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# Planning a family-friendly event for

# Vuokatti Ski School and ski resort

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**Abstract**

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The aim of this thesis was to create a family-friendly event for the commissioning party, Vuokatti Ski School. The purpose of that event is to enhance the customer experience. Further objectives included the gathering of suitable information on how to organize a successful event and create a detailed event plan for the commissioning party. The event shall attract new customers to the venue, as well as invite returning customers to join some different types of activities at the slopes. It contains of a checkpoint race where children and other family members can playfully compete in different activities and win prizes.

Physical activity amongst children and their families is getting increasingly harder to implement because of modern technology and a wide variety of entertainment media. There have been different projects and other events to get children and their families moving together in the past recent years. The commissioning party and the venue are presented shortly, and it is explained how the work of this thesis is relevant to them. The target groups are introduced as children and families with children, as they are the most visiting customer groups at the venue.

The theoretical foundations of the thesis were obtained through literary review. The theory behind events as well as physical activity in children are the foundation of this thesis. It is explained what lies behind the word "event" and what things need to be considered for an event to be successful. The theoretical focus on children's physical activity is important to understand the target group and for the content creation of the event.

Service design and event marketing are also important parts of creating a service, in this case for creating and planning the event. Service Design methods and tools are explained and were used during in the process of conducting the event plan. Event marketing is also considered an important part of communicating the event itself.

An event was planned and a plan for the implementation conducted. Furthermore, a short marketing plan was visualized to ease the planning and implementation in the future. A product evaluation plan was also suggested, assuming that the event can be held in a normal way. For this purpose, a feedback survey was created which can be used for rendering the customers' opinion and improving the event further.

Contents

1    INTRODUCTION

Children's personalities and pace are mirrored in the way that they behave and move in the same way as adults. One is inspired by a lot of equipment and technology, the other by competitive sports and another by calm precision movement. Parents are often expected to have patience and creativity in finding a form of exercise that is pleasing to the child. (Kuusisto 2018.) Therefore, it is important to give children different possibilities to be active and have fun with other children as well as their families. Today, families spend a lot of time at the entertainment media, such as watching TV, playing video games or surfing the Internet. The time spent on entertainment media stretches to several hours, and there is no time to move around together and traditional yard games are no longer so easy to start. Family exercise means the whole family moving together and offers a good option to increase the physical activity of the whole family. (Arvonen 2004, 13; Arvonen 2007, 12.)

In order to make children's everyday life more active, there has been a major project in Finland called "Liikkuva Koulu" (mobile/moving school) as part of the implementation of the government program since 2009. The aim is to have children sit less, support their learning with functional methods, move between breaks and get them to travel to school with their own muscular energy. (Liiku n.d.; Liikkuva Koulu 2016.) Another example of getting children moving, together with their families, is called "Saa Hyppiä" (It is allowed to jump) which is an event tour held in the Kainuu region and organized by the regional sports organization Kainuun Liikunta. This event series especially encourages families to participate and enjoy a lot of different activities together and gave somewhat an inspiration for the creation of the event of this thesis.

The commissioning party of this thesis is the Vuokatti Ski School which is situated right at the foot of the slopes of Vuokatinvaara in Vuokatti, Sotkamo. The Vuokatti ski resort itself is very family-friendly and also offers many activities around the ski resort area that are suitable for families. The ski resort and ski school have been working strongly together during the past few seasons to create new ideas and attractive smaller events that everyone can attend to. Therefore, it was a good opportunity to create this kind of an event for them.

The target groups of the project are children and in general families with children. It is obvious that many of the customers coming to Vuokatti's ski school and slopes are that sort of people; therefore, it was only logical to choose them as the target group. Often, it is also challenging for

families to find something fun to do together that is not as ordinary as going to the playground. Therefore, an event like this could be a good way for them to connect and have fun together. It is also another way of bringing young children closer to the outdoors and winter activities.

The aims of this thesis were to plan a family-friendly event as well as get more customers attracted to the venue and have them come again and join other events too. The objectives were to gather suitable information on how to organize a successful event, find ways for this event to get children moving and having fun outdoors as well as create a detailed event plan for the commissioning party. The theoretical background served the purpose of planning a successful event for the ski school and the ski resort. With the help of this event it is hoped to achieve the aim of improving the customer experience as well as attracting more customers to the venue. The task of conducting an event plan will help the author illustrate important points about event management and the plan itself serves the commissioning party as a tool to create this event in the future. As the target is set on children and families with children, it is essential to not only consider how to create a successful event in general, but to also make sure it fulfils the needs of the target group.

## 2    EVENT CONCEPTUALIZATION

What is an event? According to the Cambridge Dictionary, an event is "an activity that is planned for a special purpose and usually involves a lot of people, for example a meeting, party, trade, show or conference". (Cambridge online dictionary, 2020.) The Oxford Learner's Dictionary (2010) also states that it is "a planned public or social occasion". As can be seen, both definitions claim that an event is always something that is a plan behind it. Therefore, you cannot just go and have any kind of event happening, at least if you want the event to go well. Usually, an event is also something to be remembered, and if you are the one organizing and planning it, you do not want people to remember it as a disaster.

### 2.1    SPECIAL EVENTS

Events have been a part of human lives for a very long time, as the first Ancient Olympic Games were already held in 776BC (Shone & Parry 2016, 11). Often events would represent the opportunity to escape the monotony of daily life and therefore every chance was taken to have a little celebration. Of course, many traditional celebrations, like Easter or Christmas, were tied to strict ceremonies and rituals but we still celebrate these holy days in many countries around the world, even though the religious part might not be that important anymore as it once was. Special events used to be historically vital to the social fabric of everyday life, while nowadays we are used to them so much, that we do not necessarily see them as such anymore. We can describe them as a "phenomenon arising from non-routine occasions that have leisure, cultural, personal or organizational objectives set apart from the normal activity of daily life, and whose purpose is to enlighten, celebrate, entertain or challenge the experience of a group of people" (Shone & Parry 2013, 6). Nowadays, most events as we know them would officially still be classified as special events, but we usually do not see them as such anymore because we are so used to their presence.

2.2    EVENT PLANNING

Managing and planning events is often a rather long process and involves many different stages and several fields that need to be taken into consideration. As Greenwell, Danzey-Bussell and Shonk (2013) suggest, there are four different phases in event planning, which all have different roles for the whole process and the event itself.

The first phase, the event development phase, is for visualizing and picturing the event as well as making up the event organization. The organization group is responsible for making the vision of the event real.

In the second phase, the operational planning phase, they set goals and objectives as well as make clear what needs to be done to achieve those, in order for the event to be successful. It is crucial to make key decisions already during the planning phase, for example the name and theme of the event, the timing, duration and location, as well as the program and schedule.

However, planning an event does not just concern the overall details that have to be settled beforehand. The planning obviously has to continue and is therefore also part of the next phase, the implementation phase. Resources are assembled, staff or volunteers need to be trained and activities are coordinated. It is very important for the leaders to ensure that all activities go as they were planned. However, in case something happens, and changes need to be made for the event, the event plans should be flexible enough to do so and even better, having a backup plan can sometimes save the situation.

In the last phase, the evaluation and renewal phase, the outcomes are matched with the objectives to secure that the event is going as planned. Everything that is happening during and after the event is being assessed to see whether the desired results are being achieved. If the event does not go as planned, some changes might have to be made already during the event. Most importantly though, if at the end the outcome does not correspond to the objectives from the beginning, the organizers have to make changes, so that the next event will go better. Everything that is planned and organized, is primarily for the customers, and they will always hope for more, better and different experiences from the next event. (Greenwell et al. 2013, 21-23.)

## 2.3    PURPOSE OF THE EVENT

Every event needs to have a purpose, as it will guide almost all decisions that are related to the event management process. The purpose of an event describes what the event organizers want to achieve with this event. It can be making money, creating an image for a community or a cause, attracting tourists or simply provide a memorable experience for the customers. (Greenwell et al. 24.) When the event has a concrete purpose, it is also easier to assess afterwards, whether the objectives were met. It often happens that the purpose of an event is not being considered enough and as a result it is almost impossible to assess the outcome. (Vallo & Häyrinen 2016, 132-133.)

