

Planning Your Event

Introduction

This part of the toolkit is for the designated coordinator of the event. It contains information on:

1. Setting aims and outcomes for the event
2. Choosing a venue
3. Advertising

1. Setting aims and outcomes for the event

Before planning an event it is important to have clear aims and outcomes. This will help you focus on the events content and what you want to fulfill. It will also help clarify what relevant resources maybe required e.g. leaflets, trainers, expertise from other services/organisations.

An **aim** describes the overall intent of the session or the event, whilst an **outcome** describes what the participants will be able to do at the end of the event that they could not do at the beginning. Here are some possible aims:

- To inform parents/carers on safety issues and concerns relevant to their child
- To inform parents/carers on how the schools address safety issues
- To provide information on websites and local services
- To reassure parents/carers that the school/local police are working to address safety concerns.
- To promote a partnership approach to addressing child safety
- To involve the local community to address child safety.

Outcomes should RUMBA. i.e. they should be:

- **R**elevant – to both the audience and their current and future role.
- **U**nderstandable
- **M**easurable – that you could if desired assess this in some way.
- **B**ehavioural – specify what the participant will be able to do.
- **A**chievable – within the time available.

A well- written outcome conveys a clear picture of what is required, which cannot be misinterpreted. Some words like **know**, **understand**, **appreciate** and **be aware** of are open to several interpretations and should be avoided.

2. Choosing a venue

All too frequently venues are chosen because of their availability rather than their suitability. Ideally the venue should be chosen because it meets the requirements of the event. The following key questions should be considered when choosing the venue.

Key Question	Yes	No
Is the venue accessible by public transport?		
Is parking available?		
Is the venue within or close to the workplace of participants and if so will this help or hinder their learning?		
Is the venue accessible to all participants i.e. wheel chair access		
Will there be someone available to open doors if locked or security coded?		
Are facilities for refreshments or lunch available?		
Is the temperature appropriate?		
Will additional time for breaks be necessary due to distances involved?		
Is there a financial charge? Are there discounts available?		
Is there space available for large and small group work?		
Are audiovisual aids and photocopying facilities available?		
Is help available to set out the room e.g. chairs, projector, PowerPoint?		
How much time is available and is there sufficient time to prepare and tidy the room?		

3. Advertising & Publicity

One of the most successful ways to advertise is using word of mouth or personal recommendation. Getting young people or parents/carers involved with the event will generate interest and get people talking. Encouraging people to bring a friend will also increase numbers. Neighbouring schools could also hold an event together, for example, aiming at parents whose children are joining the secondary school in the new term.

Consideration of where and how to advertise your event will be dependent upon the target group and the resources available.

An advert has already been produced within this toolkit where you can add your own times, dates and venue details.

You may also want to consider advertising via:

<i>Local Shops</i>	<i>Libraries</i>	<i>Doctor Surgeries/Pharmacists</i>
<i>Petrol Stations</i>	<i>Bus Stops</i>	<i>School Website/Newsletter</i>
<i>Parish/Town/Church Newsletters</i>	<i>Sport Facilities e.g. Football Club</i>	<i>Neighbourhood Watch Publication</i>

Make sure you plan in advance as some newsletters are published at different times. For example, a school newsletter may be produced termly and a neighbourhood watch newsletter could be bi-monthly. The local papers also provide a free section to promote local news and activities in your town or village.

A letter sent home to parents may also be too formal so why not try sending a flyer or a quiz with the relevant information at the bottom?

4. Planning Checklist

The following actions should be completed prior and in relation to the event.

Decide date, time and length of event	
Approve the event with whoever you need to as necessary e.g. Head teacher, parish council.	
Check for other significant events at the time you have chosen (e.g. World Cup!).	
Check Room Availability	
Plan the format of the event (using the toolkit) and take into consideration you agreed aims and outcomes.	
Identify if you need other presenters or expertise.	
Confirm plans for format and content	
Decide who will introduce the evening and why. Agree their contribution.	
Contact other professionals who are helping. Agree their contribution.	
Book any audio-visual equipment and ensure you know who to use it.	
Arrange for the room to be set up, with audio equipment if required.	
Plan and implement publicity.	
Arrange refreshments	
Plan evaluation	
Plan any follow up events or meetings.	
Arrange for the room to be set up in the way you think most appropriate for the expected numbers – theatre style, circle etc	
Contact local agencies and invite them to attend in order to promote their service. Alternatively, gather literature from these agencies for participants to take.	
Make appropriate arrangements for people with disabilities (arrange helpers, induction loops, enlarged handouts).	

Additional notes/actions