

GEORGE MASON UNIVERSITY
College of Education and Human Development
School of Recreation, Health, and Tourism

PRLS 310 – 003 – Program Planning and Evaluation (3)
Fall 2016 – Mondays 4:30 – 7:10pm
RAC 2203

FACULTY

Instructor: Ivan Levin M.S.
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Office Hours: By Appointment
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Phone Number: 540-818-5818 (9am-10pm Call or Text)

PREREQUISITE(S): PHED 200, PRLS 210, SPMT 201, or TOUR 200.

UNIVERSITY CATALOG COURSE DESCRIPTION: Introduces fundamental principles and techniques of the planning process for sport, recreation and tourism programs, including assessment of needs and goals, objectives, and mission statement; generating solutions; Planning programs for implementation and evaluation.

COURSE OVERVIEW: The course provides the benefits-based components of programming across all concentrations and two degrees in RHT. It has been designed to include fundamental principles and techniques of the planning process for health, fitness and recreation resources' parks and outdoor, therapeutic recreation; or sport management; or tourism and events management. Using theoretical models, students will design a **Written Program Plan** that outlines all of the programs to be accomplished in **(a)** twelve (12) *Program Design Forms* using **(b)** ten (10) *program classifications* around a to be announced (tba) theme for at least **(c)** *fourteen (14) hours* in length. It will be designed as if it would occur in the future in and at a location on a GMU Campus. Based on lectures, the text, and outside sources, this course's **Written Program Plan** creates the beginning of a student major's RHT portfolio. Each student will add to their portfolio's theme driven **Written Program Plan** throughout their future semesters' coursework, including core courses PRLS 323, PRLS 450, PRLS 460, and the 490-General Education synthesis internship course. The portfolio has provided validation both for employers to hire both interns, and students apply their **Written Program Plan** onsite.

COURSE DELIVERY METHOD: This course will be delivered using a face to face lecture methods

COURSE OBJECTIVES: At the completion of this core course towards a BS in Health, Fitness, and Recreation Resources (HFRR) and Tourism and Events Management (TEM) in RHT students should be able to:

1. Formulate a personal programming philosophy.
2. Justify the **Written Program Plan's** benefits for participants after choosing program elements within their concentration/degree of either health, fitness and recreation resources' parks and outdoor, therapeutic recreation; or sport management; or tourism and events management.
3. Prepare measurable goals relevant to their target participants and setting.
4. Accurately demonstrate in the **Written Program Plan** the responsibilities of a programming professional.
5. Complete a polished **Written Program Plan** for submission that can be used in future RHT courses, for documentation toward a 490 internship, and/or for professional placement.

PROFESSIONAL ASSOCIATION STANDARDS: Further, upon completion of this course, students will meet the following professional accreditation standards for the Council on Accreditation of Parks, Recreation, Tourism, and Related Professions (COAPRT):

7.02: Students graduating from the program shall be able to demonstrate the ability to design, implement, and evaluate services that facilitate targeted human experiences and that embrace personal and cultural dimensions of diversity.

REQUIRED TEXTS: Rossman, J. Robert and Schlatter, Barbara E. (2015). *Recreation Programming: Designing and Staging Leisure Experiences* (Seventh Edition). Sagamore Publishing.

COURSE PERFORMANCE EVALUATION: Students are expected to submit all assignments on time in the manner outlined by the instructor (e.g., Blackboard, Tk20, hard copy). This course will be graded on a percentage point system, with a total of 100 possible percentage points.

Assignments and Examinations:

Requirements	Percentage Points
3 Exams at 15% Each	45%
Written Program Plan for RHT Portfolio (completed in teams)	25%
Program Plan Presentation	10%
Class Participation (Attendance, Program Design Forms, Volunteer, Article Reviews)	20%
Total	100%

Assignment Summaries:

WRITTEN PROGRAM PLAN FOR RHT PORTFOLIO

Each student must purchase **1 soft, 3-ring binder for you and the team will purchase 1 soft 3-ring binder team copy**. All binders need typed and professionally *labeled* index tabs. No plastic sleeves may be used in either the individual or team binder. Both the individual's binder for each team and the team's binder will look **EXACTLY** alike and be turned in all together. Each individual will get their copy back and the team's identical copy retained for future programming purposes.