Another important consideration that should be made, is whom the event is for. Determining a target group can help a lot with the organization as well as planning the program for the event. If an event is planned for adults, specifically elderly, they will have very different expectations than for example if the event is targeted for young adults. Another factor is the type of the event. Is it a recreational or competitive event? Is there a fee to be paid or is it free of charge to participate. (Greenwell et al. 2013, p. 24-26.) Vallo and Häyrinen further suggest, that when planning an event, it would be good to be able to describe the purpose state after the event. What kind of change does the event aim at for the target group? The idea is that when leaving the event, the participant is like a "new person". They have learned something new that can be taken home or to work, maybe they are enlightened or even refreshed. (Vallo & Häyrinen 2016, 136.)

## 2.4    SWOT ANALYSIS

When planning an event, you often focus on what you want to do and what should happen before, during and after the event. However, not everything goes as planned and sometimes things that happen that are not even in your own or anyone else's hands. It is therefore good to make a SWOT analysis that helps you to open your eyes and take into consideration also the more negative things that may appear. This analysis is to distinguish factors to utilize, strengths and opportunities, and minimize the weaknesses and threats. It can also help making better decisions and be prepared as you plan the event.

Strengths and weaknesses are internal factors, such as human or financial resources, structure or marketing efforts. Strengths are positive qualities that the organization or the event has, while weaknesses are mostly the opposites of strengths. These internal factors are things that you usually have an impact on in some way.

Opportunities and threats are external factors, such as economic trends, relationships with third parties, political or environmental regulations or demographics. Opportunities are areas that are valuable and might contribute to the event's efficiency. Threats on the other hand are negative incidents that can be of danger to the event's overall success. It is very important to be honest with yourself and everyone who is part of the event, as well as be honest about the reality of the event. Shortsightedness can cause the planning to go poorly and eventually lead to an unsuccessful event itself. (Greenwell et al. 2013, p. 26-27.) For the best results, it is a good idea to consider several people when doing this analysis, as they can bring more perspectives on things. Considering the results of the analysis, one can see that there are overlaps in them, for example a weakness might also be a threat. Therefore, it is worth considering whether sometimes strengths can be used to minimize threats and increase opportunities. (Berry 2007.)

A SWOT analysis for this event can be found in Appendix 1.

## 3    SUCCESSFUL EVENTS

The feeling you get from a successful event is unique and it gets the participants as well as the organizers "humming". At a successful event the feeling as well as the content are on point. Vallo and Häyrinen (2016, 121-128) explain another concept of event planning. Their concept is focused on the "successful event" and compares the process to a star that shines warm light and joy to all attendees. The star consists of two triangles that answer different questions, strategic and operational. It is crucial to have answers to all these questions before the planning of the event. (Vallo & Häyrinen, 2016, 121.)

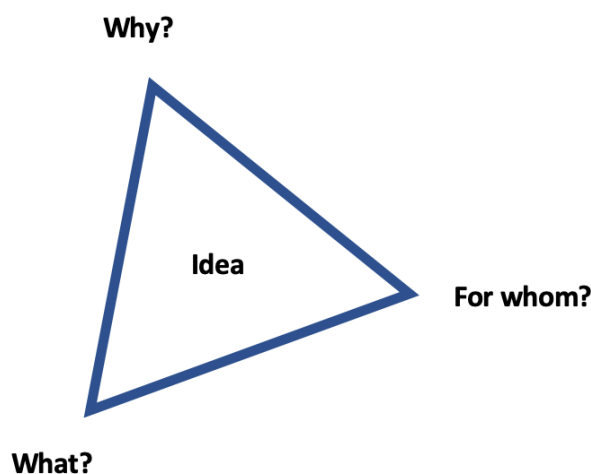### 3.1    STRATEGIC TRIANGLE QUESTIONS



Figure 1. Strategic triangle questions (Modified from Vallo & Häyrinen 2016)

Why is this event being organized?
As described earlier by Greenwell et al. (2013) it is important for the event to have a purpose. Vallo and Häyrinen (2016) further suggest that you should also consider what the organization wants to communicate with or during the event. Why would someone buy tickets to the concert? Why do you hold the event? The objective of the event needs to be clear in order to further continue the planning. (Vallo & Häyrinen, 2016, 121-122.)

For whom is this event being organized?

Having a target group is another crucial part at the beginning of planning an event. Who is the target group and how well do you know them? Are you familiar with their interests and needs? How can you attract the attention of that target group and how can you implement your ideas best for them? (Vallo & Häyrinen, 2016, 122.)

What is being organized when and where?

Determining the nature of the event is mostly the first thing to do when answering this question. It is often dependent on the target group and should fulfil their needs. Do you want to make use of an already existing bigger event or is it necessary to organize for example a separate entertaining event. Are you planning on bringing some experts from abroad or maybe a band to contribute to the entertainment part? After considering these questions, the date and place have to be settled. If the event in question takes place at another big event, those details are obviously already determined. When making up a separate event though, you have to consider that the location plays a big role for the customers or participants. It should be fairly easily accessible and in the best case, the location supports the objective of the event itself as well as gives it an idea or theme. (Vallo & Häyrinen, 2016, 122.)

From these three strategic questions you will generally get the answer to what the idea of the event is. The event is then created and built around this idea, like a warp thread that leads to a piece of fabric. Sometimes an idea can lead to an event concept that can be multiyear, but the implementation changes annually. Occasionally, a theme will suffice for a red thread of the event. It can be the "roofing thought" around which the outline of the event is then woven. (Vallo & Häyrinen, 2016, 121-123.)
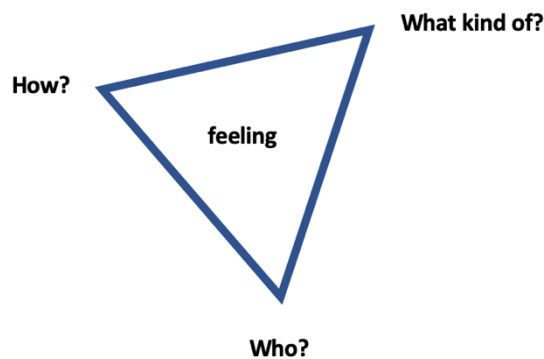
## 3.2    OPERATIONAL TRIANGLE QUESTIONS



Figure 2. Operational triangle questions (Modified from Vallo & Häyrinen 2016)

How is this event being organized?

What needs to be done for the wanted objective to be achieved as well as the message to be delivered? How can you organize this event so that the idea and theme can be seen throughout the whole event? Will you do the event work yourself or do you buy services from an outside organization? Who will lead the event and what kind of resources are there? According to Vallo and Häyrinen (2016) there are only three phases in the process of an event: planning phase, implementation phase and post-marketing phase. (Vallo & Häyrinen, 2016, 125.)

What kind of content does the event have?

The content of an event always depends on the objective, target group and the desired message(s). Is it necessary to have performers, music or some other kind of art? Is it possible to make use of people of your own organization or is it necessary to hire outside labor force? When thinking about the content it is crucial to consider the target group the very first. (Vallo & Häyrinen, 2016, 126.)

Who is hosting the event?

Event managers and organizers always carry a big responsibility and the project manager is the key person in the planning phase. However, an event should not be organized just because of tradition but it should have someone who needs it, whether that is an executive director or staff

manager. Thus, there is an owner for the event as well as the most important element of an event, the hosts. The operational triangle is about the implementation of the event. The ones in charge of that, are the project manager and the project group. (Vallo & Häyrinen, 2016, 126-127.)

