this, clap instead of saying one. Several rounds later click your fingers instead of saying two. Finally, when they've done this for a while, clapped for one, clicked fingers for two have them stamp foot for three.

When someone gets an action wrong, they're out. Keep playing until one last person is left. If everyone is doing really well limit the time for activity for example 10 minutes.

Activity	World of Images	30 min
Material needed	Different colored post-its, 8 - 10 black and white photographs of people.	

Description

Place the photographs in different parts/corners of the room (on the floor, on a soft board, flipchart stands or the wall...), and around each photograph, place a few blocks of post-its and pens (photographs should be of a team working in organization of the event or public figures that will maybe attend the event and participate in the award ceremony etc.). Choose people of different backgrounds. Make sure photographs are linked to the volunteers' positions available. Instruct participants to look at the photos and write one or two words describing the persons in each photo as well as what would their role in the organization be. Participants should work silently placing brief descriptions to the photos. The participants can counter the descriptions of others by placing different information beside them. Thus, a silent discussion will take place among participants for each photograph.

Once descriptions for all the photographs are written, present the people in the photographs, thereby confronting participants with the descriptions they made and also the stereotypes they used to describe what they saw on the photographs.

Debriefing questions

What did you learn? On what do we base our initial impressions of people?
 What are the first things we notice about a person from his/her photograph?
 How are photographs used in the mass and social media? How much do they tell you about a person?

Variations

You can have 2 photographs of the same person but in different settings.

Coffee Break	20 min
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Session 2	Getting acquainted to location (locations) where volunteering will take place.	
Activity	Tour of Venues	85 min
Material needed	Papers with statements, pens.	

Description

Now having a better view of how things in your organisation work, make a tour at the venue they will volunteer at (skate park, sport court, sport arena, concert venue, art gallery, theatre etc.).

At the spot direct a casual conversation to make them reflect about the competences needed to do volunteer work with the different positions available. This will connect with the 8 key competences.

Talk about sectors of your organisation and skills and competences needed for each position. Set the learning objectives for participants, have them evaluate their knowledge by filling out the statement:

'I am good at ____, but not in ____.'

and challenge themselves with the statement

'I hope to improve my ____.'

Variations

You can have them DM the answer to trainers or have them write the statement in the comments of the post you'll create for this purpose in your volunteer group or workshop event on social media.

This will allow reflecting on the result at the end of their volunteer work.

Lunch Break		60 min
Session 3	Understanding key competencies and linking them to available volunteer positions	
Activity	Introduction to 8 Key Competences	40 min
Material needed	Papers, pens.	
Description Introduce 8 key competencies (Youthpass) and the self-responsibility to learn. Encourage participants to go for those competencies they want to learn and explain how the learning is validated through the Youthpass. For instance have them write the letter for future selves with what they would like to achieve during the volunteering. Limit the time for example 15 to 20 minutes for this activity. Trainer should keep the letters and hand them back at the end of volunteering so they can compare what they learned.		
Activity	Allocation of volunteers into organization group sectors	40 min
Material needed	Event booklet.	

Description

Hand out booklet to participants with all necessary information about sport event they will be volunteering at. Booklet should contain information such as event protocol, exact schedule, contact information, work instructions etc. Now that the participants have become more familiar you can announce to the group who is in which sector. You can make it a fun awards ceremony by having a pretend drumroll when announcing where they get to 'work for free' and setting them off to a next day of volunteering at the event.

The final training day prior to volunteering serves as orientation for volunteers. This is when they need to learn, in addition to their role, what are their duties and what is expected from them. Go over rules of conduct during volunteering. For example if they are required to wear specific uniforms, protective clothes, what are advised manners and other. Moreover let them know that besides their volunteering duties to remember to have fun as well.

Note

If you are conducting training in advance of volunteering make sure volunteer managers that will be supervising different sectors get in contact with their volunteers and do at least one team meeting prior to the first day of volunteering. Assuming that this is the case in the respective sport event.

If the volunteering starts the very next day have volunteer managers/supervisors join the training and participate in the orientation.

DAY 3

GOAL: getting practical experience by volunteering at the event, receiving feedback on the training and volunteering experience, recognizing and rewarding volunteers work

During the event**ON SITE SUPERVISION**

Make sure volunteers have met with their supervisors (sector managers) and that they all get specific brief about tasks expected of them. They should know what shifts they are working in, where and to whom they are reporting each day etc.