The typed title page embellished with pictures and clip art will appear on the first page of both individual and team copies. Each index tab will be typed and professionally *labeled* with the numbered parts of the Program Plan listed below (Part 1). The first index label will say #1 (Mission and Philosophy); next #2 (Need for the Program); followed by #3 (Design Goals of the Program); then #4 (Operation Details); then #5 (Program Design Forms); and last #6 (Program Evaluation). **Throughout the semester as each numbered item is completed, embellish pages with pictures, clip art, and appealing consistent fonts to enhance the overall professional appearance.**

PROGRAM PLAN PRESENTATION

Each group will give an oral presentation to present their program plans. The presentation will cover all elements of the written program plan and highlight three individual programs. All group members **MUST** participate and a visual presentation aid must be used (PowerPoint, Prezi, etc.)

VOLUNTEER

Each individual will - independent of his/her team - work as a volunteer for a specific event in the Fairfax, Loudoun, or Prince William communities. Activities, days, times, and evaluation criteria will come later. Students will not pass the course without completing the volunteer component, including contact hours and evaluation of the event.

PROFESSIONAL ARTICLE ANALYSIS

Each individual will - independent of his/her team - research **TWO** recently published articles in a professional journal (**PEER REVIEWED**) and write up to a single **FULL** page paper addressing (1) the important information you gleaned from the article (2) how you could use that information as a program planner (3) why you think the information is or isn't helpful (4) complete citation using APA style required.

WRITTEN PROGRAM PLAN FOR RHT PORTFOLIO

I. THE PROGRAM PLAN

Enticing Overall Program Design Title - Make sure that not only your overall program plan title is enticing but also each individual **Program Design Form** has a unique title to attract clients like those featured in *Fairfax County Parktakes*, for example.

A. Mission and Programming Philosophy

1. *Mission* – **1 complete paragraph**
2. *Programming Philosophy* - What is your program trying to achieve, including overall benefits for the client? 1 complete Paragraph.

B. Need for the Program - Convince your staff, supervisors and funders of the need for your program plan based on referenced data that you have researched. **Must show actual research on target market. ½ to a full page.**

C. Program Goals and Objectives - Required a total of 10 statements (a combination of program (x) and behavioral objectives (y)) as defined in class and presented in the text. The objectives must be specific, observable, and measurable for future evaluation.

D. Operation Details.

1. *Venue Arrangements* - A specific listing of all areas to be used in the Program Plan. All venues should be specifically described and include a map of the facility and/or layout of the overall facility. DETAILS
2. *Special Arrangements* - Contractual arrangements for *transportation*, outside *entertainment* coming in, or *concessions* should be listed on this page. For example: "Arrangements with a local bus company will be negotiated to pick up participants at their residence and return them." Parade permits; liability insurance; or special maintenance services can also be listed in a generic way like the above example. Please provided examples or mock-ups of each form presented. **Describe what the special arrangements are and provide a SAMPLE agreement for each.**
3. *Inclusion Plan* - Agencies are required to provide reasonable accommodations in programming for people with disabilities. If not they could face a suit due to the Americans with Disabilities Act (ADA). Based on the class lectures and references from the Office of Disability Services website <http://ods.gmu.edu> list ways to make the program inclusive perhaps through such examples as:
 - a. Adaptive equipment or assistive devices will be available upon request.
 - b. An individual coach will be available for people who need one-on-one assistance.
 - c. Specific accommodations and/or modifications based on your target population...grandparents (seniors), parents (adults), teens,

- children, infants, and any age group who may have a physical or mental challenge.
- d. State if specific modifications can be found on each program plan form.
 - e. Be detailed and explain across all programs and activities.
4. *Equipment and Supply Needs* - List 2 itemized inventories:
 - a. All necessary equipment needed to run the entire program from the **Program Design Forms** including the number necessary (but not cost*)
 - b. All necessary supplies needed to run the entire program from the **Program Design Forms** including the number needed for the maximum number of clients.
 5. *Promotion Plan* – A well-developed promotional/communication plan including press releases and social media. The plan should include specific ways to let the public know:
 - a. All w's - who, what, when, and where
 - b. What the beneficial outcomes for participants are and why they should engage in this program.
 - c. Provide an actual written plan (1 page +) with followed by samples of social media, website, flyers, etc.
 6. ***Budget and Pricing Information (will be taught in another course and added later).***
 7. ***Registration Plan (not in this initial plan).***
 - 8a. *Staffing and Staff Orientation Plan* -- A list of all permanent staff needed to run the program.
 - a. Use fictitious names.
 - b. Each staff's job title.
 - c. Certifications and/or expertise for each.