These six questions from the two triangles need to be in balance. If one triangle or even just a corner of the triangle is stronger than the other, the event will become unbalanced which means that one area works but another one is limping. Often customers or spectators will notice this imbalance by the feeling of the event that sticks with them right after the event. When you put the two triangles on top of each other they form a star which makes the model of a successful event. (Vallo & Häyrinen, 2016, 127.)
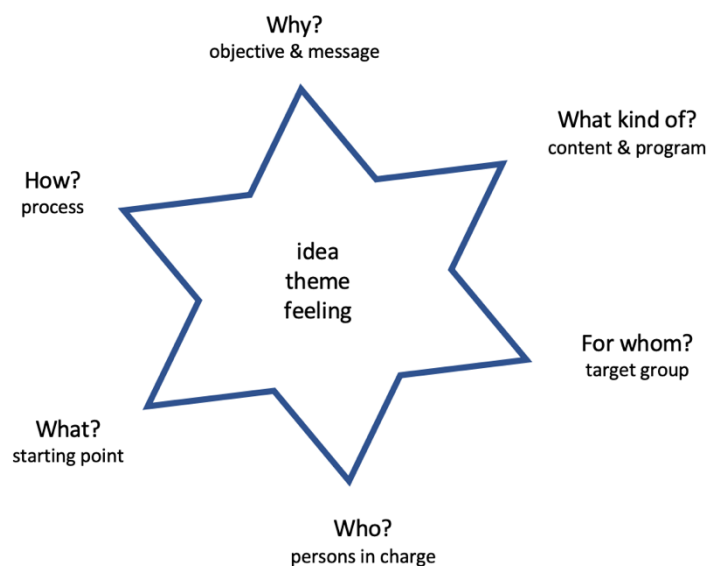
Figure 3. Model of a successful event (Vallo & Häyrinen 2016)

During the planning of an event you should always keep in mind the idea or theme as well as the target group. It might not always be easy to come up with an idea and making up a successful event requires time. Events are sometimes also seen as big stories. A good story has a plot, something unexpected, a happy ending and suitable actors. For an event the plot is the red thread and idea, around which the whole event is built. The location, performers and contents are chosen according to the idea. In a successful event, the target group experiences something pleasant yet unexpected as well as unique details and the hosts who are implementing the objective of the whole thing. (Vallo & Häyrinen 2016, 123-128.)

# 4    CHILDREN AND PHYSICAL ACTIVITY

Children should have it the easiest when it comes to being physically active, as they usually play, run and jump a lot in kindergarten, childcare or school. However, it is still important to encourage them to do so, even when they are at home and might not have friends to play with around. The following chapters describe how important physical activity is to children and youth, as well as explains why it is such an important part. Another important part relevant for the topic of this thesis is family exercise which will also be explained a bit further.

## 4.1    PHYSICAL ACTIVITY

Physical activity can be broadly defined as skeletal muscle work which consumes energy (Caspersen, Powell & Christenson 1985; Malina, Bouchard & Bar-Or 2004, 6). It is also a voluntary action and therefore exercise is a part of physical activity. (Vuori 2005a, 9.)  The goal of exercise can be to work on health or physical fitness, generate experiences and the related effects or to serve necessary or optional tasks. (Vuori 2005a, 18.) Physical activity can be divided into different areas like work related activity, everyday leisure and household activities and exercise like sport or fitness activities (Caspersen et al. 1985, 126; Fogelholm 2017, 27).

The opposite of physical activity is obviously physical inactivity or immobility which means that an individual does not increase their energy consumption (Marshall & Welk 2008, 7). This immobility refers to insufficient physical activity which is cannot maintain the body's basic functions as normal. Physical inactivity is too infrequent and weak repetitive muscle work or too little metabolic load. (Vuori 2005a, 20.) This is an issue that has come with the mechanization and automation of many things in everyday life, which has led to a decrease of physical workload in both housework and profession. As a result, the daily energy consumption of people has decreased. (Bouchard, Blair & Haskell 2007, 12.)

All these components' effects can be positive or negative and often it is difficult to fully understand physical activity. However, all components have been shown to have a significant effect on every individual's health. (Vuori 2005b, 618-619.)

4.2    PHYSICAL ACTIVITY RECOMMENDATIONS


According to the world health organization physical inactivity is the fourth leading risk factor for global mortality. They have set out global recommendations on physical activity for health for three age groups: 5-17 years old; 18-64 years old; and 65 years old and above. Children and young people have physical activity in their lives in the context of family, school and community activities. These may include play, games, transportation, sports, chores, recreation, physical education and planned exercise. On a daily basis, they should have at least 60 minutes of moderate- to vigorous-intensity physical activity, whereupon this time may be split into two parts of activities. Most of the daily activity should be aerobic, whereas three times a week, they should incorporate vigorous-intensity activities like running, playing games and jumping, which strengthen the muscle and bone. Adults aged 18-64 years old should get about 150 minutes of moderate-intensity aerobic physical activity or at least 75 minutes of vigorous intensity physical activity per week or a combination of moderate- and vigorous-intensity activity. Adults aged 65 years and above should get at least 150 minutes of moderate-intensity aerobic activity or at least 75 minutes of vigorous-intensity aerobic physical activity during the week or a combination of moderate- and vigorous-intensity activity. (WHO 2010.)


In addition to these global recommendations every country has or should have their own. According to the Finnish recommendations, every day of a child under school age should include at least three hours of versatile and diverse exercise. The basic premise of children's physical activity recommendations is joy, playfulness and working together, and mobility is made possible by all the adults involved in the child's daily life. (Opetus- ja kulttuuriministeriön julkaisuja 2016:21, 9.) The national recommendations further say that 7-18-year olds should exercise diversely at least 1-2 hours a day and according to their age. The exercise should also include several short brisk exercise sections during which the individual should get out of breath. Because of evolving entertainment media, it is also said that children should not have more than two hours of screen time. Furthermore, sitting sessions lasting more than two hours should be avoided. (Heinonen et al. 2008, 17-26.)

4.3    PHYSICAL ACTIVITY AND ITS IMPACT

Sääkslahti (2018) explains the development of the early childhood in her book and talks about physical activity and sport and many of their impacts on children. Depending on age, only half to a fifth of the Finnish population moves in accordance with the recommendations. Children and youths have been found to be physically inactive for about eight hours of the day and briskly or vigorously active for only about two hours. (Husu, Sievänen, Tokola et al. 2018.)

As the measurement of physical activity is rather expensive, challenging and especially for small children ethically very sensitive, researchers have tried to find out the amount of physical activity also by observing and estimating the intensity of children's physical activity. In addition to that, they have tried to define survey questions that could illustrate the intensity or physical load of children's physical activity. (Sääkslahti 2018.)

Researchers have been concerned about the amount of physical activity in the early childhood stage for a long time. It is known that physical activity is a prerequisite for a normal physical growth and development and that it gives the educator a natural possibility to also support the child's mental development. Likewise, physical activity enhances a child's cognitive actions and school aged children's performance at school as well as of course advances motor skills. (Sääkslahti 2018.) According to researches of Kantomaa and Kauravaara (2018), different ages moving and being active together can have a positive impact on the physical activity of children, young people and adults, although there is little evidence of effects of family exercise programs on changes in exercise behavior.

Furthermore, physical activity has a positive impact on children's health and everyday wellbeing, as it can prevent overweight and decrease the risk of metabolic or cardiovascular diseases. Researches have also shown that insufficient physical activity can already be seen negatively in school aged children's health, which is mostly because of the increased sedentary style. Lying or sitting during leisure time are more common than ever, as children tend to use more electronics as entertainment like playing on the phone, tablet, computer or game consoles. Spending a huge amount of time motionless, is seen to be a risk factor for the wellbeing and health of children. (Sääkslahti 2018.)

## 4.4 PHYSICAL EDUCATION

Sääkslahti (2018) describes physical education as the action where sport related effects are examined from an educational point of view. The aim of physical education (PE) is to support the children's overall development with the help of sport but also to try creating a prerequisite for a physically more active lifestyle for them. Embedded in PE is also the aim to "educate into sports with the help of sports". Educating into sports can be seen in the adoption of physically active ways of acting, as well as in learning about health and everyday-life wellbeing related knowledge, skills and attitudes. To achieve that, it is important for the educator to create such learning environments and situations, where the child can get positive experiences not only from the exercising but also from their own body. (Sääkslahti 2018.) Exercise and moving is often also a social event, therefore collaboration and interaction skills come to the fore. PE lessons are an excellent situation to practice community activities, taking others into account, following common rules of the game and teamwork skills. (Jaakkola et al. 2013, 22.)

