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## UA Feature Twirler for a Day

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# UA Feature Twirler for a Day

## How to plan and execute the UA Feature “Twirler for a Day” Event

This paper will detail how to plan the UA “Twirler for a Day” Event, including planning for minors, booking on campus rooms, planning logistics, and recruiting volunteers and participants. It will also address the objectives of UA Feature Twirler for a Day.

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## Event Summary

### Preparation:

The University of Akron's first "Twirler for a Day" was pitched to Dr. Clark in November of the Fall 2017 semester. It was then presented to Dr. Feyes, the Assistant Director of Bands and the University of Akron Marching Band Director. The idea was approved, and I wrote the proposal. I then moved forward with the literature review.

From there, I began the planning process. I started by speaking with multiple majorette and twirling advisors who have done twirler for a day or mini majorette events. My high school advisor and personal coach, Shannon Wolfe, was an extremely helpful resource in this process. The first step in the planning process was to pick a date for the basketball halftime show. Dr. Feyes gave me the contact information for Matt Newhouse, the Associate Athletics Director for Marketing and Promotions. He was very excited about the prospect, and generously offered January 13. This day offered a unique opportunity because it was a double header. The men's game against Bowling Green began at 2pm and the women's game began at 5pm. I accepted both halftime slots. Matt also offered the athletic department's services in creating and fronting the costs of the t-shirts. He provided discounted group tickets for parents and guests to purchase as well.

I then contacted the UA Recreation and Wellness Center about reserving practice space. I was assigned Studio B, and Dr. Feyes helped me reserve the room. As the day of the event drew closer, I was also given Studio A. This worked out well since we had a smaller number of twirlers participate.

Next I created the first draft of the itinerary and design and distribute flyers. I spoke with Shannon about the start time of the clinic and how much time would be needed to teach routines, to eat lunch, and how much a registration fee would cost. The clinic would begin at 10am, and the main performance would take place at the men's game. Registration would cost \$15. After these decisions were made, I created a digital flyer to share on social media and send in emails. The other UA feature twirler, Jessica Richter, and I shared the flyer on our social media, and our coaches shared it and distributed it throughout their students and studios. I also created an event page on Facebook that could be shared and used as a channel of communication.

I spoke with Dr. Feyes about how to set up a registration form, and he advised me to use Google Forms. I created the form and attached the link to the digital flyer and shared that on social media as well.

Jessica and I designed the t-shirts, and the trombone section leader of the marching band, Jake Durr, finalized the designs and turned them into the vector files we needed to submit to athletics. There were some complications with this, but Jake was very helpful in communication with athletics since I am not the most skilled in that area.

After responses were collected, registration closed on January 2<sup>nd</sup>, 2018. T-shirt sizes and ticket numbers were submitted to Matt, and I moved onto creating the different learning groups for twirlers. After speaking with Jessica and Shannon, we settled on three groups: a beginner, an

intermediate, and an advanced group. Shannon agreed to teach the beginner group, I taught the intermediate, and Jessica taught the advanced. Creating these groups proved to be a challenge. The questions I asked during registration weren't as helpful as I had thought, and I relied on outside knowledge and the information I could find on Facebook on the high school twirlers.

We had one hiccup when some twirlers in Jessica's studio requested that registration be opened up for them. I contacted Matt, and he gave me the go ahead. I gave them 24 hours to register, but when no one new showed up on the list, I closed it again and gave Matt the finalized numbers. I received the t-shirts and tickets the day before the event, and Dr. Feyes graciously offered the leftover 2017 UAMB water bottles as an extra gift for the participants. I put the t-shirts, tickets, and water bottles into individual bags for the twirlers with their names to make the registration process on the day of easier.

Jessica and I met a week before the event to create the routines. We videoed all three for memorization purposes, sent them to Shannon so she could learn the beginner routine to teach it. We also chose music for both halftime performances and sent it to the athletics department along with a summary of the event for announcements.

Dr. Feyes contacted me 24 hours before the event with concerns about the weather. On Friday night, we were supposed to get a lot of snow, which posed problems for participants who were traveling. He suggested moving the start time back to 11am and asking participants to eat lunch before arriving, and that was the plan we ended up executing. I created a Plan B Itinerary and set it out to my volunteers and the participants. I had two cancellations due to weather.

### **The Day of the Event:**

To create more excitement for the event, I created a table banner for the registration table and a huge picture frame that twirlers could hold for pictures. I also purchased Zippy tattoos that matched the ones Jessica and I wear for game days, and snacks for in between the clinic and the game.

On the day of the event, my mom and grandma handled registration while Jessica and I welcomed twirlers into the studio. My dad, who used to be a professional photographer, photographed the event all day. Peter Loferski, the percussion section leader for UAMB, assisted with escorting people from the parking lot to the entrance of the rec since we used the back door, and Dr. Feyes made an appearance at the beginning of the event. I made name tags for each twirler with either blue, black, or gold batons drawn on them that denoted which group routine they would learn. I learned later that one of the twirlers who had requested that registration be opened up had shown up without registering, and my mom and grandma took care of her and made sure she had a t-shirt and the tickets she needed from the cancellations we had.

Introductions were made at 11:15am, Dr. Feyes addressed the twirlers and parents, and then we split off into our groups. Shannon and I took our smaller groups into Studio B and Jessica kept the large advanced group in Studio A. The group routines were taught along with the Fight Song in an hour, and we brought the groups back together to run the full performance a few times before taking a break for snacks. We had 45 minutes, and in this time, Jessica and I

made up the routine we would perform on our own for the women's game. The participating twirlers got to witness the quick process of thinking on our feet and having a quick turnaround time for a performance. We then walked as a group to the James A. Rhodes Arena where we met with the parents and watched the first half of the game. We warmed up in a secluded hallway on the second floor, and then waited outside the doors of the floor for halftime. My dad stayed with us on the floor to take pictures, and Peter videoed the performance from the top level of the arena.

### **After the Event:**

After the performance, most parents picked up their twirlers near the exit of the arena. The rest were escorted back up to the seats and found their parents there. After the men's game, the twirlers were dismissed. Jessica and I had decided to twirl the women's game on our own, and we took a break to get dinner and practice our own routine. We went back to the JAR halfway through the first half, and performed our routine during halftime.

After the event, I created a post event survey and sent it to all the participants. About half responded, and that information will be used to make future Twirler for a Day events at UA better.

## **Research**

There are two aspects of research that must be considered for an event like this. The first is general event planning and best practices. The second concerns twirling as a unique sport with a very specialized skillset.

First, concerning event planning, Rothschild (2015) explains the "Five P's of event planning," meaning purpose, planning, people, promotion, and putting on the event.

Purpose entails knowing the precise reason the event should be held and catering every aspect of the event to that purpose.

Planning includes the "who, what, when, where, and how" aspects of the event. Most of this knowledge is logistical. It is concerned with targeting a specific audience, what the event itself will be, where it will be held and what venue will best accommodate the audience and activities, when the event will be held, and how the event will be executed.

People means staff and volunteers. Rothschild recommends delegating responsibilities among plenty of staff and volunteers and keeping an organized list of who is in charge of what. Promotion involves social media as an advantageous way to create a "following" for an event, as well as creating hashtags. Advertisements and articles in newspapers are helpful to create buzz about an event as well.