GATHERING AND PROVIDING FEEDBACK

Ask volunteers to give a short feedback on their prior volunteering day each morning (alternatively afternoon if they work in different shifts) before starting a new day. They should feel comfortable sharing.

After closing of the event

CERTIFICATE CEREMONY

Gather your volunteers at the end of their volunteering by organizing a volunteer party. Create a small ceremony to thank them on their work and to give out their Certificates. You can have them participate in the activity by handing out a different persons Certificate to each volunteer. Going one by one they describe the person who's Certificate they're holding while everyone tries to guess the person. Once the right person is found they receive their certificate from his/ hers fellow volunteer.

EVALUATION

Do a quick and easy flipchart evaluation covering the training. While they are still on the venue have them evaluate the training. Make it a simple pizza chart covering the NFE training topic content, Communication & Instructions, Food & Venue, Trainers, Communication, Volunteering experience at the Event. Give them pens and have them put a dot in the pizza circle – closer to center being the higher mark and further from the center being the lower mark. This way we can learn what to improve in the next year's session.

PRO level

Continuing to NOOB level volunteers are now ready for stepping up and learning more about what lies behind every successful event. PRO level is focused on development of skills and key competences. It explores the impact at a societal level of sport NGO's, differences between NGOs (in general) and companies, difference between values, mission and activities of sport associations. Volunteers should reflect on importance of sport organisations and link them to some challenges in society (why sport, does sport improve society in general etc.).

Funding and sponsorships are targeted in the second part of this level. Volunteers will get a broader view of where they can get funds, starting at a national level to international with focus on urban sport and culture sector. You are encouraged to present some existing programs in your country that your organization has experience with.

The final part of PRO level rounds up previous topics. Volunteers will use practical tools for project creation and deliver a small layout of a project proposal by filling in an EU or a national co-financing opportunity or sponsorship form. This assignment will then be pitched to trainers creatively and evaluated to see if they would be awarded the grant or sponsorship.

After the training volunteers will once again volunteer at a sport event but this time try to give them more responsibilities or even more demanding positions than previous time. For example, if you engage volunteers in the events social network sector, for the first time they may have had the task of helping to publish already prepared content (copy and visuals), which is in line with beginner jobs. The very next volunteering opportunity in the same sector could include tasks such as content creation (independent copywriting and visual selection).

Once again you will recognize and reward your volunteers after their volunteering experience and gather their feedback.

METHODOLOGY

DAY 1		
GOAL: understanding the impact at a societal level of sports organizations, why, how, what of sports organizations, mission creation and sport competition/ event concept activities development		
Session 1	Introduction to agenda and event	
After welcoming the volunteers go over the planned agenda of the training. Make sure volunteers are explained the goals of the PRO level. Present details about sport event they will be volunteering at.		20 min
Session 2	NGO's and the impact at a societal level of sports organizations	
Energizer	Balloon Game	15 min
Material needed	Ball of string (piece of string for each participant), balloons (one for each participant), energetic and fun music, speakers.	
<p>Description</p> <p>Each participant using a string attaches a balloon to one of their legs, close to the heel. They should check that the knot which holds the balloon is strong enough. The group mixes and when the trainer starts the game each participant should start bursting the other's balloons using only legs while trying to save their own balloon. If the participant's balloon is burst they leave the game. There is a funny music on background.</p>		
Splitting game	Atoms	10 min
Material needed	Energetic and fun music, speakers.	
<p>Description</p> <p>The participants should split into three groups. Explain the participants they are each an atom and how they move and that the goal is to form molecules. When the music starts the participants should start walking randomly in the space.</p>		

The trainer sets a “temperature” by saying for example 6 degrees. The higher the temperature the faster the participants should move, the lower the temperature the slower the participants should move. When the trainer says group by two atoms for example, the participants should find a partner and hold their hands. After this, they let go of their hands and start again. The trainer changes several times the “temperature” and the numbers till the needed groups are formed. After the three groups are formed each one receives a task. The maximum number of participants in every group should be 5 people. If there are more people more teams could be formed in each group. For example in group 1 could be two different teams working on the same topic separately.

Activity	Research	30 min
Material needed	Laptops or smartphones and wifi access, papers and pens for notes.	

Description

Group 1 - Find the values, mission, activities, and impact on the society of three companies.