Furthermore, physical education in school has been observed to have a positive effect on the performance in other academic subjects. Physical activity has also been found to have a positive effect on children's cognitive function, such as alertness, memory and general computing and problem-solving skills. Exercise has also been found to promote other things that are important for learning, such as classroom behavior, concentrating on tasks, participating in lessons, and thereby learning. It has also been found that exercise during school days is associated with the release of excess energy and thereby a reduction in disruptive behavior. (Kantomaa, Syväoja & Tammelin 2013, 13-14.)

4.5    FAMILY EXERCISE


According to Statistics Finland, "A family consists of cohabiting spouses or cohabiting persons who have registered a partnership and their children, one of the parents with their children and spouses and cohabiting registered partners who have no children." In contrast to that "families with children are families with at least one child under the age of 18 living with them." In 2018 there were 73,1 percent of the population classified as a family and 38 percent as a family with children. (Tilastokeskus 2019.) According to some authors however, a family consists of people living under same roof who have a positive emotional bond (Hurme 2008, 141) or simply people who think of themselves as a family (Arvonen 2004, 28).

Family exercise is considered the shared time between children and their family while playing, being outdoors and exercising in different ways (Karvonen, Siren-Tiusanen & Vuorinen 2003, 293). When talking about family exercise, the family is considered to include their own and its close circle's children, young people, parents, grandparents, godparents and friends of the family (Arvonen 2004, 28-31).  Kantomaa and Kauravaara examine people of different ages moving together from the perspective of the family and other relatives (movement of the family together) and other people of different ages moving together. According to this division, the family in family exercise includes all persons related to each other by kinship. This family exercise concept follows international research practice relating to family interventions in health research. A group of friends and other individuals of different ages who are close to each other or even strangers to one another have go by the term other people of different ages together. (Kantomaa & Kauravaara 2018, 8-9.) Family exercise can be carried out in a variety of environments, the most important ones of which are the home and its immediate surroundings. Ideally, the family exercises together but the family members can exercise also in smaller groups within the family. For example, a joined ski trip of father and child or a common group exercise between the mother and child can be seen as family exercise. In addition, everyday exercise, such as yard and housework, as well as cycling to the store, are counted as part of family exercise. (Arvonen 2004, 28-29.)

There can be seen two aims to family exercise: educating the family into sports as well as educate with the help of sports. Educating into sports is a very important aim for every individual as well as society, as taking of care of one's physical fitness and health contributes not only to the wellbeing of the individual but also to the reduction of the costs of health to society. Therefore,

exercise should become a constant hobby for every person throughout life. (Laakso, 2008, 19-20.)

It is important for children and youths to have movement and exercise in their lives from a young age on, as there is a higher chance that it will be a part of their lives forever. They learn to move as they are taught at home and the good thing about family exercise is, that it does not require any particular equipment or location. It enhances the family's unity, social cohesion and helps to master everyday tasks. Therefore, family exercise should be versatile, regular and most importantly enjoyable for everyone. (Arvonen 2007, 7-9.)

5    SERVICE DESIGN


Tuulaniemi (2011) describes and explains the core of service design and talks about what companies should consider, to make their service a better customer experience. Service design is a communally shared way of thinking and acting, as it is a mutual language for cooperation between different fields of expertise in the development of services. It is a process and tool selection; a good framework for accessing service development, which then again allows the service developer to deepen their own skills and build better fitting working methods and tools into the operating environment. The origins of service design go back to designing. Design is always contextual and when contexts change, core design expertise is applied with new tools in new areas. The core competence of designers has been brought to service development. (Tuulaniemi 2011.)

In the center of every service is a person, the user of the service, a customer. No service can exist, if the customer is not present at it and is using or consuming it. The customers and the customer service representatives together form a service experience. Customers are drawn to a service because a problem needs to be solved or something needs to be accomplished. The service in question earns a certain interest in the eyes of the customer when the service gives them a solution, or they get what they need. The value is related to how big a profit the consumer can receive by the use of the service. What service design aims to is creating value for the customer. It is essential to understand both sides' needs, expectations, motivations and values, therefore the service's parties should be considered thoroughly. Customer insight is the company's understanding of the reality where their customers live and act. Companies need to understand their customers' real motives, on what values their choices are based on and what their needs and expectations are. It needs to be understood which elements of value are formed in the service for the customer. These elements can for example be needs, expectations, habits, values, opinions of others, the prize and features of the service or the prize of similar services. The building blocks of the customer experience can be structured when the customer is understood at these levels. By utilizing customer insight, companies are able to develop also new service concepts and design customer experiences that are different from other services. (Tuulaniemi 2011, Koivisto, Säynäjäkangas & Forsberg 2019, 31-51.)

There are many methods of service design but most of them consist of four to six stages. Moritz (2005) classifies a model of six stages that include understanding, thinking, generating, filtering,

explaining and realizing. Another model is the Double Diamond process, where the first diamond forms an understanding of the problem to be solved and the second diamond consists of developing a solution. This contains the four stages of discovering, defining, developing and delivering. (Stickdorn et al. 2018, 89.) Tuulaniemi (2011) again divides it into five stages: definition, research, planning, implementation and evaluation. For better understanding and not confusing too many different models, the method chosen here is Moritz' model of service design. In this model the different stages are called tasks which describe what needs to be done in service design.

The first stage is Service Design (SD) Understanding, where you learn about the clients, the contexts and the service provider as well as provide some more insights. It is an important connection between the project and its reality. SD Understanding creates insights that identify areas for which the company should be looking, depending on what is right for the organization. It investigates the client's wants, needs, motivations and contexts as well as explores business, technical and domain requirements and limitations. This can be done with different tools and methods, like benchmarking or interviews. (Moritz 2005, 124-127.)

The second stage is SD Thinking which is about strategic and analytical tasks helping to identify, plan, set, review, analyze and give a project direction. It includes all strategic aspects and defines project orientation and context. It also sets the criteria for the other categories and often has a transitional role between them. After working in SD Understanding it is relevant to mention which aspects should be used and in what way in SD Generating. SD Thinking is the category identifying the objective of SD Understanding for the project. It may be necessary to review or set goals before SD Understanding, or generally at the start of a Service Design project, and to ensure that all other categories work in line with the strategy. SD Thinking is the field that provides guidance and direction to the Service Design. Tools and methods that could be used in this stage are for example a mind-map, CATWOE or a fishbone diagram. (Moritz 2005, 128-131.)

In the third stage, SD Generating, there are developed relevant and innovative ideas and concepts as well as created solutions. In a Service Design project related ideas need to be created and incorporated into solid concepts. Solutions should be defined, and processes set up, service experience needs to be planned in every detail, and objects, spaces and other elements need to be created. Mostly this stage requires professional creativity and often the tools and methods used for this are body- or brainstorming, sketching or idea interviews. (Moritz 2005, 132-135.)

The next stage is SD Filtering, where ideas are selected, and concepts combined, and results and solutions are evaluated. Only the best and most relevant solutions and ideas should be selected, which means that they are picked by experts or on the basis of specific criteria. Performance or quality shall be checked and calculated. This is true for prototypes, existing elements as well as people. Ideas, principles, approaches and results are measured against a range of indicators. It could be assessed if an idea works against the legal requirements or which idea requires less technical effort. Some tools and methods that can be used for this stage are feasibility check, task analysis or, probably the most popular one, SWOT analysis. (Moritz 2005, 136-139.)