**Job Description must be included.
 - 8b. *Staffing and Staff Orientation Matrix* as described in class that shows the staff for all 12 activities over at least 14 clock hours using 10 program classifications:
 - a. Who is to be...
 - b. ...Teaching what
 - c. Location they are to report to facilitate.
 - d. When they are to report.
 9. ***Management Plan (will be taught in another course and added later).***
 10. *Cancellation Plan* -- Events don't cancel themselves. In case of rain, if any part of the plan is outside, state a back up space or alternate date planned. List a contingency plan if promised transportation doesn't arrive on time. **Be detailed and write in paragraphs (1/2 to 1 page)**

11. *Set-Up* -- Assume custodial crew will set up each space prior to participants' arrival. Provide VISUAL layouts for **EVERY PROGRAM**.
Be sure to show:
 - a. Arrangement of chairs and/or desks and big equipment
 - b. Speaker or leader's position among participants.
 - c. Any specific atmosphere can be detailed here.
12. *Risk Management Plan* -- Attempts are made to anticipate all types of risks associated with your plan. List the risk and how it will be controlled. List the forms that will be on file to be utilized when running the program plan. **DETAILS. Make relevant to your program based on the info you were given. See Chapter 13 powerpoint – be detailed.**
13. *Animation Plan* -- A master schedule for all of your Program Design Forms needs to be developed and thought must be given to how people will move from one program to the next. You may elaborate on each program in the Program Design Forms. **SHOW TRANSITIONS.**
14. *Program Wrap Up* -- Explain how the program will end. **Think through in detail.** Be sure to include the following:
 - a. Plan for correspondence, any awards, and post-event press release, social media
 - b. Take down plan to return the site to normal operation for anything that will not be handled by the custodial crew.
 - c. Plan for how people will exit the program.
 - d. Timeline for preparing to repeat the program or a similar one.

E. Program Evaluation (will be taught in another course and added later).

II. INDIVIDUAL PROGRAM DESIGN FORMS

(F) Twelve (12) Program Design Forms -- With each **Program Design Form**, assume you are not facilitating so everything must be spelled out. As a result, each *Description of Activity* must be a detailed blueprint, lesson plan, storyboard, and cookbook-like description that someone else can pick up and facilitate. Complete references using APA style are required for each **Program Design Form** so that the facilitator could acquire further information. **All Program Design Forms require a complete reference at the bottom.**

1. Researched sources may include databases, journals, magazines, the web, books, manuals, etc... that identifies examples, equipment, or DVDs to be used for that activity. Be sure to use the right format appropriate for each activity.
2. *Use ten (8) Program Classifications* -- 8 of the 10 activity classifications on p90 of the text must be used at least once as an activity on a **Program Design Form**.
3. *Program Design form hours* -- Each **Program Design Form** must run for at least 30 minutes in length and no more than 90 minutes. The total number of programmed hours must be a minimum of 14 clock hours.

4. ***Important -- To be worthy of a Program Design Form, there must be an *instruction* component. Activities that run themselves can be a part of the program plan design, but are not worthy of a Program Design Form.***

SAMPLE ARTICLE ANALYSIS

PRLS 310
Spring 2016
Article Analysis #x
Month #Day, #Year

Analysis of: "Article on Program Planning" by Author Name
by
Student First & Last Name

Paragraph one discusses the information contained in the article: the author's theory or research. You may want to include two or three specific facts you gleaned from the article.

Paragraph two develops paragraph one through the lens of a program planner. You need to explain how the author's theory could be put into practice by a programmer. This may also be where you tell the reader why you think the author's research would be helpful or harmful to your work as a programmer. However, if the paragraph is too long, you may choose to put it in another paragraph.

Paragraph three is a nice and concise summary of the points you have made in your analysis.

(THIS SHOULD BE A FULL PAGE) – more than this example!

Bibliography

Author Last, Author First Initial. (####year). Name of the article is in plain type. *Title of the Journal is in italics. Followed by Journal #, Page #s.*

Text
Body is
Double
Spaced

Citation
is in
APA
Style

Volunteer Hours Timesheet

Please PRINT clearly unless otherwise specified.