The last component is putting the event on. Rothschild states that adjustments will have to be made "on the fly," and as the organizer of event, one must be ready for those changes. He also reminds the planner to have fun at the event. He offers more advice in his conclusion, which is to follow up at the end of the event by giving the participants something to remember the event by and with follow up questions. In the case of the "Twirler for a Day" event, this "follow up"

was in the form of a t-shirt and photos posted to an event page on Facebook, as well as a post-event survey to determine the success of the event and improvements for later years.

In a 2015 article by Martin Muller in the Journal of the American Planning Association, there are seven pitfalls that mega-event planners often fall into. Only two of these pitfalls applied directly to the “Twirler for a Day” event.

The first is the overpromising of benefits. Muller defines this as “the mismatch between the expected and the actual benefits of a mega-event” (Muller, 2015). In the case of planning mega-events, bid books are used to tell host governments of the benefits that hosting an event will bring. These bid books are often misleading and incorrect. The “Twirler for a Day” event did not present a bid book, but I have had to make a case for this event to multiple representatives of different departments on campus. I pitched this event to the director of the marching band as well as the associate athletics director for marketing and promotions. Presenting the benefits of holding a twirler day event was a large part of preparing for this event, and delivering the fan base and turnout I promised was one of the challenges of hosting this event.

The second applicable pitfall is the underestimation of costs. Muller explains how mega-events, especially the Olympics, without fail run over budget. Fixed-deadlines have a large impact on this factor. As with mega-events, the “Twirler for a Day” event also has a fixed deadline. The date cannot be pushed back if the event isn’t ready. I had little to no budget, but there were expenses that needed to be covered. Muller discusses how mega-events are also non-divisible, meaning they must be in full-force from the beginning of the event. This can lead to profiteering, where contractors use the deadline and nature of the event to get a larger payout. In the “Twirler for a Day” event, designing t-shirts and flyers could create this pitfall. Finding ways to print and distribute flyers, as well as design and produce t-shirts, could become more costly as the event approaches.

In addition to identifying these pitfalls, Muller offers policy suggestions to better the industry. The first of these suggestions is to seek advice from experts. This approach can help determine potential costs and outcomes of the event, as well help avoid overestimating the benefits of the event.

Another suggestion Muller offered was to seek participation from the beginning of the bid stage. In the case of the Twirler for a Day event, the bid stage was simply the initial planning stage. While Muller speaks on how this can help keep urban priorities of development straight, in the twirler day event, it helped keep priorities of the participating twirlers and parents as the main concern of the event.

The University of Akron and the athletics department hosted this event, so Muller’s next piece of advice applied directly to them. He suggests that hosts never sign contracts that include ambiguous and vague specifications. As the planner of the event, I then avoided ambiguous and vague specifications in my proposals.

Muller goes on to suggest that a separate organization should be formed to handle the “legacies” after an event. These legacies should contribute to the development of the city or region after the event is over, or in the case of the twirler day, the university. This group should “have a say in all matters of planning that reach beyond the event” (Muller, 2015). For the

“Twirler for a Day” event, this includes the current returning UA Feature Twirler and the director of bands and marching band director.

Muller also suggests engaging in knowledge exchange. He states “better knowledge exchange among past and future hosts can alleviate uncertainty... It can also avoid reinventing the wheel where efficient solutions are available elsewhere, thus reducing budget and time overruns” (Muller, 2015). I took this suggestion and spoke to various people who have participated in and hosted “Twirler for a Day” events in the past.

The second important aspect of research for this event concerned baton twirling as a unique sport with unique athletes. While twirling is a very traditional sport, it has quickly evolved into one of the most physically and mentally demanding sports in the world. This means that events such as UA “Twirler for a Day” must take into consideration the spatial accommodations and high energy atmosphere needed to make the event exciting, rather than just another day in the gym.

To twirl at the collegiate level, twirlers must have a thorough understanding of baton technique, the ability to improvise and think quickly, the knowledge of how to twirl healthfully, and be independent and self-governing. This requires twirlers who wish to twirl in college to have an extensive background in twirling and know their practice process and how to perform on short notice and under pressure. While it is not required that twirlers have a background in competing, in all documented cases, collegiate feature twirlers have been accomplished competition twirlers. In an article published in the *Odyssey* written by Danielle Cormier, eleven new collegiate twirlers were interviewed and spotlighted. All eleven were new feature twirlers for prestigious universities across the country and all eleven had achieved impressive state and national titles for baton twirling.

State and national titles are won by hard work and hundreds of hours spent practicing. The *New York Times* highlighted competitive twirling in 2005 in an article by Bruce Weber titled “Competitive Twirling (As not seen on ESPN)”. Jason Lee, a renowned male twirler in the United States, was interviewed by Weber and stated, “If you’re not dropping, you’re not trying.” Young twirlers often don’t understand this concept. To become a collegiate twirler, an athlete must be willing to work hard and fail in order to succeed. It’s a long, difficult process, but one that is highly rewarding when the goal is achieved.

Twirling is not only emotional for the twirler, but for the parents and families of the twirler. In an article published in the *Roeper Review* in 2015, authors Witte, Kiewra, Kasson, and Perry study the role of parents in talent development in child prodigies. They determined there are six important roles parents play in talent development: 1) they provide an early start, 2) they have previous involvement in the talent area, 3) they offer a casual introduction to the talent area, 4) they serve as talent scouts, 5) they recognize and foster the child’s natural abilities, and 6) they provide early opportunities.

After further research, the authors found specific actions parents perform to help their child be successful. They provide coaches that look out for the whole being of the child, physically, mentally, and emotionally. When the child outgrows the coach, the parents find a new one to help the child further in their development. Parents also sacrifice financially for their children’s talent. In addition, parents act as the child’s manager in every aspect of the sport. They arrange meetings with coaches, help outfit the child for practice and competition, choose music

for performances, provide transportation, act as a school liaison, and as a secondary coach when the primary coach isn't around. Furthermore, parents advocate a hard work ethic and serve as the emotional support for the athlete. They encourage rest to recharge motivation and provide encouragement and focus when the child loses sight of the goal. These are all qualities my parents, as the parents of a national title winner and collegiate twirler possess, as well as the parents of present and past UA Feature Twirlers.

After conducting several case studies on twirler days from other universities, I have determined additional helpful communication measures specific to twirler days. The first is to create an event page for the day of the event. This tactic was used by the Marshall University twirlers, the Kent State twirlers, and the University of Miami twirlers. In all cases, the original flyer, the link for registration, additional information, helpful reminders, and pictures after the event were posted. In addition, the Facebook page served as a place for participants to ask questions in a public forum and get a quick response from the host twirlers. A Facebook event page also opens opportunities for more publicity for the event. Users have the ability to share the event and reach more potential participants in their friends list.

The next communication tactic is to use online registration rather than snail mail. This could include email registration with a snail mail payment sent to the band office. But in order to order t-shirts and reserve space in time for the event, the headcount a digital response allows for gives optimal time to prepare for the turnout. Kent State used email registration, the University of Miami used online registration, and the University of Houston and Marshall University both used snail mail registration. The deadline for the snail mail registration was a few weeks in advance for both events, but with online or email registration, there is more leeway to accept participants closer to the day of the event.

### Works Cited

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"History." *The University of Akron*, [www.uakron.edu/bands/about-us/history.dot](http://www.uakron.edu/bands/about-us/history.dot).
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### Objectives

After conducting thorough research, I was able to determine the outcomes I would like to see from the event. These outcomes have become my event objectives. The objectives for the "Twirler for a Day" event are as follows:

Impact Objectives:

1. Increase awareness among high school twirlers of the opportunities The University of Akron has to offer for twirlers.
2. Increase the awareness among high school and middle school twirlers of the audition process and hard work that collegiate twirling requires.

Output Objectives:

3. Provide parents information on the audition process and empower them to continue to encourage and support their twirler.
4. Create a fun and exciting environment that accurately represents the culture of the feature twirler section at the University of Akron.

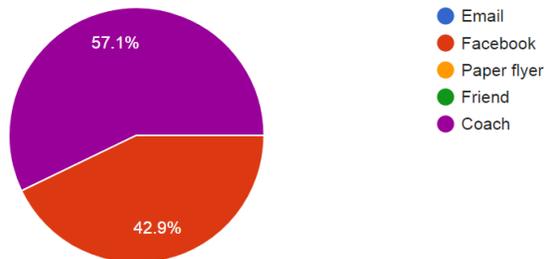
These objectives serve to benefit both the marching band and potential feature twirlers. They focus the event on the participants and prioritize making their experience at UA an enjoyable one.

## Post-Event Survey

The objectives, along with the success of other aspects of the event, were measured in the post-event survey. The results are shown below.

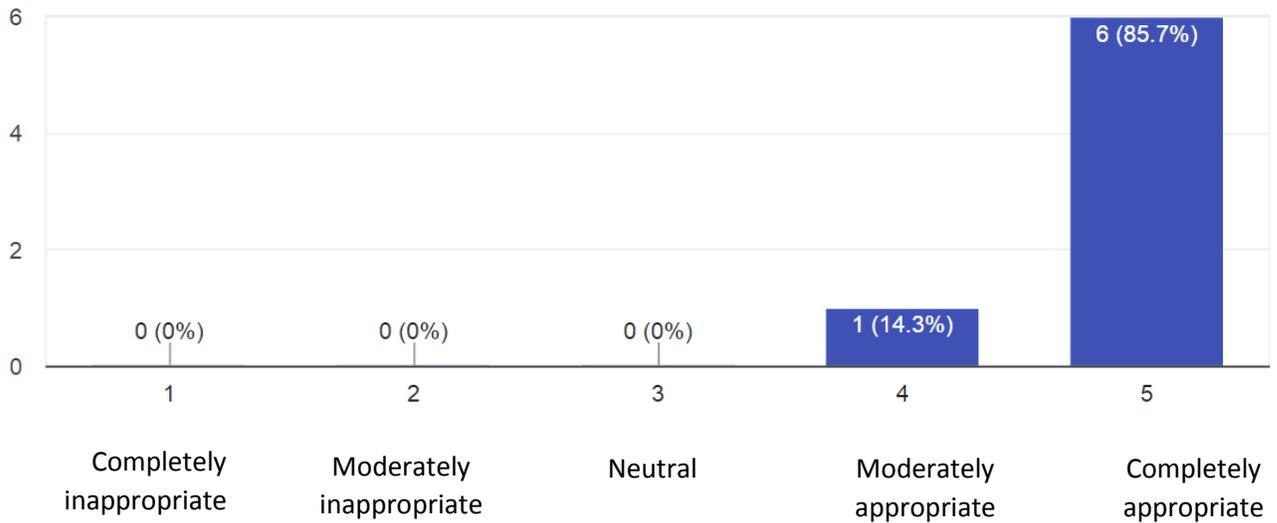
How did you hear about this event?

7 responses



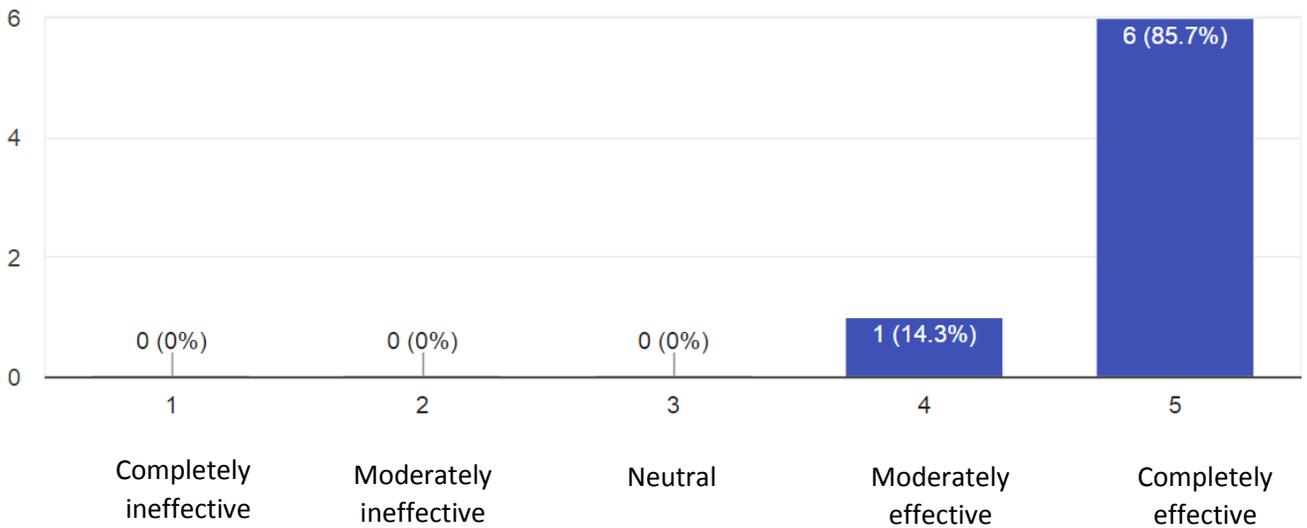
## Was the routine taught appropriate for the twirler level of the group?

7 responses



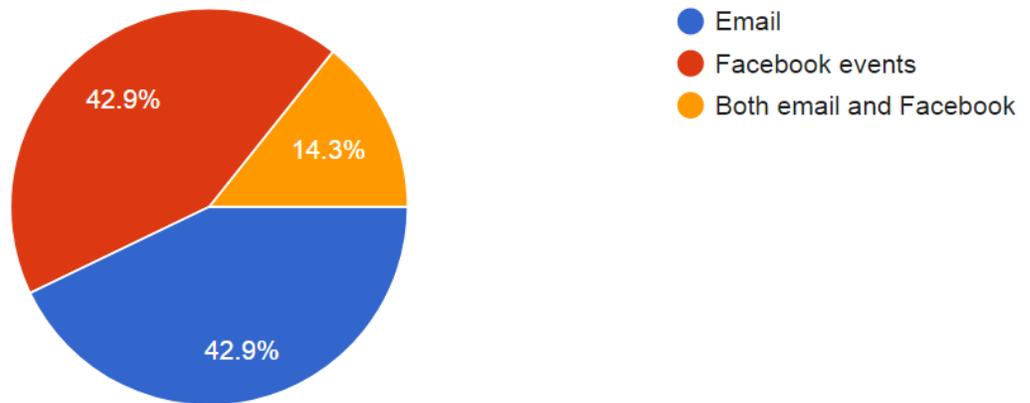
## Was the itinerary for the event effective for a fun environment as well as learning?

7 responses



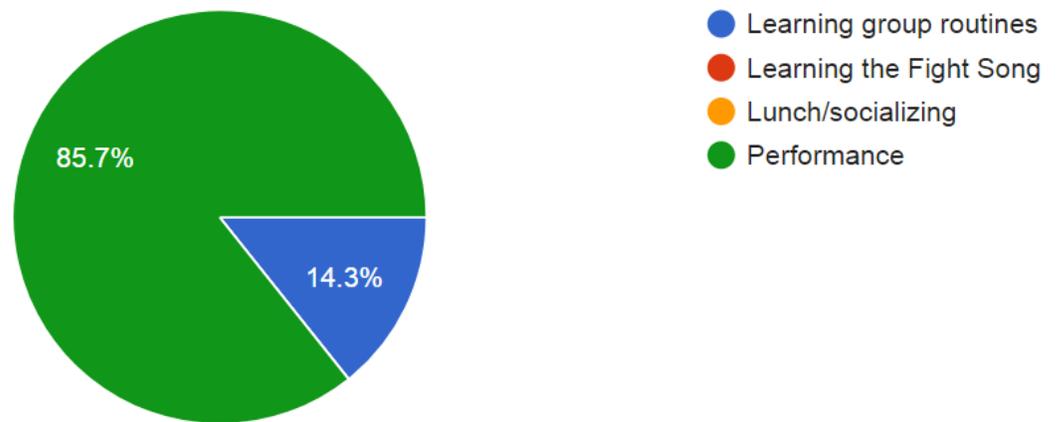
## How do you like to receive information about events like this?

7 responses



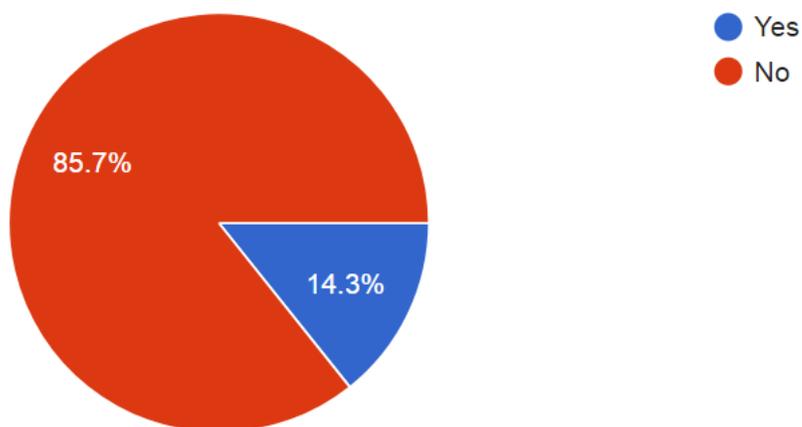
## What was the most enjoyable part of the day?

7 responses



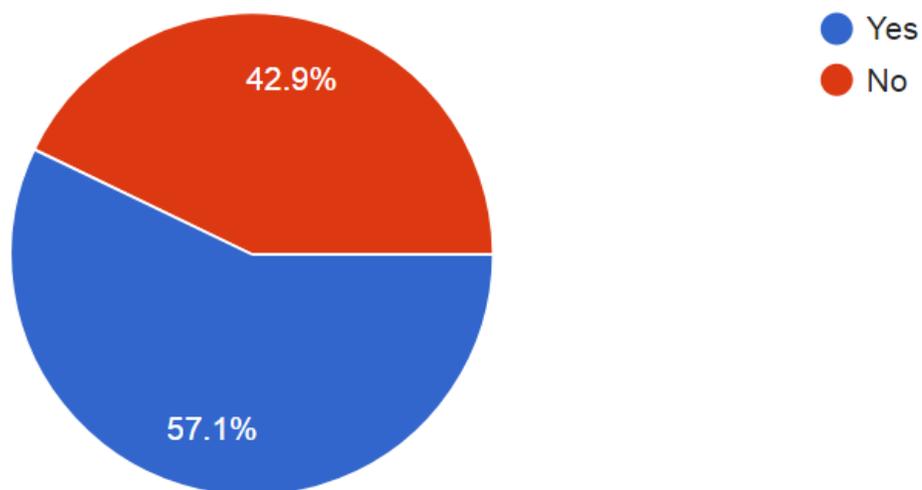
## Did you stay for the women's game and halftime performance?

7 responses



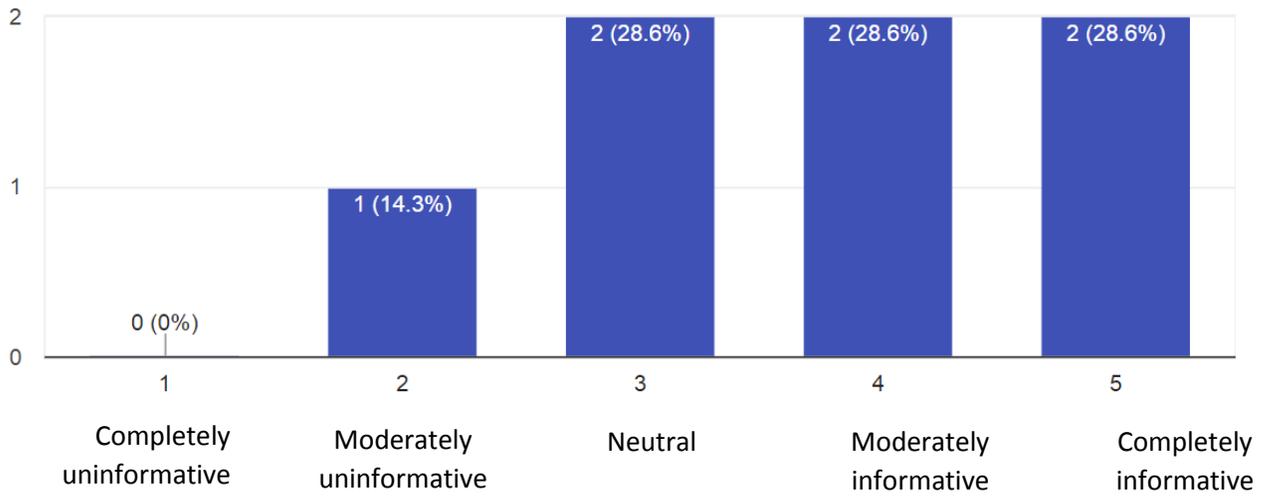
## Did you learn something new about twirling?

7 responses



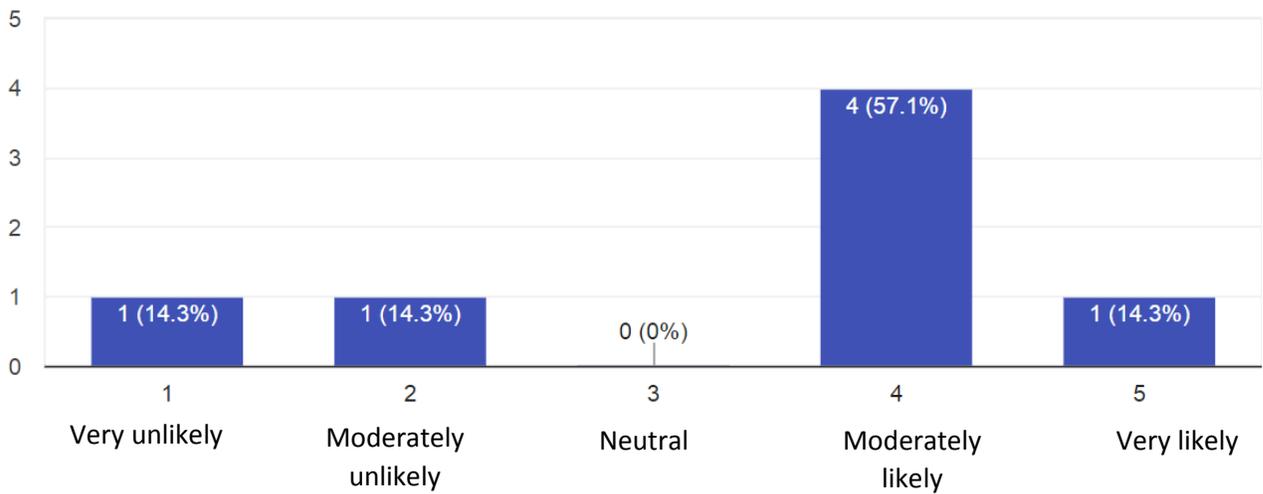
## Was this day informative about the collegiate twirling experience?

7 responses



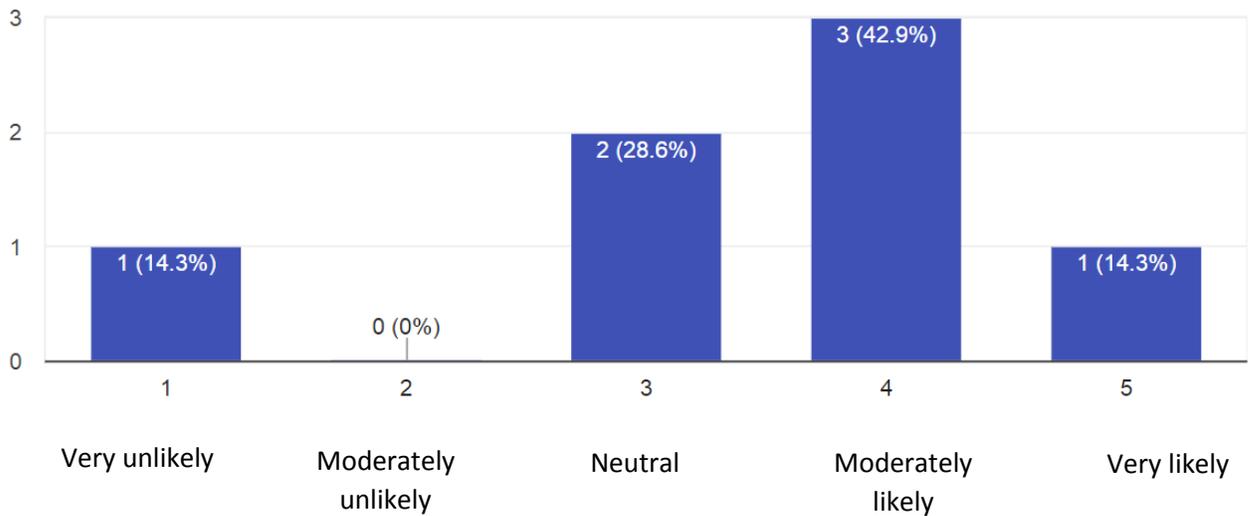
## How likely are you to attend more Zips sporting events?

7 responses



## How likely are you to attend UA Marching Band events?

7 responses



## Was there anything from this day you were expecting that did not happen?

5 responses

No (2)

Would like to work with girls longer. Work on new tricks and refinement of others.

No. This was an amazing experience for my twirler. We will definitely plan on attending more events like this one. Interactions amongst the twirlers were all positive. My twirler enjoyed the entire day. Thank you!!!

not really

## What would you improve on for future Twirler for a Day events at UA?

6 responses

I love learning new tricks so adding a few more for next time would be fun.

Same as above, But I think weather got in the way. Out of your control.

Try a football game :)

The dismissal procedure for younger twirlers should be better planned for. A predetermined meeting spot would have helped.

maybe to do a learn class for new tricks before we learn the routines

Nothing

## Event Reflections

Following the event, I reflected on the various aspects of the event and assessed their success through my own experience and the post-event survey. I also determined suggestions for future planners of this event.

### *Objectives Reflection*

#### **Objective 1: Increase the awareness among high school twirlers of the opportunities The University of Akron has to offer for twirlers.**

Based on the results of the Post Event Survey, this event moderately achieved this objective. 85.8% of respondents to the post event survey felt they had at least moderately learned about the opportunities Akron has to offer for twirlers.

#### **Objective 2: Increase the awareness among high school and middle school twirlers of the audition process and hard work being a collegiate twirler requires.**

Based on the results of the Post Event Survey, this objective was moderately achieved. Because of the difficulty of the routines taught, many twirlers' eyes were opened to the requirements of collegiate twirling. 71.5% of respondents to the post event survey felt they had at least moderately learned about the audition process for prospective feature twirlers at The University of Akron. Awareness of the audition process could have had its own section of this event in order to more successfully achieve this goal.

#### **Objective 3: Provide parents information on the audition process and empower them to continue to encourage and support their twirler.**

This objective was also moderately achieved. Because twirlers of all ages attended the event, older twirlers and their parents were more concerned with taking the opportunities that were provided to learn about the audition process. Younger twirlers and their parents were not as motivated.

#### **Objective 4: Create a fun and exciting environment that accurately represents the culture of the feature twirler section at The University of Akron.**

This objective was successfully achieved. Twirlers found the experience to be fun and were excited to perform. They had the opportunity to watch Jessica and I create a routine quickly (which happens often as feature twirlers) and the opportunity to perform on a collegiate stage. 71.4% of respondents were completely satisfied with their group placement, and 28.6% were moderately satisfied. 85.7% were completely satisfied with the level of difficulty of the routines they were taught, and 14.3% were moderately satisfied. The same statistics apply to the satisfaction level of respondents with the itinerary for the day. 85.7% felt the performance was the most enjoyable part of the day, and 85.7% also stayed for the women's basketball game after the clinic was over. 71.4% said they are at least moderately likely to attend future Zips athletic events, and 85.8% said they would consider attending future UA Marching Band events.

### *Participant Registration Reflection*

The following are the questions presented during the registration process.

1. Twirler's name
2. Twirler's age
3. Years of twirling experience
4. T-shirt size
5. Twirling ability (No experience/beginner, beginner/intermediate, intermediate/advanced, other)
6. Additional t-shirts (optional)
7. Additional game tickets (Twirler's ticket is included in registration fee)
8. E-mail

Had a budget been available for this event, an online form service would have most likely been used for registration. Since no budget was available, Google Forms was the online service used and was sufficient.

For future registration, the twirlers' grades rather than ages will be very useful information. Their grade level more accurately helps gauge their mental capacity and attention span, as well as age appropriateness of groups and routines. In forming the groups, I was unable to tell if the twirlers who were 17 and 18 were juniors or seniors in high school. In order to make the solo portion of the performance successful, that was vital information. Not initially asking grade level slowed down the process of forming the groups and caused me to send more emails than were necessary.

Years twirled was a helpful question when paired with something along the lines of "years competed". The three tentative groups that were created on the form presented ranges that were too large and not clearly defined. Asking what their highest level of competition and how long they have been in that level is a more accurate representation of twirling ability.

### *Communication Reflection*

For most of the planning of the event, email was the most efficient way to contact people. This meant that I had record of exactly what was said and could reference it when needed. Because there were so many moving parts to planning this event and many of the details took place over the course of four months (such as designing and ordering t-shirts, preordering tickets, and getting various prices for each of these components), it was valuable to have records to look back on and know exactly what was said.

For communication with participants, I should have utilized Facebook more. According to the Post Event Survey, email and Facebook were the top two preferred methods of communication. Facebook would have been a more useful tool if I had set the precedent that announcements would be made there earlier. Since I didn't, I had to email as well as post to make sure everyone got the information they needed.

However, numerous participants utilized my email because it was accessible and easy. My goal in using both communication methods was to make myself as available as possible, and I believe I accomplished that goal.

### *Social Media Reflection*

The entirety of the social media was done on Facebook. Because the goal of the social media was to have people share it, this was the most logical platform. However, I do have followers on Instagram and Twitter who are twirlers. Those platforms would have been useful as well. In addition, I should have requested that the marching band pages and accounts share the event as well. As a respected band in the region, more impressions would have been made had the band pages shared the event.

Various individuals shared the event as well and the event was shared on two twirling pages. I could have utilized more twirling forums and pages to advertise the event.

On the Facebook event page, 27 people responded as “Going” and 32 responded as “Interested.” Assuming that only 35% of Facebook friends see that a certain person has responded to an event positively and the average number of Facebook friends an adult user has is 338, it can be assumed that 6,979.7 people saw a share of the event page. However, media impressions are not the best way to measure awareness. The event received 10 personal shares over four profiles, and two shares on public twirling pages.

I contacted various band directors over social media, but I never heard back from them.

### *Execution Reflection*

My initial organization was thorough and thought out. I had a master itinerary for the participants and an itinerary for all volunteers with jobs that needed to be done at certain times, who was doing them, and where they were headed next. Due to weather, my original itinerary was pushed back. I created a Plan B itinerary both for the participants and the volunteers. I also created one for the photographer. These itineraries were used heavily by all. They were sent out prior to the event and I provided hard copies.

All consent forms were signed during registration. Registration went smoothly once all volunteers were on deck. In the future, a more structured introduction process should be used once the twirlers are in the facility. Stretching and warming up was needed, but it could have been done as an organized group rather than as individuals.

Initial introductions were made while parents were still present. This opened opportunities for parents to ask questions and understand who they were leaving their daughters with for the day. Dr. Feyes (UAMB director) was there and available to answer questions from parents.

Once routines were being taught, having two studios was more effective than I had originally thought. Since there were three groups of twirlers and only two rooms, my concern was that there wouldn't be enough space to teach and twirl full out. The intermediate and small beginner groups went in one studio and the advanced group went to the other. This ended up not

being an issue at all. Because of the size of the groups and the close proximity of the studios, the group was able to stay together and communicate quickly. The two younger groups learned the Fight Song together and more slowly than the advanced group. This could not have been done if they had not been sharing a studio. The group routines were also learned much faster than I anticipated. We had an extra hour after the performance was completely put together. On the day of, we used this time to get snacks that were provided and relax from the practice before the game. In the future, this time could also be used as a Q&A session to inform the twirlers more about the audition process and culture of collegiate twirling. In addition, the facility arrangements may have to be altered based on how many twirlers attend. Had the two small groups been bigger, this arrangement would not have worked.

We walked to the JAR together, and because the group was relatively small, moving in as one large group wasn't a problem. In the future, a buddy system or count off system could be used as a less chaotic way of ensuring no one got lost or left behind.

After the performance, there was no established meeting place for parents. I had assumed they would stay in their seats until we met back up with them, but I never communicated that. As a result, making sure twirlers found their parents all over the arena turned into a chaotic experience. In the future, it needs to be made clear where the twirlers can be picked up after the performance.

I did not make a completely organized spreadsheet before the event of exactly how much money needed to be collected for each product (t-shirts and tickets). This made getting totals and payments ready for athletics afterwards very difficult. In the future, I would count exactly how many tickets and t-shirts were requested and then how many ended up being purchased. Totals for payments would be much more accessible this way.

### *Post Survey Reflection*

The purpose of the post survey was to evaluate the objectives I originally set out to achieve.

#### **Objective 1: Increase the awareness among high school twirlers of the opportunities The University of Akron has to offer for twirlers.**

Since every twirler who attended the event got to twirl with the two current UA Feature Twirlers, the post survey didn't do much to help this objective. However, many of the participants heard about the event through their coaches. This means these coaches are now aware of the high level of twirling and high quality performances UA twirlers execute. In the future, they will be contacted about the event and the impression left on them will create a reputation for the event and the UA Feature Twirler program.

#### **Objective 2: Increase the awareness among high school and middle school twirlers of the audition process and hard work being a collegiate twirler requires.**

Based on the results of the post event survey, this objective was moderately met. As I mentioned before in the Objectives Reflection, the biggest opportunity to learn about the audition

process was during Dr. Feyes' visit. In the future, time will be structured and saved for a Q&A session with the current twirlers so potential twirlers can get an idea of what auditions are like from the perspective of people who have experienced it.

**Objective 3: Provide parents information on the audition process and empower them to continue to encourage and support their twirler.**

This objective was also moderately met. Many parents didn't stay for the entire event, so in the future, a parent Q&A session with Dr. Feyes would be helpful to help make this objective a reality. If there was a structured time for the focus to be on them, they will be more likely to stay and ask questions.

**Objective 4: Create a fun and exciting environment that accurately represents the culture of the feature twirler section at The University of Akron.**

Based on the results of the survey, this goal was met. The environment of the event accurately represented the culture of the section because Jessica and I were heavily involved. The environment was fun and effective for learning, and most twirlers learned something new about twirling.

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## Financial Records

Name	Amount Owed	Amount Paid	Details
Participant names	\$35.00	\$35.00	
have been omitted	\$15.00	\$15.00	
	\$35.00	\$35.00	
	\$45.00	\$35.00	Returned one ticket
	\$35.00	\$35.00	
	\$0.00	\$15.00	Didn't register,impromptu registration
	\$35.00	\$35.00	
	\$55.00	\$0.00	Cancelled
	\$45.00	\$45.00	
	\$55.00	\$55.00	
	\$55.00	\$55.00	
	\$25.00	\$25.00	
	\$25.00	\$0.00	Cancelled
	\$95.00	\$0.00	No show
	\$35.00	\$0.00	No show
	\$35.00	\$35.00	
	\$45.00	\$45.00	
Extra t-shirt	\$0.00	\$10.00	Alumni request
Mellinger shirts	\$20.00	\$20.00	
Mellinger tickets	\$30.00	\$30.00	
Total expected:	\$720.00		
Total collected:		\$565.00	
Zippy Tattoos	\$10.46		
Ticket envelopes	\$2.10		
Snacks	\$26.28		
Supplies for frame	\$2.34		
Total spent:		\$41.18	
Shirts total:		\$208.00	
Tickets total:		\$300.00	
Amount back to band:		\$15.82	

**MEDIA CONSENT FORM AND RELEASE FOR MINOR CHILDREN**

I am the parent/guardian of \_\_\_\_\_ (print full name of child) (“My Child”). I hereby grant The University of Akron (“University”) and their agents the absolute right and permission to use photographic portraits, pictures, digital images or videotapes of My Child, or in which My Child may be included in whole or part, or reproductions thereof in color or otherwise for any lawful purpose whatsoever, including but not limited to use in any University publication or on the University websites, without payment or any other consideration.

I hereby waive any right that I may have to inspect and/or approve the finished product or the copy that may be used in connection therewith, wherein My Child’s likeness appears, or the use to which it may be applied. I hereby release, discharge, and agree to indemnify and hold harmless the University and their agents from all claims, demands, and causes of action that I or My Child have or may have by reason of this authorization or use of My Child’s photographic portraits, pictures, digital images or videotapes, including any liability by virtue of any blurring, distortion, alteration, optical illusion, or use in composite form, whether intentional or otherwise, that may occur or be produced in the taking of said images or videotapes, or in processing tending towards the completion of the finished product, including publication on the internet, in brochures, or any other advertisements or promotional materials.

**THIS IS A RELEASE OF LEGAL RIGHTS. READ IT CAREFULLY AND BE CERTAIN YOU UNDERSTAND IT BEFORE SIGNING.**

PLEASE CHECK ONE OF THE BOXES BELOW THEN SIGN YOUR NAME(S):

CONSENT: We/I hereby certify that We/I are/am the parent(s) or guardian(s) of the above named child and do hereby give our/my consent without reservation to the foregoing on behalf of My Child.

NON-CONSENT: We/I hereby certify that We/I are/am the parent(s) or guardian(s) of the above named child and do not hereby give our/my consent without reservation to the foregoing on behalf of My Child.

\_\_\_\_\_  
(Guardian’s Printed Name)

\_\_\_\_\_  
(Guardian’s signature)

\_\_\_\_\_  
(Date)

**IF PARTICIPANT IS OVER 18:**

I certify that I am 18 years of age or older.

\_\_\_\_\_  
(Participant’s signature)

\_\_\_\_\_  
(Date)

**The University of Akron**  
**Student Recreation and Wellness**  
**Center**  
**Acknowledgement of Risk, Release,**  
**Waiver of Liability, and Medical**  
**Authorization for MINOR**  
**Participants**

In consideration of my child being permitted by The University of Akron to use its Student Recreation and Wellness Center (SWRC) facilities and/or participate in any programs or activities offered by The University of Akron, I agree to the following:

I hereby acknowledge the inherent risks associated with using fitness equipment and facilities (including the swimming

facilities) and that such risks include, but are not limited to:

1. Falling and impacting against solid surfaces, including the SWRC floor and projections, whether permanently or temporarily in place;
2. Drowning or inhalation of water;
3. Exposure to or injuries in the water and/or its chemicals;
4. Collisions associated with exercise or group activities;
5. Failure of fitness equipment, including, but not limited to, treadmills, stair climbers, elliptical machines, and weight machines;
6. Failure to follow the SWRC's employees' instructions or failure to ask for information or assistance; and
7. Injuries resulting from the actions or omissions of my child or others using the facilities and equipment.
8. Overuse injuries.

I understand that these risks carry with them the possibility of serious or debilitating injury or death, including losses that

may result not only from my child's own actions, inactions or negligence, but also from the actions, inactions, or negligence of others. I further understand that the dangers and risks of participation in the above activities may result not only in serious injury, but in a serious impairment of my child's future abilities to learn, earn a living, engage in other business, social and recreational activities and generally to enjoy life.

Despite the inherent risks associated with these programs and activities, some of which are outlined above, I consent to my

child's participation in such activities at The University of Akron. I acknowledge that my child is in good physical condition and that I know of no allergies, physical impairments, disabilities, or other condition or reason that would prevent my child from safely participating in such activities.

I agree that my child will be required to abide by all rules and regulations of SWRC and that if my child fails to abide by such

rules and regulations, he or she will not be allowed to participate in any further programs or activities.

In consideration for my child being granted the opportunity to participate in the activity described above, arranged in part, or

located at The University of Akron, I, for my child, myself, my executors, administrators, heirs and assigns, do hereby release and forever discharge The University of Akron and its Board of Trustees, its administrators, officers, employees, agents and students from any and all claims for loss, damage, injury or cost, and any action whatsoever, including but not limited to those based on negligence, that I might have myself or could bring on my child's behalf, and which arise in any manner out of my child's participation in this activity. I understand that this Release means, among other things, that I am giving up my right and my child's right to sue The University of Akron and its Board of Trustees, its administrators, officers, employees, agents and students for any such loss, damage, injury or cost that I may incur. I also hereby agree that in the event any claim arising out of or incidental to personal injury, death, or any damages to me shall be filed against any Released Parties, I shall indemnify and hold harmless such Released Parties against any and all claims, including attorney's fees incurred by the Released Parties in defending any such claims

In the event of illness or injury resulting or arising directly or indirectly out of my child's participation or involvement with

programs or activities at the SWRC, I hereby give my consent and authorization for (1) the administration of emergency first aid care and treatment at the scene of an emergency by employees of The University of Akron or emergency personnel, (2) the administration of any treatment deemed necessary by a licensed physician or dentist, and (3) the transfer of my child to any hospital reasonably accessible. This authorization is not intended to cover major surgery unless the medical opinions of two licensed physicians or dentists, concurring in the necessity for such surgery, are obtained prior to the performance of such surgery. I understand that should any such medical care or treatment be necessary, I am fully responsible for all costs associated with such care and treatment, and I agree to hold The University of Akron, as well as its Board of Trustees, officers, employees, agents, representatives, or volunteers harmless from all costs associated with such treatment.

**I ACKNOWLEDGE THAT I HAVE READ AND FULLY UNDERSTAND THE ABOVE BEFORE HAVING SIGNED THIS DOCUMENT.**

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
UAID# \_\_\_\_\_  
Child's Name (Printed)  
Parent or Guardian's Name (Printed)

\_\_\_\_\_

Date

Parent or Guardian's Signature

\_\_\_\_\_

Emergency Contact Name & Number  
indicate whether Parent or Guardian)

Relationship (Please

## **Plan B Itinerary**

*\*Eat lunch before arriving\**

**11:00am:** Registration

**11:15am:** Clinic Begins

- Gold (JR) in Studio B
- Blue (Amy) in Studio A
- White (Shannon) in Studio A/Hallway

*If you finish your routine early, move onto the Fight Song*

**1:30pm:** Come to Studio A to meet before walking to the JAR

- Depending on time, run the full performance once
- Parents walk over/find seats

**1:45pm:** Walk over to JAR

**2:00pm:** Tip-off!

- Halfway through first half, warm up in hallway
- Halftime!

*Twirlers are officially dismissed after halftime, but are encouraged to stay.*

## **Plan B Itinerary - Volunteers**

*\*Eat lunch before arriving\**

### **Arrive at the Rec at 10:30**

Peter outside to make sure people find the door/get upstairs

### **11:00am:** Registration

- Mom/Grandma/Caylin on registration
- Amy/JR/Shannon in Studio A with registered twirlers

### **11:15am:** Clinic begins (give or take, but that's what we're shooting for)

- Gold (JR) in Studio B
- Blue (Amy) in Studio A
- White (Shannon/Caylin) in Studio A/Hallway
- Peter, Mom, Grandma clean up registration/take a break
  - Table belongs to the Rec, leave it there; sign can go in car, money can go hidden in the car/somewhere safe
  - Whenever Bree and Brooke get there, jump in with whatever group needs help/wherever you're needed (possibly with Mom and Grandma)

*If you finish your routine early, move onto the Fight Song*

### **1:30pm:** Come to Studio A to meet before walking to the JAR

- Peter take parents over to the JAR to find seats
- Mom/Grandma set up snacks
- Given the time, Bree/Brooke/Caylin/Shannon help twirlers put on Zippy tats/change if needed
- Depending on time, run the full performance once

### **1:45pm:** Walk over to JAR

### **2:00pm:** Tip-off!

- Amy/JR change
- Halfway through first half, warm up in hallway
- Halftime!

*Twirlers are officially dismissed after halftime, but are encouraged to stay.*

## **Plan B Itinerary - Photographer**

*\*Eat lunch before arriving\**

**11:00am:** Registration – Just prove it happened, then move into the studio for stretching

**11:15am:** Clinic Begins

- White (Shannon) in Studio A/hallway
  - 11:15-12:00
- Blue (Amy) in Studio A
  - 12:00-12:45
- Gold (JR) in Studio B
  - 12:45-1:30

**1:30pm:** Come to Studio A to meet before walking to the JAR

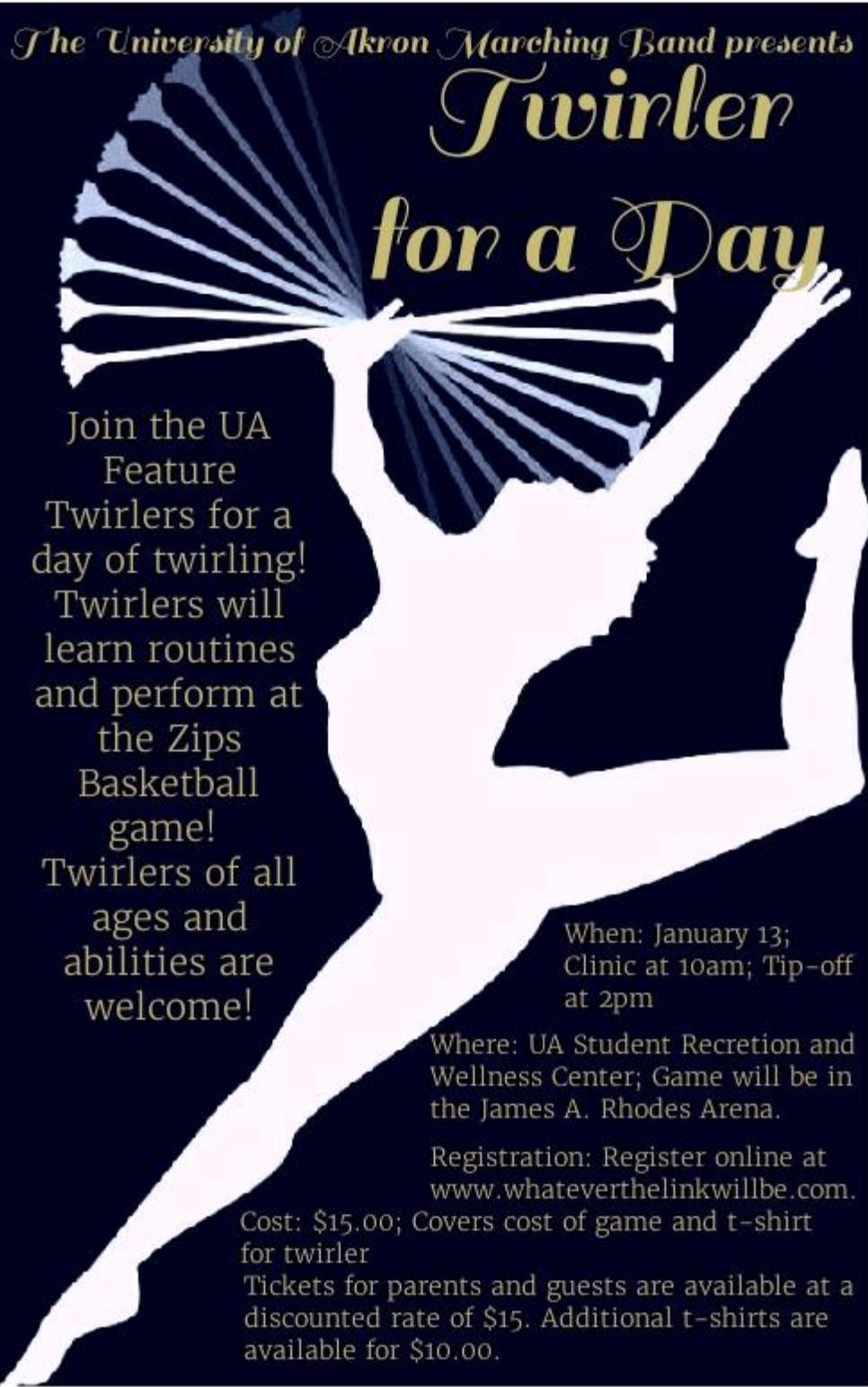
- If people are warming up, stick to that. Might be a good opportunity for photo ops while people are waiting for others to change

**1:45pm:** Walk over to JAR

**2:00pm:** Tip-off!

- Halfway through first half, warm up in hallway – follow us there
- Halftime! - VIDEO/pictures – Mom/Peter can be on the video camera

*Twirlers are officially dismissed after halftime, but are encouraged to stay – Photo ops*



*The University of Akron Marching Band presents*

# *Twirler for a Day*

Join the UA  
Feature  
Twirlers for a  
day of twirling!  
Twirlers will  
learn routines  
and perform at  
the Zips  
Basketball  
game!  
Twirlers of all  
ages and  
abilities are  
welcome!

When: January 13;  
Clinic at 10am; Tip-off  
at 2pm

Where: UA Student Recreation and  
Wellness Center; Game will be in  
the James A. Rhodes Arena.

Registration: Register online at  
[www.whateverthelinkwillbe.com](http://www.whateverthelinkwillbe.com).

Cost: \$15.00; Covers cost of game and t-shirt  
for twirler  
Tickets for parents and guests are available at a  
discounted rate of \$15. Additional t-shirts are  
available for \$10.00.