The fifth stage is SD Explaining which visualizes ideas and concepts for all senses, determines processes and illustrates potential scenarios as well as gives overviews and shows future possibilities. It offers a forum for discussion that is open to people of different background as well as people with different levels of creativity. SD Explaining is able to work with different principles and techniques and always focuses on developing a common understanding within a multi-disciplinary team. Various levels of abstraction and details can be shown with hand-sketches, photoshop mock-ups, video montages or real-life prototypes, and it is also possible to present the service experience in a Beta-launch to test how it works. Processes and models can be illustrated with animations or maps and different examples will demonstrate the various ways a service might be used. SD Explaining is often linking SD Generating with SD Realising but is just as important in combination with SD Understanding and Thinking. Tools and methods that may be used for this stage could be role play, storyboarding or social network mapping. (Moritz 2005, 140-143.)

The last stage, SD Realising, is about developing, specifying and implementing solutions, prototypes and processes as well as writing business plans and guidelines and conducting training. SD Realising carries out a service and provides whatever is needed to enforce the defined and selected concepts. Specific methods are used to realise a service based on its complexity and if it is implemented in different locations. It covers everything needed to plan, specify and carry out a service. A business plan is usually presented in accordance with a blueprint to guide how the service structure will operate in every detail. Training and guidelines are used to guarantee that staff is able to implement the service, and briefings and specifications warrant consistent touchpoints. For this stage, as stated before, the use of a business plan or blueprint is very useful, but also here a mind-map and many other things can be used. (Moritz 2005, 144-147.)

Because Service Design projects are often very diverse, there are no absolute rules about in which order these categories should be used. Often these six stages overlap and intertwine with each other, as can be seen in Figure 4.
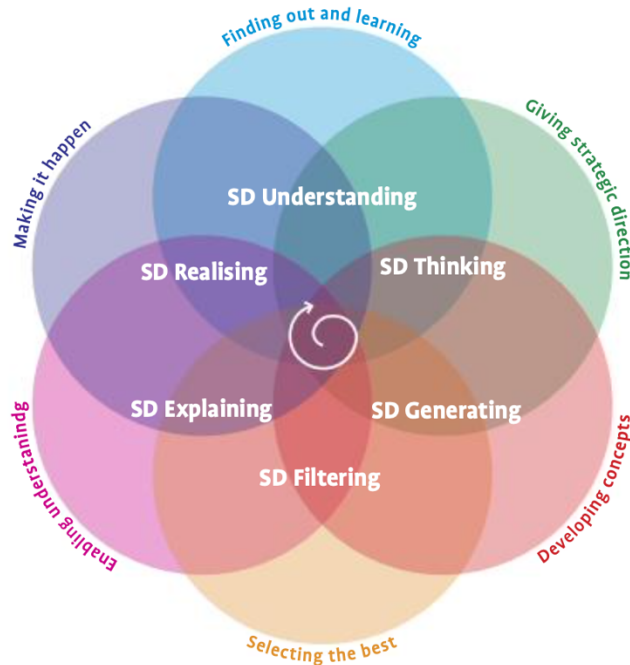


Figure 4. Service Design categories (Moritz 2005)

It can be seen that the different tasks in each category can be launched simultaneously and in a flexible order. However, the spiral arrow in the center suggests that Service Design projects are often repetitive, and some categories will be used several times during the project. (Moritz 2005, 149). The concept of the service should always answer the following questions: Why do you want to build the service? Who is the service for? What are the goals of the service? What does the service give to the customer and the service provider? (Miettinen 2011, 29).

In retrospect, the service design process of planning this event did not necessarily follow these steps in the "correct" order, however all stages were considered in some way during the planning.

# 6   EVENT MARKETING

Event marketing is an action based on experience, where interactivity and purposefulness connect organizations and customers in a pre-planned event built around a chosen idea and theme. It makes a company's brand, products and services physical, real and matters to be touched. In other words, all events where a company and a customer meet interactively are part of event marketing. (Vallo & Häyrinen 2016, 21-22: Muhonen & Heikkinen 2003, 29-41.)

Marketing is a goal-directed operation that is supposed to pass on the organization's desired message and have people "behave in the organization's desired way". Then again, event marketing attempts to build or strengthen the organization's image and should therefore be a part of their overall marketing strategy. (Vallo & Häyrinen 2016, 21,22.) Event marketing is also about making the event interesting for all participants, such as event organizers, volunteers, sponsors, visitors and the media. When starting the marketing of an event, the means of competition and marketing should be mapped out at first. Things that an event can compete in include the content of the event, the ticket price, marketing communications and availability, which means how easy it is to attend the event and to get to the venue.

As for the marketing communications, the channels of communication need to be determined. These can for example be, for a bigger event, an event webpage or otherwise newspaper, social media and email. When choosing the channel, it is important to consider which channel will reach the target group the best. Another important part of communication is that the staff is informed in time, therefore it is advisable to make clear rules on how staff will receive a message about the event. (Korhonen, Korkalainen, Pienimäki & Rintala 2015, 15-16.)

The assessment of how an event is received is also an element of the marketing function. Often that is achieved as an event is progressing and sometimes even with a feedback at the end. In those situations where a subsequent edition will be, the knowledge obtained from the assessment will allow for enhancements or modifications to be made in the future. (Shone & Parry 2016, 218.)

# 7    PURPOSE AND BACKGROUND OF THE THESIS

## 7.1    AIMS AND OBJECTIVES OF THE THESIS

The aims of this thesis are

1) to plan a successful event
2) to get more customers attracted to the venue and have them come again and join events

The objectives of the thesis include

1) gathering suitable information on how to organize a successful event
2) finding ways for this event to get children moving and having fun outdoors
3) creating a detailed event plan

## 7.2    THESIS DEVELOPMENT TASK

The target of the development is to create a new service, a fun family event, with the hope to re-enact a service that has once existed, just in a smaller version. The ski school has been working strongly together with the ski resort to come up with new ideas and attractive smaller events for everyone, but especially for families with children. It is important to encourage children already from a young age on to have fun and go out playing, even in the snow.

The objective of this thesis development task is to get more people to the ski school as well as make children, or other customers, who might not have that much experience with the slopes, familiar with it and let them have fun. With the help of this event it is hoped to achieve the aim of improving the customer experience as well as attracting more customers to the venue. In addition to this service, a "product", the guide for planning and managing this event, shall be developed, which is supposed to improve the organizing and managing of this event in particular for the commissioning party. The event guide is written in Finnish and in such a way, that it should be easily understandable to anybody who reads it and could organize the event by themselves.

8    DESCRIPTION OF THE PROCESS AND THE PRODUCT


8.1    COMMISSIONING PARTY


The commissioning party of this thesis is Vuokatti Ski School, which is part of the Vuokatti slopes located in Vuokatti, Sotkamo. It is Finland's second oldest ski school and has been guiding young and old people on the slopes since 1958. It was also voted ski school of the year in 2009 and 2013. (Vuokatti, n.d. .) The ski school and Vuokatti slopes have been working strongly together during the last season to strengthen their image together and create new content and smaller events for their customers.


8.2    UNDERSTANDING THE TARGET GROUP


The target groups of this project are children and in general families with children. It is obvious that many of the customers coming to Vuokatti's ski school and slopes are that sort of people; therefore, it was only logical to choose them as target group. Often, it is also challenging for families to find something fun to do together that is not as ordinary as going to the playground. Therefore, an event like this would be a good way for them to connect and have fun together. It is also another way of bringing young children closer to the outdoors and winter activities. Sometimes it may be hard for families to finance all the different sports and activities but when there is an event with no fee to it, it brings fun to the whole family and might also give customers new ideas. As there was no previous data available that would tell what customers previously had to say about the venue and their services, I could only somewhat imagine what I think this specific target group would expect. I think the most important thing for a target group, where different ages are involved, is that there is something that everybody can do. I tried to create the content, the tasks of the checkpoint race, so that a family's smallest as well as oldest ones could enjoy them. All the tasks are rather simple, and they could easily be modified also for children with disabilities.

The main focus of the event lies on the children. During the marketing phase however, the target will most likely be more on the parents, as they are, hopefully, more actively checking social

media and other news. Of course, the marketing should also be appealing to children's eyes, so that their parents will get interested and suggest this activity for them. In the evaluation process the parents are also going to be the major feedback giver, but it is hoped that the children's opinions are also considered, as can be seen in the feedback survey (Appendix 2).