Student Volunteer Information

Name: (First) _____ (Last) _____

Total Number of Student Volunteer Hours: _____

Program Information

Title: _____

Agency: _____

Location: _____

Date: _____ Program's Scheduled Time: From: __:__ AM/PM To: __:__ AM/PM

To be completed by the program supervisor

Student Volunteer arrived at __:__ AM/PM Student Volunteer left at __:__ AM/PM

Please answer Yes or No to these statements:

- The student volunteer was properly dressed. **YES / NO**
- The student volunteer arrived on time and prepared. **YES / NO**
- The student volunteer was helpful. **YES / NO**
- The student volunteer asked appropriate questions. **YES / NO**
- The student volunteer interacted with the served population in an appropriate manner. **YES / NO**

Please Print Your Name: _____

Please Sign Your Name: _____

Please Print Your Title: _____

Phone: (_____) _____ - _____ Email: _____

Thank you very much for your time and assistance.

To be completed by the student

Please attach a typed statement (APA style) addressing as many of following topics as you can:

- What did you expect?
- Were your expectations met?
- What did you witness?
- Who was the target population?
- Do you have any thoughts concerning the target population?
- Were the target population's needs met?
- Do you think the target population enjoyed the program? Why?
- Describe the setting (you may use a map).
- List or describe any equipment.
- Describe the role of the programmer in the program.
- Describe your role in the program.
- Do you think the program is transferrable? Why?
- Do you think the program was a success? Why?
- Is this a program YOU would like to conduct in your future career? Why?

Please attach any handouts from the program.

Please attach a copy of any agenda or lesson plan or program design forms you may have been provided with.

Please attach any promotional materials for the program.

PRLS 310 - Program Planning and Design
Collaborative Learning Agreement Page 1

We, the undersigned, agree on the following obligations for the group work done during PRLS 310: **Please fill out, sign, and hand it in to your instructor.**

Group Name: _____

Program Site: _____

Expected group behavior: (at least three expectations)

Example: Each team member will equally share in the responsibilities and share with the group...

Unacceptable behavior: (at least three negative behaviors)

Example: Miss a group meeting without informing a team member in advance.

Failure to follow obligations will result in the following:

Example: Expulsion after two warnings from the rest of the team members.

Date: _____

Signed:

PRINT

Signature

Collaborative Learning Agreement Page 2

Part of your grade in PRLS 310 is based upon collaborative work. By effectively communicating and working with group members, your chance for success is greatly increased. Your collaborative learning agreement is the foundation upon which you will build working relationships with your team members. The purpose of the group agreement is to help you prevent conflict from arising by discussing each team member's expectations. Should problems arise, this group agreement will be called upon by your instructor.

When developing your group contract, discuss all of the following points:

- Outline how you will work towards positive experiences and minimize negative issues.

- How often will you meet to plan your group assignments? Where will you meet?

- How will you divide the work?

- How will you deal with problems that arise in your group? (E.g. showing up late for meetings, not completing assigned tasks, not communicating effectively...). Group problems should be addressed immediately. Do not wait until the end of the semester.

- What is the process for determining when a problem reaches a point to involve your instructor?

Exchange contact information for all group members.

PROGRAM DESIGN FORM TEMPLATE



(Use Your Own Clip Art, Logo, Visual)

Enticing Individual Event Title:

Program Classification: Arts-Performing: music, dance, and drama; Visual, crafts; New arts-Technology-based such as computer graphics; Cognitive and literary activities; Self-improvement/education; Sports and games; Aquatics; Environmental activities-greening, outdoor recreation and risk recreation; Wellness/Fitness; Hobbies and social recreation; Volunteer services; Travel and tourism

Purpose of the Activity (Goal or outcome):

Session Number (i.e. Will this be activity #1 or 5 or 12?):

Appropriate Amount of Time (To run the activity-No more than 90 minutes):

Specific Location (Required for the activity to take place; specific room # or name):

Number of Participants (The activity is designed for): **Minimum:** **Maximum:**

Equipment List (Necessary to run the activity activity

Supply List (Necessary to run the activity

Specific quantity to run for the max participants):

Specific quantity to run for the max participants):

Program Format (Self-directed/noncompetitive; Clubs/Groups; Drop-In; Competition/leagues and tournaments; Special Events; Skill Development):

First to Last Directions (Needed for someone else to lead the activity-As specific as a blueprint or cook book). To be worthy of a Program Design Form there must be an *instruction* component. Activities that run themselves can be a part of the program plan design, but should not be included on a Program Design Form.