Group 2 - Find the values, mission, activities and impact on the society of three sports organisations.

Group 3 - Find the values, mission, activities and impact on the society of three NGOs.

The groups have 20 minutes for research.

Coffee Break	20 min
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Activity	Attitude scale	10 min
Material needed	Paper tape, prepared statements, Fit for Life publication quiz.	

Description

The participants form a line and the trainer gives instructions: the floor of the room is separated into two parts by a paper tape. Trainer will read statements and every one individually will answer the statements with agree or disagree. One side of the room represents agreeing and the other is disagreeing. The stronger you agree or disagree the closer you will go to the further border of the two spaces, the less you agree or disagree the closer you go to the line. The space between the line and the end of the room is like a scale of answers.

Each participant will answer the statements *from the point of the organizations he or she researched*.

After each statement the participants stand on the position they think is right, and then discuss why they choose this position.

The trainer facilitates the discussion and at the end gives his/hers opinion and states the facts.

The trainer then delivers short presentation about the difference between various sport organisations, (you can use example from [Fit for life publication](#) to help with explaining how to differentiate sports club from sport/youth organisation). Present more on values and mission as well as good practices of these organizations. Ask the question why sport? Hand out 'What's your view' quiz to participants for them to reflect on their point of view.

Statements

- *The organizations you represent are focused more on positive social impact than profit.*
- *The organizations you represent entirely depend on sales of services or products.*
- *Often there are volunteers in the organizations you represent.*
- *The members of the organizations you represent receive part of the profit.*
- *The mission and values of the organizations you represent are highly regarded and strictly followed.*

Activity	NGO registration	20 min
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Material needed	Flipchart papers, cut outs (paper sheets) with written registration steps.	
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Description

Prepare paper sheets with written steps of NGO registration and have participants place them in the right order on a timeline drawn on the flipchart. Allow up to 10 minutes for this. After they are done go through the steps of NGO registration process in your country in more details. Explain law regulations and tax obligations if there are any.

Lunch Break	60 min
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Session 3	Sport NGO creation and sport competition/event concept development	
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Activity	Golden circle by Simon Sinek	30 min
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Material needed	Flipchart papers, pens, laptop, projector.	
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Description

Present theory about the Golden Circle.
 Show a short [video](#) to participants:
 Start With Why.
 You can find additional theory in the book "Start with why" by Simon Sinek.

After the introduction, the participants gather again in the same groups from the research and have the task to create a golden circle for their own sports NGO. Why is for the mission, How is for the values, What is for activities. They should come up with an sport organization name and it should all be written on a flipchart paper.
When they are ready each group presents their sport organization to others.

Activity	Keep or Kill	30 min
Material needed	Post it papers, pens, tape, flipchart papers from previous group work (creating a golden circle for their sport organization).	

Description

Get ideas flowing with brainstorming activity where all ideas are welcome. Have participants pair up and set a time limit of, say, 15 minutes. The idea is that each pair comes up with as many ideas for sport competition/event concept as possible in that time, scribbles them on a Post-It, and sticks them on flipcharts from previous activity taped to a wall. You should have three different NGO's with their mission, values and activities that they've already created.

Note

Make it clear that the idea here is just to jot down whatever comes to mind; there are no wrong ideas. To make it more fun, offer a prize for the pair that contributes the most ideas (identified by different color Post-Its). At the end of the 15 minutes, you'll have a wall full of ideas. Now spend some time going through them, with a group vote on each: Keep or Kill.

Kill only the ones that the group vetoes unanimously; sometimes a half-baked idea can lead to a really good one later on. The ones you keep can then of course be thought about and refined later on in the upcoming activities when they will be developing project ideas and find a common picture/understanding for situations in different realities.

Start the activity with a warm up about brainstorming and rules for creative environment, such as:

1. *Nobody is wrong, no idea is crazy*
2. *Forbid the automatic NO*
3. *Everything is worth writing down*
4. *Use the positive in each idea.*

DAY 2

GOAL: exploring opportunities for funding and developing skills for searching funding opportunities

Session 1	Introduction to agenda
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Debrief shortly about covered topics and yesterday's activities and have a small introduction to days topics.	20 min
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Session 2	Identifying and analysing basic sport organisations strategies
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Energizer	Copy Cat Game	10 min
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Material needed	Energetic and fun music, speakers.
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Description

One of the participants leaves the room. The others form a circle and choose a leader who will be showing the moves during the round of the game. The rest of the group should copy his/hers moves. The trainer plays energetic music and the leader shows a move which everybody in the room starts copying.

The participant who was out of the room during the selection of the leader enters and stands in the middle of the circle and should guess who the leader of the moves is while the leader changes the moves regularly.

When the guessing participant discovers who the leader is they swap and the ex-leader should go out of the room and the game continues.

Activity	Personal SWOT Analysis	30 min
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Material needed	Laptop, projector, papers, pens.
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Description

Present principle of analysis and explain it at an example of your organization. After everything is clear have participants make a personal SWOT analysis.

They should end up with a sort of self-assessment.

Explain that this could perhaps help them take on different roles in the following debate.

Activity	Advocacy and lobbying debate	50 min
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Material needed	Definitions and examples of advocacy and lobbying, flip-chart, pens/ markers.
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Description

Advocacy and lobbying group work involves finding out about What is advocacy? What is lobbying?

Ask participants to;

- mention 2 or 3 activities involved in advocacy
- mention 2 or 3 outcomes/changes due to effective advocacy

The trainer needs to make sure to ask participants to point out some key or common words emerged from group responses. They should be written on a flipchart. Trainer continues to lead the discussion on key words mentioned and goes on saying something about advocacy, policy makers and the purpose of it. Present different examples of successful advocacy such as Earth Hour, This Girl Can or Doctors without borders.

Once participants are more familiar with the subject *emphasize how it can be linked with funding and marketing strategies of sport organization* and talk about some qualities successful advocates/lobbyist need to have and have participants check if they have any of these qualities written in their personal SWOT analysis.

Have them then work in groups from Golden Circle activity to deliver a message in any of 4 possible strategies;

- *person to person – have them practice face to face discussion;*
- *print – write a letter to decision makers;*
- *electronic – record a radio or tv report;*
- *drama or other art form – think of a small play scenario or write a poem or a song.*

Allow 15 minutes for delivering the message exercise and leave 5 minutes per group for presenting the result.

Coffee Break

20 min

Session 3

Funding information searching

Activity

Finding funds

20 min

Material needed

Laptops (one per team) or smartphones, papers, pens.

Description

Participants work in same teams. Each team has 20 minutes to explore funding opportunities. The trainer can give directions where they can find some information if necessary (younger participants) and facilitate the process but independent work is encouraged.

The aim of this exercise is for participants to practice their searching skills for funding opportunities.

When they are ready the trainer asks questions such as:

- *How did you start searching?*
- *What was difficult and what was easy?*
- *What took you the biggest amount of time?*
- *What can you do next time to be more effective and efficient?*

Activity	World Café	30 min
Material needed	Flipchart papers with titles, pens/markers.	
<p>Description</p> <p>After the research the teams receive flipcharts with questions. Each team receives one flipchart with one question.</p> <p>Questions:</p> <ul style="list-style-type: none"> • <i>What internal activities would you do for funding?</i> • <i>What local and national funding opportunities do you have?</i> • <i>What international funding opportunities do you have? How EU can fund you?</i> <p>The teams have 5 to 7 minutes to answer the question on the flipchart using the information from their research. They write the answers on the flipcharts. After the time is out they move to other teams flipcharts and have the same time to answer the question. The flipcharts do not move only the teams swap their places. When each team has passed through all the questions they present the answers. Each team presents the answers from the flipchart they finished with.</p>		
Lunch Break		60 min
Session 4	Presenting funding opportunities	
Activity	Funding opportunities	60 min
Material needed	Presentation, laptop, projector.	
<p>Description</p> <p>The trainer delivers a presentation for funding opportunities and compares this with the results from previous exercise. Prepare a case study/ good practice example of your organization's funding strategies for year round activities, sport event budgeting or both.</p> <p>Note</p> <p>Make sure you provide as much details as possible. Share with participants;</p> <ul style="list-style-type: none"> • what are your private funds (from your organization activities, memberships, services, registration fees etc.), • which public tenders you apply to (tourist board, city sport association and other government bodies tenders, maybe even EU funds), • how you contract sponsorships for your sport event (what are the conditions). 		
Activity	Q&A	20 min
Material needed	n/a	
<p>Description</p> <p>Allow participants to ask any questions and provide answers to them.</p>		