## 8.3    PRODUCT FORMATION

The purpose of this event is to organize a fun event and give the customers a different opportunity to enjoy their time at the slopes, rather than just downhill skiing or snowboarding. It also gives the chance to show children and families that there are a lot of opportunities to have fun out in the snow, even without any knowledge of snow sports. The event will contain of a functional playful race for children and their families as well as some instructed dance warmup. There will be several checkpoints where different tasks or games have to be completed within two hours. The completion of those will be documented on a "checkpoint pass" where marks can be collected from the different checkpoints. In the end there will be prizes for the completion of all tasks as well as of the best results. The tasks description can be found in Appendix 3.

The whole event is organized under the theme of Easter, as it will be held on the Easter weekend, and the checkpoint race will be called "Easter Olympics". This theme will be seen on the checkpoint passes and the checkpoints, as well as around the slopes in general where for example Easter eggs can be hidden for the customers to find. In addition to that, the mascot Werneri, which is a bunny, will be around at least during the "dancing" sessions to animate the children and their families to join in. Other services that the event will offer might be discounts for the ski school for participating in the Easter Olympics and of course all the services around the slopes, the restaurants, will be available.

In order for the event to work properly, volunteers will be needed, as of course the staff of the slopes and the ski school have their own specific work to follow up. That is why recruitment of these volunteers should be initiated early enough by contacting the university or maybe even the Vuokatti Sport Academy and ask for some helping hands. The whole event plan for the commissioning party is in Finnish and can be found in Appendix 4.

8.4   MARKETING PLAN


Marketing for the event in question will be mostly done through the ski school's and the slopes' own Facebook and Instagram channels as well as the Vuokatti webpage. Also, the local newspapers of Sotkamo and Kajaani will be used, as well as TV screens that are all over the ski resort in the restaurants and rental places on both sides of the hill. Programs of upcoming events can usually also be found directly at the venue but the creation of those is up to the ski resort.
As the event is supposed to be during the Easter weekend, marketing should start at least about a month before. However, in order to get customers returning to the venue, it would be a good idea to inform them about the upcoming spring events already during the Christmas or skiing holidays, which means that the word can be spread by ski instructors and other seasonal workers. A first social media post would be good around after the skiing holidays, which are usually weeks eight to ten in Finland. People are returning home and to their normal daily routines but might already be planning what to do during the next upcoming holiday.

The marketing during the event should not be neglected either. In these modern times it is very common that the organizer reports about the event on social media while thing are happening at the venue. For example, during the preparations a little "sneak peek" could be filmed or pictures added to a Facebook or Instagram story. This might animate people who have not yet decided to come to the event to consider it a good idea and check it out. When the event is happening it also gives a better insight for people who are not joining, and they might just come another time for a different event or visit the slopes in general. After the event, the marketing process is not entirely done yet. This part contains the collection and analysis of feedback, as well from the customers as from inside the organization. Analyzing and summarizing the feedback will help to learn from everything that has happened and will hopefully make the organization of the next event a little bit easier.

Thus, the event process is an ongoing learning process for the organization and it also develops a huge amount of know-how. It also traditionally means that the organizers thank everyone who was part of the event, their own staff or volunteers, possible performers but most importantly of course the customers or visitors. (Vallo & Häyrinen 2016, 220-221.) For this event this would mean another social media post, possibly with pictures that were taken during the event, where a kind thank-you is addressed to the people involved, as well as the customers who joined the event.

8.5    PRODUCT EVALUATION PLAN

Evaluating the success of the planned event can only be done after the event has actually happened. The evaluation of this event will be measured in the experience of the customers, mostly the experience of the children and the satisfaction of the adults. Usually, how events are evaluated, is by having conversations with the staff and volunteers. Through these conversations it is easy to see what things did go well or not so well and whether they were affected by internal or external factors. Talking with the staff or volunteers who work at the event of course gives a different view of how the event went, as those people know how everything should have gone during the event. Therefore, if something had gone wrong during the event, or if some minor changes had to be made on a short notice, it might affect the evaluation of the staff, however the customers might not even have noticed it. Another way of getting or collecting feedback is to ask the customers and visitors already during the event what they think about it or just analyze the overall feeling of people. To get more into details on how the customers saw the event, there is a feedback survey that can be filled out by families together. In the building of the ski school, called Hupila, there will be set up a tablet with direct access to the survey, so people can fill it out when the children go claim their prize, or if they possibly come in to book a ski school lesson. These feedbacks from the customers can be used to give feedback to the staff and volunteers again, whether the customers felt safe and if they felt that the staff was friendly towards them. In order to make use of those feedback survey answers, they should be summarized and kept somewhere to make the next event work just as well or event better. The main objective of these feedbacks is always to improve the customer experience.

The original plan for this thesis was to organize the event in the spring of 2020, but because of the pandemic caused by the COVID-19 virus, it was not possible to implement it and include the evaluation in this thesis.

9  DISCUSSION


9.1  RELIABILITY AND ETHICS


Reliability applies to the replicability of findings or conclusions by different researches under the same conditions (Golafshani 2003). As this thesis is more a product development and service design process than a research-based thesis, it is more relevant to assess the overall success of the conducted plan for the commissioning party.

As this work includes a public event, no information about the customers or staff will be published. The survey that shall be conducted during the event day will be anonymous and information from the answers will only be used to improve services at the ski resort and ski school. Photos that are taken by people of the organization should depict only people that have given their permission to be in photos that may be published, or only show people in that way that their face is unidentifiable.

Another ethical issue might be the environment. As the event is going to be held in the area of the ski resort, no additional area of the forests will be in need. Waste management should be in good condition and enough trash cans need to be available. Also, all ski instructors and slopes' staff are encouraged to remind customers about recycling and not leaving any trash behind. Generally, ethical guidelines for preparing a thesis are followed during the process.


9.2  THESIS PROCESS EVALUATION


The feedback from the commissioning party was rather positive towards the conducted event plan. As the original plan was to implement the event, they were of course very disappointed as well, that because of the Coronavirus it did not go as it was planned. However, this plan will help in the next season, as it can be easily modified for different content. As the main development issue that was linked to this thesis was improving events for Vuokatti ski school and the ski resort and therefore increase the customer base, that was achieved at least partly. The event could not take place and the whole ski resort had to be closed, therefore the customer base could not be

increased this spring. However, a big part for improving events has been done by conducting the event plan and even pondering other possibilities to implement such an event in the future, in case the situation is not back to normal yet next season.

The product itself, the event guide, as well as the cooperation with the commissioning party were successful. It was discussed what kind of content was needed and ideas were exchanged well in advance. As there has not been any kind of written guiding for events at Vuokatti ski school and ski resort, they very much welcomed this idea. Of course, I am very sad that I could not implement this event, as I wanted my thesis to be functional but now it was just rather much theory. On the other hand, this gave me more time for the detailed event plan, which I otherwise probably would not have created like this.

As can be seen in Moritz' (2011) Service Design model, the six stages do not necessarily need to be followed in that certain order, like my thesis process did not either. However, I followed the course of all stages by narrowing down the topic in the very beginning, as I knew already it would be an event for children and their families. According to that, I searched for theory based on children's physical education and came up with some games and activities that would be suitable for a wide range of age. It would have been nice to run a prototype of these activities for the event, but because of lack of time and this very exceptional situation in general it was only possible to imagine the activities in your head. Creating the feedback survey gave me somewhat of a feeling that the event actually happened or is going to happen at another time in the future, although I could not interpret anything as there were no results of course. After all of this however, the family-friendly event that was supposed to be planned and organized, is now at least readily planned and can hopefully be executed in some way next season. The material collected during the thesis process is sufficient to carry out this event in a successful way and it can also be easily adapted to future needs. Material and theory collected for this thesis was gathered by critically going through many different books and articles and other important sources. There is a very wide range of the topic of event management and it gave me the opportunity to choose from different perspectives and theories, which one suits me and my kind of event best.