Benefit/s (From participating name and identify a cognitive benefit; name and identify a behavioral, or name and identify an affective benefit):

Complete APA Reference (Including reference for a certain video, journal, magazine test, etc.
Remember when citing a website to include the retrieval date):

Grading Policies:

Attendance Policy: Mason Catalog: "Students are expected to attend the class periods of the courses for which they register. In-class participation is important to the individual student and to the class as a whole. Because class participation may be a factor in grading, instructors may use absence, tardiness, or early departure as de facto evidence of non-participation. Students who miss an exam with an acceptable excuse may be penalized according to the individual instructor's grading policy, as stated in the course syllabus."

There is NO make-up work.

Accordingly, in this course, absences, tardiness, or early departure are considered de facto evidence of non-participation. Three tardies, and/or early departures (including putting head on the desk and closing one's eyes) equal one absence. Class Participation grades are taken daily and any unexcused absence will result in a 0 for that day. Three or more absences without advance permission or a doctor's note on letterhead will result in 0 points for Class Participation in the final grade.

If you miss a class, it is your responsibility to obtain class materials (notes, handouts, etc.) from sources other than the instructor. Only then should you approach the instructor for questions.

All assignments are due at 4:30 PM, the beginning of class on the assigned day. No late work will be accepted without a doctor's note on letterhead. Written work is to be typed and spell checked to avoid point deduction. Tests must be taken on assigned days unless approved ahead of time and **no class participation make-ups** will be available.

Grading Scale

A = 94-100	B+ = 88-89	C+ = 78-79	D = 60-69
A- = 90-93	B = 84-87	C = 74-77	F = 0-59
	B- = 80-83	C- = 70-73	

PROFESSIONAL DISPOSITIONS: Students are expected to exhibit professional behaviors and dispositions at all times.

CORE VALUES COMMITMENT: The College of Education and Human Development is committed to collaboration, ethical leadership, innovation, research-based practice, and social justice. Students are expected to adhere to these principles: <http://cehd.gmu.edu/values/>.

GMU POLICIES AND RESOURCES FOR STUDENTS:

Policies

- Students must adhere to the guidelines of the Mason Honor Code (see <http://oai.gmu.edu/the-mason-honor-code/>).
- Students must follow the university policy for Responsible Use of Computing (see <http://universitypolicy.gmu.edu/policies/responsible-use-of-computing/>).
- Students are responsible for the content of university communications sent to their Mason email account and are required to activate their account and check it regularly. All communication from the university, college, school, and program will be sent to students solely through their Mason email account.
- Students with disabilities who seek accommodations in a course must be registered with George Mason University Disability Services. Approved accommodations will begin at the time the written letter from Disability Services is received by the instructor (see <http://ods.gmu.edu/>).
- Students must follow the university policy stating that all sound emitting devices shall be silenced during class unless otherwise authorized by the instructor.

Campus Resources

- Support for submission of assignments to Tk20 should be directed to tk20help@gmu.edu or <https://cehd.gmu.edu/api/tk20>. Questions or concerns regarding use of Blackboard should be directed to <http://coursesupport.gmu.edu/>.
- The George Mason University Writing Center staff provides a variety of resources and services (e.g., tutoring, workshops, writing guides, handbooks) intended to support students as they work to construct and share knowledge through writing (see <http://writingcenter.gmu.edu/>).
- The George Mason University Counseling and Psychological Services (CAPS) staff consists of professional counseling and clinical psychologists, social workers, and counselors who offer a wide range of services (e.g., individual and group counseling, workshops and outreach programs) to enhance students' personal experience and academic performance (see <http://caps.gmu.edu/>).
- The George Mason University Office of Student Support staff helps students negotiate life situations by connecting them with appropriate campus and off-campus resources. Students in need of these services may contact the office by phone (703-993-5376). Concerned students, faculty and staff may also make a referral to express concern for the safety or well-being of a Mason student or the community by going to

<http://studentsupport.gmu.edu/>, and the OSS staff will follow up with the student.

For additional information on the College of Education and Human Development, please visit our website <https://cehd.gmu.edu/>.

TENTATIVE COURSE SCHEDULE: (*Note that the week of Fall Break class will meet on TUESDAY 10/11 instead) **Faculty reserves the right to alter the schedule as necessary.