DAY 3

GOAL: using tools helpful for creating project proposals, filling out a project layout, good practices in answering questions from the layout, practicing pitching skills

Session 1 Introduction to agenda

Welcoming the participants and small introduction to days topics.	20 min
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Session 2 Fund me project layout presentation

Energizer	Dance, dance, dance	10 min
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Material needed	Energetic and fun music, speakers.
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Description
 The participants form a circle. One person stands in the middle of the circle and when the music starts he/she starts dancing in a funny way while the others should copy his moves. After around 15 – 30 seconds the funny dancer takes the hand of another participant from the circle and brings him/her in the middle of the circle as a replacement. The group starts copying the funny moves again and again after 15 – 30 seconds another exchange is made to continue dancing and so on.

Activity	Project layout presentation	40 min
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Material needed	Presentation, laptop, projector.
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Description
 Presents to the participants an empty layout for a project proposal. Use an existing layout your organization has previously used for getting funds (i.e. local tourist board tender, sport association tender for organization of competitions, Erasmus + small scale partnership form, sponsorship offer layout etc.). Go through all the questions and explain the key points.

Note
 Include the key application procedures and the rules from the guidelines for project applicants in the presentation and then go through the questions from the template.
 Keep it on point and ‘easy’ to understand focusing on most important points such as; project description, project goals, project activities, expected results, planned budget, timeline etc.

Coffee Break	20 min
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Session 3		Good practices in filling project layout and useful tools	
Splitting game	Aliens	10 min	
Material needed	Papers with numbers for creating 3 groups.		
Description			
<p>Each participant receives a paper with a number. The numbers on the papers represent jumps. Participants can't show their paper to other participants. The trainer explains that the participants are now the aliens and can only communicate through jumping. They are not allowed to speak or use body language. The goal is for each alien to find his friends and hold their hands. If the aliens have the same number of jumps they are friends and form one team. When the game starts the facilitator plays funny music and the participants start meeting each other. When two aliens meet they perform a greeting like Chinese people then they start jumping simultaneously. If their numbers of jumps are equal they start screaming happily, hold their hands, and continue looking for the rest of their friends together. If the number of jumps is not equal they run from each other scared.</p>			
Activity	Filling the project layout	30 min	
Material needed	Print outs of project layout, sheets of paper with answers to layout questions.		
Description			
<p>The teams exercise filling out the project layout from previous presentation. They receive it together with answers to each question on a separate sheet of paper. For every question, there are 4 – 5 answer options with differences in text structure, words, details, etc. (the differences between the options are the key aspects in writing project applications which will be explained later). The teams compete to find the best option for every question and stick it on the flipcharts. They have limited time of 20 minutes. In the end, the trainer goes through the questions and explains which option receives the biggest number of points and why. Trainer asks teams to elaborate their choice of answer. Throughout this evaluation of each team's answers trainer is keeping score. When the points are counted the winning team is announced.</p>			
Activity	S.M.A.R.T. basketball	50 min	
Material needed	Five small office wastebaskets or cardboard boxes, five balls for each participant or sheets of colored paper wadded into balls, sheets of paper, flipchart, tape, markers.		
Description			
<p>Prepare needed materials prior to the session. Write "Specific," "Measurable," "Achievable," "Relevant," and "Timely" in large block letters on separate sheets of paper.</p>			

Make the first letter in each word about twice the size of the other letters, in red or a color different from the rest of the letters. Tape the sheets to five wastebaskets, one sheet per wastebasket. Place the wastebaskets in a row in front of the group so that the letters read S.M.A.R.T. Explain the meaning of the acronym and its importance for creating project proposal and that this activity is designed to help the group evaluate and choose goals.

Have the participants' brainstorm a list of at least five S.M.A.R.T. goals relevant to their sport organization (those they have created within Golden circle task) and write them down. Leave up to 10 to 15 minutes for this. Help groups to discuss the goals for clarification and to make any needed changes.

Distribute five balls (or colored paper balls) to each participant. Explain to participants the "S.M.A.R.T." criteria and either give out a handout or write it on the flipchart that will be visible to all groups. Answer any questions they may have about their intended meaning. Point out that the first letter of each word on the wastebaskets represents those five criteria, S.M.A.R.T.