## 9.3   SUMMARY AND PROFESSIONAL DEVELOPMENT

The aim of this thesis was to create and plan a family-friendly event for the commissioning party, Vuokatti Ski School. The main idea of this was to get more customers attracted to the venue and have them come again. Objectives of this thesis included gathering suitable information on event planning and how to get children moving and having fun outdoors. The theoretical background therefore covered both areas rather broadly. Also, the knowledge about service design and the essential tasks were researched and described in the thesis.

The main task or focus of the thesis was shifted drastically in the middle of March 2020. A pandemic caused by the Coronavirus COVID-19 was announced and globally changed the everyday lives of everyone. Hence, it also caused almost all leisure and tourist services to be canceled. This also led to a closure of the ski resorts in all Finland and also Vuokatti ski slopes, which then again resulted in the cancellation of all further events. In this category was also the original topic and assignment of this thesis, implementing a family-friendly event for the ski school. After a couple days of waiting and hoping for a change of decision, it was official on March 23 that the ski resort would be closed one month before season ending and no events could take place. That of course made me stumble and panic a little as for what I was going to do. The assignment of this thesis could not be carried out as planned and had to be downsized to a rather more theoretical part.

The value of this work is definitely not the same as it was supposed to be in the beginning, however, it did provide more time to think the event through and conduct a detailed plan for the commissioning party. This work is still worth a lot for the ski school, as they already have an event readily planned for the next season, no matter if they will implement it at the beginning or end of the season. The conducted plan is supposed to give an easy and quick overview yet be informative and detailed. All important information considering this specific event planned for the ski school and ski resort can be found in the event plan. The event plan is detailed enough, so that even a person who has not been involved in this process should be able to understand it and could possibly arrange the event. The plan can also be modified and used again to plan the next event which makes the plan still very valuable. The commissioning party was content with the plan and is hoping to implement this as soon as everything is back to normal.

That arises a question, probably many might have at this time. What if the coronavirus still limits services, events and other actions in the next ski season or in general next year? This pandemic has already caused everything to be different in the summer of 2020, as all kinds of events like festivals, concerts, the European Football Championship and even the Summer Olympics have been canceled for this year and postponed to 2021. For those kind of big events it is rather hard to have a backup plan. However, many event organizers and especially musicians have contributed to let people all over the world still take part in a somewhat nice experience instead of the actual event. It could therefore be an idea to have a backup plan for this event, just in case it would still not be allowed to gather more than 10 or 50 people at the same spot. Vuokatti has launched an app that lets you discover your surroundings in a different way, even if you are just at home. This feature could be worked on and the ideas from the event could be used in the app. Another thing to engage people could be to film and publish those activities from the event and have families experience their own versions of it. By filming and submitting their own "home event" they could enter a raffle or some sort of competition to not only get fun out of those activities but also possibly win something, like the original event intended to.

The knowledge about event planning and physical activity, regarding children, that was gathered during the process of this thesis reflects a lot of the main ideas that I have collected in my years of studying. Having been involved in the sports students' association and student union, organizing events there, was probably my first catch-on to the world of events. The other help I had was during my practical training where I worked at many different events and also specialized a bit more in children's activities. Gladly the university gave me the opportunity to absolve the alpine ski-instructor certificate which then gave me the opportunity to work at the ski school. Having worked at the ski school as well gave the final push towards the topic of this thesis and somewhat a direction in my professional career. Even though the curriculum is very extensive, it does not necessarily cover every student's personal needs and points of interest. A good part of event management theory I learned during my exchange time in Canada, where we planned and organized an event for the whole campus. However, I still had to gather my knowledge about event management for this project from various sources and that of course gave me new insights again and again, even though I had been planning and been part of organizing other events before.

Of course, if the event had been organized, it would have given me so much more than just the theory of planning it. My main reason for choosing this topic was that I wanted to contribute

something meaningful for the commissioning party, but also for my own professional career, as I have been thinking about going in the direction of events a little more. One big goal of this whole degree is to prepare the student's competence for a broad variety of topics and all in all I think that the already gathered knowledge helped a lot with the creation of this thesis as well as in being rather independent throughout this process.

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Appendices

| STRENGTHS (+) | • Vuokatti is a popular venue for families<br>• returning customers from all over Finland for different vacations<br>• the event is at the ski center, no need to leave for somewhere else | • activity-based event suitable for the whole family<br>• date/timing assumingly brings many customers |
|---|---|---|
| WEAKNESSES (–) | • limited staff, need to find volunteers<br>• limited space at the foot of slopes | • Easter still a traditional holiday -> will people be willing to "give up family time"? |
| OPPORTUNITIES (+) | • returning and new customers<br>• gain customers for next season<br>• successful event<br>• collect ideas from feedback | • event might take place again in the next season |
| THREATS (–) | • weather conditions<br>• other events simultaneously<br>• bad marketing -> not many customers | • activities are not interesting<br>• unsuccessful event<br>• negative feedback |

# Post-event evaluation

Try to fill out this questionnaire with your child/children

Hi Vera, when you submit this form, the owner will be able to see your name and email address.

* Required

1. Prior to the event, how much of the information that you needed did you get? *

○ All of the information

○ Most of the information

○ Some of the information

○ A little of the information

○ None of the information

2. Where did you find out about this event? *

○ on social media (Facebook, instagram)

○ on Vuokatti.fi or Vuokatinrinteet.fi website

○ from a friend/colleague

○ at the slopes or ski school

○ I didn't know about it

3. Where is your place of residence? *

○ Sotkamo/Vuokatti

○ Kajaani

○ Kuhmo

○ Paltamo

○ somewhere else in Kainuu region

○ somewhere else in Finland

○ [Other]

4. Please rate your satisfaction level with the following aspects of our event. *

| | Extremely satisfied | Very satisfied | Somewhat satisfied | Dissatisfied | Very dissatisfied |
|---|---|---|---|---|---|
| Date and time | ○ | ○ | ○ | ○ | ○ |
| Location | ○ | ○ | ○ | ○ | ○ |
| Staff | ○ | ○ | ○ | ○ | ○ |
| Activities | ○ | ○ | ○ | ○ | ○ |
| Restaurant service | ○ | ○ | ○ | ○ | ○ |
| Overall atmosphere | ○ | ○ | ○ | ○ | ○ |

5. How much fun did your child/children have during the time spent at Vuokatinrinteet? *

☆ ☆ ☆ ☆ ☆ ☆

6. What did you like most about the event? *

Enter your answer

7. What did you like least about the event? *

Enter your answer

8. What can we improve for the next time?

Enter your answer

9. How likely are you to recommend this event to a friend or colleague?

| 0 | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |
|---|---|---|---|---|---|---|---|---|---|---|

Not at all likely                                                     Extremely likely

10. How satisfied were you with the event overall? *

☆ ☆ ☆ ☆ ☆ ☆

# EVENT CONTENT & IMPLEMENTATION

## Staff/volunteers needed:

- 1-2 ppl as mascots
- 1-2 ppl instructing warmup
- 2 ppl per checkpoint / 4 checkpoints
- 1 ppl handing out prizes at Hupila

## Checkpoint run instructions:

- the checkpoint pass has 4 Easter eggs which need to be filled with a stamp
- each checkpoint has 2 ppl, one managing the execution of the tasks, the other giving the stamp and possibly handling the line
- from each checkpoint the participant will get points and a stamp on the pass
- when all checkpoints are completed, the participant can exchange the pass for a prize
- at Hupila the prizes are given out according to the points, however everyone will get a little something no matter the amount of points
- **we want to encourage having fun together, not competition**

## Checkpoints

### 1. Hankifutis / Snowfootball
- a ball is kicked towards the goal (marked area)
- 5 balls / try
- ball goes in = 1 point
- max. 5 points

### 2. Kelkkarata / Sledgetrack
- a Stiga-sledge is used to go through a short obstacle course
- either alone or with a parent/adult
- timelimit of 1min
- performance within timelimit = 5 points
- performance outside timelimit = 1 point