DATE			TOPIC	READING	ASSIGNMENT DUE
M	August	29	Introduction & Syllabus	SYLLABUS	
M	September	12	Basic Programming Concepts and How Individuals Experience Leisure	Ch 1 Ch 2	
M		19	Six Key Elements of a Situated Activity System Outcome-Based Programming GMU Databases	Ch 3 Ch 4	Teams Established
M		26	Program Development Cycle Test Review	p 106	1st Article Analysis
M	October	3	Test I		Collaborative Learning Agreement
M	(Tuesday)	11	Preparing the Program Plan Developing Leisure Products in the Experience Economy	Ch 13 Ch 5	
M	October	17	Using Goals and Objectives in Program Development Developing the Agency's Programming Mission - Agency Culture	Ch 6 Ch 7	
M		24	Obtaining Participant Input Writing Program Design Goals Test Review	Ch 9 Ch 10	3 Program Design Forms per Team
M		31	Test II		
M		November	7	Program Design Creative Programming Techniques for Program Promotion Scheduling	Ch 11 Ch12 Ch 14
M	November	14	Staffing and Supervising Program Operations Making Decisions About Program Services Test Review	Ch 16 Ch 22	2nd Article Analysis – Press Release
M		21	Test III		
M		28	WORK ON PROGRAM PLAN IN GROUPS – IN CLASS		Volunteer Assignment
M	December	5	Group Presentations		PROGRAM PLANS DUE
M		19	EXAM PERIOD – Pick up Graded Group Projects – NO FINAL		4:30pm-5:00pm PICK UP

PRLS 310 RUBRIC - SEMESTER PROJECT ASSIGNMENT

Written Program Plan

<p>COAPRT 7.02 <i>Students graduating from the program shall be able to demonstrate the ability to design, implement, and evaluate services that facilitate targeted human experiences and that embrace personal and cultural dimensions of diversity.</i></p> <p>Objectives:</p>	<p>Unsatisfactory (1) Missing required element</p>	<p>Minimal (2) Missing required element AND/OR does not demonstrate understanding of the content area subject</p>	<p>Competent (3) Missing required element OR does not fully present element</p>	<p>Outstanding (4) Includes required element; demonstrates understanding of the element</p>
<p><i>Written Program Plan Overall Style</i></p> <p>Spelling & Grammar</p> <p>APA Style</p> <p>Organization</p> <p>Cohesive</p> <p>Punctuation</p>	<p align="center">1</p> <p align="center">1</p> <p align="center">1</p> <p align="center">1</p> <p align="center">1</p>	<p align="center">2</p> <p align="center">2</p> <p align="center">2</p> <p align="center">2</p> <p align="center">2</p>	<p align="center">3</p> <p align="center">3</p> <p align="center">3</p> <p align="center">3</p> <p align="center">3</p>	<p align="center">4</p> <p align="center">4</p> <p align="center">4</p> <p align="center">4</p> <p align="center">4</p>
<p><i>Program Plan Components</i></p> <p>Enticing Title</p> <p>Mission</p> <p>Program Philosophy</p> <p>Program Strategy</p> <p>Need for the Program</p>	<p align="center">1</p> <p align="center">1</p> <p align="center">1</p> <p align="center">1</p> <p align="center">1</p>	<p align="center">2</p> <p align="center">2</p> <p align="center">2</p> <p align="center">2</p> <p align="center">2</p>	<p align="center">3</p> <p align="center">3</p> <p align="center">3</p> <p align="center">3</p> <p align="center">3</p>	<p align="center">4</p> <p align="center">4</p> <p align="center">4</p> <p align="center">4</p> <p align="center">4</p>
<p><i>Five SMART Design Goals / Objectives</i></p> <p>#1 Observable/Measurable</p> <p>#2 Observable/Measurable</p> <p>#3 Observable/Measurable</p> <p>#4 Observable/Measurable</p> <p>#5 Observable/Measurable</p>	<p align="center">1</p> <p align="center">1</p> <p align="center">1</p> <p align="center">1</p> <p align="center">1</p>	<p align="center">2</p> <p align="center">2</p> <p align="center">2</p> <p align="center">2</p> <p align="center">2</p>	<p align="center">3</p> <p align="center">3</p> <p align="center">3</p> <p align="center">3</p> <p align="center">3</p>	<p align="center">4</p> <p align="center">4</p> <p align="center">4</p> <p align="center">4</p> <p align="center">4</p>

<i>Operation Details</i>				
Venue Arrangements	1	2	3	4
Special Arrangements	1	2	3	4
Inclusion Plan	1	2	3	4
Equipment and Supplies	1	2	3	4
Promotion Plan	1	2	3	4
<i>Animation Plan</i>				
Staff	1	2	3	4
Cancellation Plan	1	2	3	4
Set Up Plan	1	2	3	4
Risk Management Plan & Safety Check	1	2	3	4
Animation Plan Master Schedule	1	2	3	4