Once all groups are done with brainstorming have them stand in front of wastebaskets. Read each goal that is listed on their list and ask them to evaluate it by simultaneously tossing balls into the wastebaskets representing the criteria it meets. For instance, if a participant believes a goal is "specific," "achievable," and "timely," he or she would toss three balls, one into each respective wastebasket. After the goal has been "evaluated," count the number of balls in each basket and record the total on the score keeping flip chart. Repeat for the remaining goals. Declare the best goals to be those with the highest total points.

Discussion

Discuss this technique for setting goals and evaluating them, as well as the rating for the goals by using the following questions:

- How well did this activity work for evaluating your goals?
- Did you notice a tendency to toss balls into baskets already containing balls? Why did that happen?
- Did you take this form of evaluation as seriously as more traditional approaches? Why or why not?
- In what ways could this approach improve group evaluations?
- Did everyone understand the criteria? If not, what could have been done to increase your understanding?

Lunch Break		60 min
Session 4	Fund me! exercise and pitching skills	
Activity	Problem and solution tree	40 min
Material needed	Laptop, projector, flipchart papers, pens or markers.	

Description

Have participants gather in three groups from the Golden circle session and work out a Problem and solution tree for their sports organization. Show a short presentation of the tool [Problem and solution tree](#) and afterwards present an example of such a tree related to your sport organization. Have each group draw their problem trees on flipchart papers and solve it. Leave 30 minutes for this and provide consultations throughout. After the task is done have all participants revise other group trees by placing sticky notes with comments on them.

Activity	Project proposal creation	40 min
Material needed	Project layout handouts, flipchart papers.	

Description

Participants group with their working teams from the previous session and using the flipcharts from the last exercise (problem and solution tree) fill the project layout on behalf of their sports organisation. Leave 30 minutes for this task. When they are ready they pitch for 3 minutes in front of the trainer who gives feedback.

Note

Use the same project layout you have presented in the beginning of the day. Participants should be able to fill it out as you should have covered all key points within previous sessions within PRO level.

Activity	Q&A	10 min
Material needed	n/a	

Description

Allow participants to ask any questions and provide answers to them.

DAY 4

GOAL: getting practical experience by volunteering at the event, receiving feedback on the training and volunteering experience, recognizing and rewarding volunteers work

During the event**ON SITE SUPERVISION & GATHERING AND PROVIDING FEEDBACK****After closing of the event****CERTIFICATE CEREMONY & EVALUATION**

GOD level

GOD level is dedicated to gaining practical skills, knowledge and experience for the leading positions at sport events. Within previous training levels volunteers got to learn about volunteering and its importance for sport organisations. They have researched funding options and some helpful tools were used to create a project proposal among other activities.

The final GOD level will provide volunteers with complete understanding of sport event management. This covers all phases of event management process from planning to execution.

Topics such as budget management, volunteers coordination, marketing and promotion, protocol, communication, safety and security, tax obligations and other will be examined.

Volunteers will have the task to 'organize' a sport event focusing on most important management tasks that your organisation requires in order to organize urban/sport event. You need to prepare for the main session (Prospectus 23) in such a way that it corresponds to your actual event.

Encourage volunteers to do their own research and come up with solutions. If you are able to have tax officer visit the training and support their findings regarding taxes etc. this could be fun, if not make sure a manager from your organization who is in charge of your event budget is available to answer all their questions.

Volunteers will again volunteer at a sport event after the training but this time they need to have more proactive role with more responsibilities. So for instance, your volunteers in the events social media sector will level up from beginners and middle management tasks to now help co-creating entire media plan for the event. Some sectors can perhaps even be managed by volunteers, like info point or athlete registrations.

Recurrently you will recognize and reward your volunteers after their volunteering experience and gather their feedback.

METHODOLOGY

DAY 1		
GOAL: promote a comprehensive overview of organization of a sport event, developing skills and knowledge related to the topic, learning about legal formalities, duties and exemptions on different types of organizers		
Session 1	Introduction to agenda and event	
Introduce participants to training purpose: gaining comprehensive knowhow on sport event organization, go over the planned agenda of the training. Let them know that this time their volunteering at sport event will include having a more proactive role.		20 min
Session 2	Ice breakers and team building activities	
Energizer	Fat and Ugly Pony	10 min
Material needed	n/a	
<p>Description</p> <p>This energizer features a theme song. Here it is:</p> <p style="padding-left: 40px;"><i>I had a little pony, a fat and ugly pony. I had a little pony and this is what he told me; Front, front, front, my baby! Side, side, side, my baby! Back, back, back, my baby! This is what he told me.</i></p> <p>Have participants form a circle and imagine themselves as ponies. One is to take the role of the rider in the centre and start the song. The rider performs horseback riding movements while moving around the circle. When the song reaches the line "This is what he told me," the rider stops in front of the closest participant (pony) and turns towards them.</p>		

Together, the rider and the chosen pony continue singing and performing movements in sync with the song's verses:

Front, front, front. My baby! – facing each other

Side, side, side. My baby! – jumping sideways in the same direction

Back, back, back. My baby! – jumping in the same direction so they are turning their backs to each other as they face the same direction

This is what he told me! – jumping sideways again in the same direction turning in a complete 360° twirl to return to the starting point.

After completing the 360° twirl as the song ends, both the rider and pony transition into becoming riders themselves. They continue riding inside the circle, moving on to new ponies. In each subsequent round, the number of riders doubles. The game continues until there are no more ponies left.

Activity	Guess the colour	30 min
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Material needed	5 to 7 different coloured markers.
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Description

“Guess the Colour” is a game that promotes nonverbal communication among participants and enhances teamwork understanding.

Have participants self-form teams of up to 8 people (ideally up to 4 teams), with the trainer only specifying the team size. The trainer holds markers in 5 to 7 different colours to use in the guessing game during each interval. Prior to the game, each team must establish a nonverbal communication strategy. Emphasise the significance of reaching a suitable strategy. The objective is to communicate individual colours to one another.

Once all teams have agreed on their strategy, the game begins.

Teams line up in rows facing away from the trainer, with only the first person in each row facing the trainer. The trainer selects a specific number and colour of markers (combination) for teams to communicate to each other.

The trainer reveals the number and colour of markers to the volunteers facing them.

The participants’ task is to transmit this combination through the broken telephone method to the last member in their team’s line, utilising the prearranged communication strategy. The objective is to relay the combination as quickly as possible to the last team member, who must promptly run to the trainer and provide the correct combination.

Another trainer acts as a referee, ensuring fair play and keeping track of the score. The game continues until one team emerges as the winner. Set either a predetermined time limit or a specific score target to determine the end of the game, based on the number of participants.

Tip

Begin the game with an easy round to help teams understand the concept and warm up. Gradually increase the difficulty by introducing more colours and potentially doubling the number of colours used in the game.

For example;

First round – red and green

Second round – blue, green and yellow

Third round – red, green, blue and green

Fourth round – yellow, yellow, red, etc.

Halfway through the game, if teams have been unsuccessful in communicating effectively, allow them to upgrade their strategy. If necessary, restart the game to give them a fresh opportunity to improve their communication.

Feedback

Ask participants to describe the day's activity and their learning. Have them share their thoughts about the team building activity. Ask them;

- What happened during the game?
- How did you feel during the exercise?
- If any, what were the differences between the rounds?
- Did you manage to work together?

*Help the group analyse how they worked together and what makes good group work.

- Did you have problems in agreeing on communication strategy?
- How could they improve their performance?
- What skills did they need? Responsibility? Listening and responding skills? Cooperation?
- What else?

*Learning outcomes

- Did you enjoy the game? What did you like/dislike about it?
- Is it an activity you would use/adapt for others?

Coffee Break

20 min

Session 3**Sport event management****Splitting game****Candies**

5 min

Material needed

A bowl, 3 sorts of different candies.

Description

Place different candies in a box and have participants draw one piece out – those with the same piece make one group. Make sure you have same amount of each sort and one piece for each participant.

Activity	Prospectus 23	230 min
Material needed	Laptops or smartphones (minimum one per team), flipcharts, markers, printouts, stationery, costume and/or identification badge for the tax collector (to get into the character).	
<p>Preparation</p> <p>Prepare flipcharts with presentations on sport and culture event management. Tape the flipcharts to a wall for easy visibility throughout the day for all teams. Provide printouts containing definitions of each organisation type (NGO, public body, private company) for all teams. Include printouts with budget amounts, venue options, insurance offers, and tax notices. Ensure trainers have comprehensive knowledge about tax regulations applicable to each organisation type in the respective country. Create a desk and timetable for tax and insurance consultations for teams, specifying the consultation appointment length (e.g., 50 to 90 minutes into the task).</p> <p>Present your event as a case study to assist participants in designing the event. Announce the following to the participants: “We are seeking proposals for organising the upcoming sport and/or cultural event, Prospectus 23. The event spans three days and targets young individuals aged 16 to 24 who are interested in urban sports and culture.”</p> <p>Description</p> <p>Explain to the participants, divided into three teams, that their task is to develop a detailed and comprehensive project proposal for organising the event based on the organisation type assigned to them. Their task includes creating a complete event program, outlining promotional strategies, determining the required personnel, and more.</p> <p>Teams should be assigned their organisation type (<i>NGO, public body, private company</i>) through a blind draw. Each team should work on separate stations to prevent copying. If working outside the room, they should inform you of their location for supervision. The tax collector will make an appearance at some point. Trainers should remain present in the room to address any questions or concerns.</p> <p>Teams are required to present the following content on flipcharts:</p> <p>Sport Event Management</p> <p>Preparation: Explain to the participants that they need to identify tasks to be fulfilled before, during, and after the event, including implementation and evaluation. Teams should also be able to explain their chosen methodology.</p>		

Budgeting

Implicit in their choices, but teams can elaborate and share their process. Includes choosing the venue.

Volunteers

Defining tasks, duration of shifts, duties, and rights of volunteers. Explaining how efforts will be recognized and experiences validated.

Marketing, Promotion, and Communication

Outlining strategies, methods, and logic behind event marketing and promotion.

Safety and Insurance

Addressing safety measures for participants, organisers, volunteers, and workers. Insurance consultations.

Staff Hiring

Utilising the budget to hire staff, clarifying the specific categories of staff needed and outlining the skills that are relevant to each category. Keep in mind your group members and their skills.

Trainers should use bold words on the flipchart to indicate key content and explain expectations.

Organiser Budget (Adjust amounts as needed):

NGO: 250k

Public body: 500k

Private company: 400k

The Tax Collector (VAT):

The tax collector appears randomly, ideally after lunch break when the teams have finished budgeting. This is the ideal time for granting tax exemptions or collecting tax based on the organisation's type.

NGO: Previous year's tax exemption granted, with an overpayment of 50k to be added to the budget.

Public body: Government grant of 60k to support the event organisation to be added to the budget.

Private company: Down payment of 30k from the previous year, to be deducted from the budget.

Insurance Consultation

Trainers determine the consultation length for participants to explore available options. Each team should identify a minimum of three insurance options along with their corresponding third-party liability premiums.

Each option should have a cost (cost is calculated in the amount of 0,7% of the premium), and the team must select one.

Basic: 50k

Regular: 100k

Pro: 150k

The Venues:

Identify three actual venues in your city in advance to ensure more realistic project management.

Venue 1: 300k

Venue 2: 200k

Venue 3: 100k

Prices increase based on the venue's size and the services offered.

Staff Hiring:

(Major roles only.)

What kind of personnel would you hire for the event?

What specific characteristics would you require?

Volunteers should elaborate their choice, considering their own team's skills and experience.

Each staff or service cost: 50k

Cost of approx. 50 volunteers: 50k

Presentation and analysis

Allocate 10 minutes to each team for the presentation of their event project, followed by a trainer-led 15-minute analysis of the outcomes. Announce the best-performing team and consider preparing a small award.

Questions for analysis

Ask questions about the Prospectus 23 proposal:

- How were tasks delegated within your team?
- Were there any conflicts within the team during the creation of the project proposal?
- Encourage volunteers to reflect on decision-making dynamics within the team and how they were accepted by others.
- Did you encounter any challenges in deciding on the venue, creating the final event program, or budgeting?
- How did the tax collector's exemption/charge impact your project?
- How did it affect your marketing strategy and the number of staff hired?

Activity	Q&A	10 min
Material needed	n/a	
Description		
Allow participants to ask any questions and provide answers to them.		

DAY 2

GOAL: getting practical experience by volunteering at the event, receiving feedback on the training and volunteering experience, recognizing and rewarding volunteers work

During the event

ON SITE SUPERVISION & GATHERING AND PROVIDING FEEDBACK

After closing of the event

CERTIFICATE CEREMONY & EVALUATION



Croatia



Estonia



Ireland



Poland



Slovenia



Ukraine





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