### 3. Munakävely / Eggwalk
- a "snowegg" is balanced on a big spoon while walking a designated route
- holding the spoon only in one hand and no touching the egg
- go around a cone and walking back to the start
- if the egg falls down, start from the beginning
- perfect performance = 5 points
- egg falls down once = -1 point, twice = -2 points etc., but the lowest amount of points is still 1 point

### 4. Tarkkuusheitto / Accuracythrow
- 3 (snow)balls are being thrown into hoops (or a marked area in the snow)
- participants can make the snowballs themselves
- nearest hoop (area) = 1 point, furthest = 5 points
- max. 15 points

## equipment needed:

- a few football-sized balls (real footballs might be too hard)
- Stiga-sledge
- a spoon (e.g. a kitchen wooden spoon)
- 5x hoops
- cones
- snoweggs/balls are made from snow, but if the conditions are bad the backup for those would be e.g. tennisballs

# TAPAHTUMASUUNNITELMA
*Vuokatin hiihtokoululle*

## TAPAHTUMAN TIEDOT

**Nimi:** Pääsiäisrieha

**Paikka ja ajankohta:** Vuokatinrinteet & Vuokatin Hiihtokoulu, Pääsiäinen/kevät 2021

**Järjestäjä:** Vuokatin Hiihtokoulu/Vuokatin rinteet

**Yhteyshenkilöt:** Iida Elomaa, Vera Bruhn

**Tapahtuman tavoitteet:** saada lapset ja niiden perheet liikkumaan yhdessä pitäen hauskaa, houkutella uusia sekä vanhoja asiakkaita

## TAPAHTUMAN IDEA

**Miksi:** Halutaan järjestää mukava tapahtuma ja antaa asiakkaille jotain muutakin tekemistä rinteillä, kuin pelkkä laskettelu. Tämä on myös hyvä mahdollisuus näyttää lapsille ja perheille, että lumessa voi pitää hauskaa vaikkei osaisikaan lasketella. Toisena tästä tapahtumasta voi saada lisää asiakkaita hiihtokoululle.

**Kenelle:** kaikenikäisille lapsille ja lapsiperheille

**Mitä ja miten:**

- Toimintapisteet rinteiden alaosassa, sekä tarvittaessa Hupikukkulan puolella, joita kierretään tietyssä järjestyksessä.
- Toimintapisteillä on aina 1-2 henkilöä
  (KAMKin tai opiston opiskelijoita pyytää mukaan hyvissä ajoin ettei "omat tyypit" jää tunneilta pois)
- Kaikki pisteet pyörivät koko ajan, noin 2h
- Lapset/perheet saavat jokaiselta pisteeltä leiman/tarran keräilypassiin
- Passin saa vaihdettua palkinnoksi kierroksen jälkeen
- Werneri ja pari ohjaajaa vetää rennon tanssillisen alkulämmittelyn kaikille

**Millä mielikuvalla toteutetaan:**

- Pääsiäisteema, eli esim. passissa ja rastipisteillä näkyvissä pääsiäismunat
- Werneri mukana riehumassa (pääsiäispupu tietysti)

# TAPAHTUMAN KUVAUS JA KULKU

**Mitä palveluja tapahtuma tarjoaa:**

- Rastikierros "Pääsiäisoylmpialaiset"
- Alkulämmittely/"tiputanssi" kaikille
- Etuja esim.: rastikierroksen osallistujille hiihtokoulutunti halvemmalla
- Kiinteä palvelu À la Katti ravintola yms.

**Aikataulu:** klo 11-14

klo 11:             alkulämmittely & tiputanssi (Tenavarinteen alaosa)

klo 11.15:       rastikierroksen passit jaetaan

klo 11.30:       Pääsiäisolympialaiset starttaavat

klo 13:             toinen tiputanssi (animoidaan muut asiakkaat, jotka vasta tulee)

klo 14:             Pääsiäisolympialaiset päättyy

klo -15:           täytetyt rastikierroksen passit saa vaihdettua palkinnoksi Hupilassa

# TAPAHTUMAN KOHDERYHMÄ JA MARKKINOINTI

**Kohderyhmän kuvaaminen** (kuka osallistuu, mitä he odottavat tapahtuman antavan)

Kohderyhmä: lapset (noin 3-12v) ja lapsiperheet

Odotukset: hauska ja värikäs tapahtuma kaiken ikäisille, toimintaa yhdessä, mahdollisuuksia sekä perheen pienimmille että vanhemmille osallistua johonkin …

**Tavoiteltu osallistujamäärä: 50-100?**

**Markkinoinnin keinot:**

- Hiihtokoulun ja rinteiden some-kanavat sekä nettisivut,
- paikallislehdet ja TV screenit rinteiden alueella
- Julisteita/flyereita yleisesti kevään tapahtumista
- Hehkutetaan pääsiäistä jo joulu/hiihtolomilla
- Ensimmäinen postaus/tietopaketti tapahtumasta hiihtolomien jälkeen
- Facebook tapahtumat luodaan ja jaetaan hiihtolomien aikaan/jälkeen

# TAPAHTUMAN TOTEUTUS

**Henkilökunnan/vapaaehtoisten tarve:**

- 1-2 hlö Werneri (+ Max?) maskottina
- 1-2 hlö vetämässä lämmittelyn
- 2 hlö per rastipiste / 4 rastia
- 1 hlö antamassa palkintoja Hupilassa

**Rastikierroksen ohjeet:**

- Rastipassissa on 4 pääsiäismunaa, joihin pitää kerätä leima/tarra
- Jokaisella pisteellä on 2 hlö, yks hoitaa suorituksen, toinen antaa leiman
- Jokaiselta pisteeltä saa suorituksen jälkeen pisteet ja leiman
- Kun kaikki rastit on käyty läpi, saa osallistuja vaihtaa passin palkinnoksi
- Hupilassa jaetaan palkinnot pisteiden mukaan mutta jokainen saa kuitenkin jotain, pistemäärästä riippumatta
- Halutaan kannustaa yhdessä hauskanpitoon, eikä kilpailuun

# TAPAHTUMAN TALOUSSUUNNITELMA

**Osallistumismaksu:** -

**Ruoka ja juoma:** Á la Katti ravintola tarjoaa normaalin listan mukaan, ellei päätetä tarjoilla esim. pullaa, munkkeja, kahvia maksutta

**Tapahtumatuotto:** HKn ja rinnelippujen myynnistä

**Avustukset/muut toiminnot:** HK ja rinteet yhteistyössä, palkinnot voi olla mm. alennuskuponki, pieniä leluja, suklaamunia

# TAPAHTUMAN ARVIOINTI

**Miten arvioidaan:**

- keskusteluja vapaaehtoisten ja henkilökunnan välissä tapahtuman aikana sekä palautekeskustelu jälkeen
- arvioidaan asiakkaiden tunnelmaa, kysellään suoraan fiiliksiä
- palautekysely: sähköisenä täytettävänä iPadillä Hupilassa, pyydetään asiakkaat täyttämään sitä esim. kun hakevat palkinnon

**Miten sitä hyödynnetään:**

- asiakaspalautteista annetaan palautetta työntekijöille
- palautteita pyritään keräämään ja kirjoittamaan ylös seuraavaa tapahtumaa varten
- tarkoitus on aina parantaa asiakaskokemusta

# PÄÄSIÄISPUPULTA PUUTTUU JOTAIN KORISTA!
# OSALLISTU RASTIKIERROKSEEN JA AUTA KERÄÄMÄÄN
# PÄÄSIÄISMUNAT TAKAISIN KORIIN!

VOITTE KIERTÄÄ RASTEJA HALUAMANNE JÄRJESTYKSESSÄ.
KUN KAIKKI RASTIT ON SUORITETTU, SAAT VAIHDETTUA TÄMÄN PASSIN
PALKINNOKSI LASTENTALO HUPILASSA KLO 15 ASTI!
**ONNEA JA TSEMPPIÄ MATKAAN!**

**HANKIFUTIS**
PISTEET:

**KELKKARATA**
PISTEET:

**MUNAKÄVELY**
PISTEET:

**TARKKUUSHEITTO**
PISTEET: