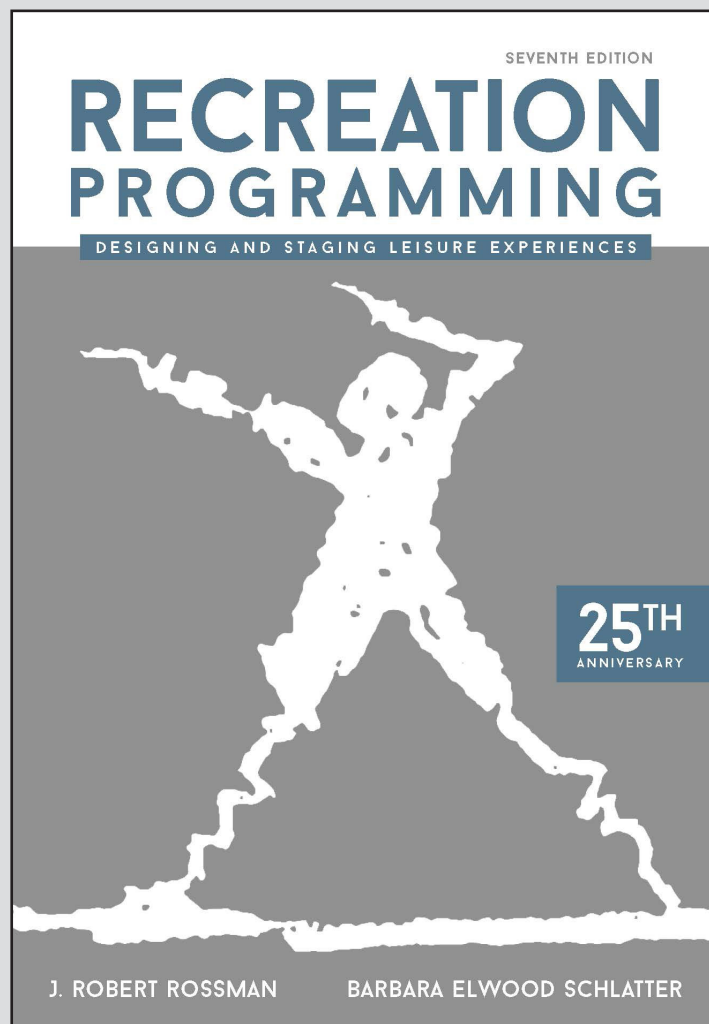


STAGING A PROGRAM

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P U B L I S H I N G

STAGING A PROGRAM

SAMPLE STAGING A PROGRAM PROJECT SYLLABUS

(7.5% OF FINAL GRADE)

[Form 1]

This project will provide you the opportunity to work with a programming group to design, stage, and evaluate a program for our class. Below are the instructions and expectations.

GROUPS

Groups will not be larger than X (determined by class size, but groups larger than 10 do not work well). There are X possible groups you can join including the following interest areas. We will likely need to adjust some of these as students elect different interest areas.

Group 0—Sport Management

Group 02—Youth Development

Group 03—Event Planning

Group 04—Outdoor/Environmental Recreation

Group 05—Tourism

Group 06—Special Needs Populations

(These seem to be the groups that students envision themselves addressing but adjust to fit the interests of students in your class)

You may sign up for one of these groups on E-Learning. Look in the box labeled **STAGING A PROGRAM**. Membership in each group is limited to X. **PLEASE COMPLETE SIGNING UP FOR A GROUP BY CLASS ON [DATE]** as we will devote a class to Group Organization on this day.

Each group is responsible for accomplishing three things in addition to getting themselves organized to accomplish the task. These represent the programming trilogy we discussed—designing intended outcomes that matter, staging meaningful engagement in program interactions that ensure accomplishment of the outcomes intended, and evaluating/accounting for what occurred.

1. Submit the Program Design Form (Form 3) that includes the name of your program, who it is designed for, and 3 to 5 performance outcomes for the program you intend to operate; remember, these are what you intend to happen to the participants as a result of participating in your program (See Figure 6.1 and Chapter 10).

THESE ARE DUE THE CLASS PERIOD BEFORE YOUR PROGRAM IS SCHEDULED.

2. Design and stage a program of activities to implement these outcomes and implement them during the operation of your program. If you are making the progress you should be on your Comprehensive Program Plans, the total group should have several activities to choose from (i.e., you can use some activities from each individual's program plan if they are appropriate).

PROGRAMS WILL BE OPERATED DURING CLASS FROM [Date] to [Date]. (THERE MAY BE SOME ADJUSTMENT TO THESE DATES ONCE ALL GROUPS ARE FORMED). STUDENTS ARE EXPECTED TO ATTEND ALL OF THESE CLASSES TO EITHER BE ONE OF THE PARTICIPANTS OR A PROGRAM STAGER.

3. When planning (that is as part of steps 1 and 2), you also need to develop an evaluation process for assessing accomplishment of your performance outcomes. At the end of your program, you should implement your evaluation scheme and submit a write up of it within 48 hours of your program's operation. Collectively, the group only needs to submit ONE of these evaluations.

Each student’s grade will be determined by the evaluations of their peers (20%) and the evaluation of your group’s work completed by the instructor or some other evaluator (80%). See the evaluation rubric on page 6 of this document.

Each INDIVIDUAL must submit an evaluation of the contribution of each member of the group on the form provided at the NEXT meeting of the class following their group’s program presentation.

SAMPLE STAGING A PROGRAM PROJECT [Form 2]

GROUP ORGANIZING DOCUMENT

INITIAL GROUP MEETING AND ASSIGNMENT WORKSHEET
(EACH GROUP SHOULD TURN IN ONE COMPLETED FORM AFTER CLASS or by [DATE])

- Group members; introduce yourselves to the group.
- Exchange contact information.
- Review how far along each one is on preparing your individual comprehensive program plan.
- Begin discussing the type of program you will want to operate for class. The idea is to select one activity or program from each person’s program design to use in the “in-class” program operation. In larger groups, it may not be possible to include something from each person’s design.
- Figure out the best time for the group to hold future meetings.
- Designate or select a group contact to work with COURSE INSTRUCTOR as needed.

Name of GROUP—CIRCLE ONE

Group 01—Sport Management
Group 03—Event Planning
Group 05—Tourism

Group 02—Youth Development
Group 04—Outdoor/Environmental Recreation
Group 06—Special Needs Populations

GROUP CONTACT—Name _____ Phone _____
e-mail contact _____

VENUE NEEDED FOR PROGRAM? Check one

CLASSROOM ___ OUTDOOR AREA ___ Name a specific area if known or needed.
CONFERENCE ROOM ___ GYMNASIUM ___ OTHER _____

PREFERRED DATE OF OPERATION—Rank your preferred dates with #1 being your most preferred,

LIST DATES

**Any other special requests, needs, or questions?
Write out details on the back of this form!**

SAMPLE STAGING A PROGRAM PROJECT [Form 3]

DESIGN OF A STAGED PROGRAM

Due the class period before your program operation is scheduled

DATE of program operation: _____

GROUP NAME: _____

TOPIC: _____

VENUE: _____

Name of program:

AUDIENCE: Who is the program designed for? Provide as many details as available.

INTENDED OUTCOMES: List 3–5 Participant Outcomes (Y statements), outcomes intended for participants as a result of participating with 3–5 Programmer Interventions (X statements), the interventions you will implement to ensure Participant Outcomes for each Y statement (Figure 6.1).

FRAMED INTERACTIONS: Attach designed frames and interactions of a scenario with at least three frames that will ensure accomplishment of the Participant Outcomes identified above (See Figures 11.3, 11.4, and 11.5).

SAMPLE STAGING A PROGRAM PROJECT [Form 4]

PROGRAM STAGING GROUP PEER EVALUATION FORM

20% of the 7.5 points for the project.

DUE at the next class meeting after your presentation.
Turn-in hard copy or e-mail to INSTRUCTOR at e-mail address.

You should evaluate yourself and each of your peers. Indicate how individuals performed on the functions listed and provide a summary numerical score appropriate for the designated letter grade.

Y = YES N = No S = Sometimes (Circle one or put an X under it)
Grades 10—9 = A, 8.9—8 = B, 7.9—7 = C, 6.9—6 = D, Below 5.9 = F

Group Name _____ (List all group members in Alpha order)	Attended Group Meetings	Contributed To the Group's Effort	Provided Leadership	Summary Numerical Score
1. Yourself—Fill in your name.	Y N S	Y N S	Y N S	
2.	Y N S	Y N S	Y N S	
3.	Y N S	Y N S	Y N S	
4.	Y N S	Y N S	Y N S	
5.	Y N S	Y N S	Y N S	
6.	Y N S	Y N S	Y N S	
7.	Y N S	Y N S	Y N S	
8.	Y N S	Y N S	Y N S	
9.	Y N S	Y N S	Y N S	
10.	Y N S	Y N S	Y N S	
11.	Y N S	Y N S	Y N S	

PROGRAM STAGING EVALUATION RUBRIC

DATE:

GROUP:

VENUE:

Attach Form 3:

Quality of Program Design including Participant Outcomes (Y statements) and Programmed Interventions (X statements) as guided by Figure 6.1.

*Are outcomes clear and achievable in the time frame of the program to be operated?
Do interventions clearly relate to the outcomes intended?*

Score: A = 10-9; B = 8.9-8; C = 7.9-7; D = 6.9-6; F = 5.9 and below **Score _____**

**Was the program staged well and appropriately for the intended design group?
Are frames and transitions well planned and executed?**

Score: A = 10-9; B = 8.9-8; C = 7.9-7; D = 6.9-6; F = 5.9 and below **Score _____**

Were facilities/equipment/supplies adequate and appropriate?

Score: A = 10-9; B = 8.9-8; C = 7.9-7; D = 6.9-6; F = 5.9 and below **Score _____**

Were intended outcomes achieved through the activities (interactions) staged?

Score: A = 10-9; B = 8.9-8; C = 7.9-7; D = 6.9-6; F = 5.9 and below **Score _____**

Were the participants engaged by the program stagers via leadership, venue, activities, etc.?

Score: A = 10-9; B = 8.9-8; C = 7.9-7; D = 6.9-6; F = 5.9 and below **Score _____**
Was the evaluation scheme appropriate?

Score: A = 10-9; B = 8.9-8; C = 7.9-7; D = 6.9-6; F = 5.9 and below Score _____
Overall Comments:

TOTAL SCORE Σ ___ scores/6 ___/1.33 = ___ X .80 = ___

Group Score to be assigned to each student in the group. Each student's average peer evaluation score will be added to this score for a total project score for each student.

NOTE: This project is worth 7.5 final points. Eighty percent of the points come from this group program implementation score and 20% come from each student's peer evaluation score.

Evaluator: _____

STAGED PROGRAM EVALUATION FORM

ONE of these is due from each group the class period after you operate your program.

GROUP : _____

DATE: _____

ATTACH FORM 4

Describe your evaluation procedure including the instrument you used, how you analyzed it, the outcomes you can document with the data collected, and the recommendations for future operation of the program you can deduce from your evaluation data. [No more than the rest of this page plus one other.]

Issues that may be addressed:

- Were participant outcomes appropriate and could they be realistically achieved?
- Were your programmer interventions appropriate to achieve the result you intended? If there were problems, were they with the intervention intended or how the program was staged?
- Were your evaluation questions and methods appropriate for examining the participant outcomes intended?
- Were your evaluation questions and methods appropriate for examining your staging strategies (frames and transitions)?
- Are your evaluation results valid given your evaluation questions, collection methods, and data analyses?
- Are your recommendations supported by the data? You should recommend to drop the program (identify a replacement program if possible), modify it (identify modifications justified by your data), or continue the program without changes (make certain your data support this recommendation).

SAMPLE STAGING A PROGRAM PROJECT [Form 7]

GROUP PROGRAM STAGING SCORE

7.5 FINAL POINTS OUT OF 100

STUDENT : _____

GROUP: _____

STUDENT'S SELF EVALUATION = _____

STUDENT PEER SCORES

Student 1				
Student 2				
Student 3				
Student 4				
Student 5				
Student 6				
Student 7				
Student 8				
Student 9				
Student 10				
= Σ		Σ/n of scores =	$\times .2 =$	$/ 1.33 =$

Summary:

Mean of Student Peer Scores = _____

+ GROUP PROGRAM PRESENTATION SCORE = _____ From Form 5

TOTAL SCORE = _____

Out of 7.5 final points = _____%

STUDENTS: Check your own self-evaluation score with the mean score assigned by your peers.