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A Club's Guide to Hosting a Training Camp, Clinic or Seminar



Welcome!

So, you want to host a special training camp, seminar or clinic? Great! We have created this manual just for you! All these programs are helpful to the growth of figure skating and retaining current members. It is important to remember, however, that this manual is not a set of hard and fast rules. Every club, rink, program, etc., is different, and the differences create unique sets of opportunities and problems for each organizer.

Just a couple reminders as you go through this manual...

As with most anything you do, the basis of every well-run program is good communication — with skaters, coaches, staff members, volunteers and rink managers. The more informed people are, the more successful your program will be. For example, if your volunteers are informed, they will be able to assist skaters better. If the rink manager is informed, there won't be any problems during set up on event day. Communication is a big key to making the program run smoothly.

The other key is flexibility. If there is one thing said in this manual that will be true 100 percent of the time it is that your event will NOT go according to plan. It's true in everyday life, and it's certainly true for figure skating. Whether it is something big or something small, the ability to think on your feet and come up with a creative solution is invaluable. So, be prepared for the unexpected — it will happen!

The last piece of advice before you get started — don't panic! No matter what happens, move on to the next thing. No matter how many small things you see going wrong behind the scenes, chances are that the participants will not notice — unless you decide to make a big deal about them.

With all that being said, good luck and have fun! You will do a great job!

Purpose

The purpose of a training camp, clinic or seminar is to introduce skaters to advanced training techniques. There are hundreds of skaters who can benefit from these types of programs. The numbers and levels of participants in a particular program are the decisions of the local organizing committee.

There are two primary objectives:

- Enhance the skaters' overall development
- Encourage and educate skaters through active participation in a positive and fun group environment

The following goals relate to these objectives:

- Provide basic, solid information for skaters to encourage them in the process of developing into well-rounded athletes.
- Introduce skaters (at all levels) to the importance of a correct training regimen and proper training techniques, both on and off the ice. These programs can be for test-level and/or competitive-level skaters.
- Provide an opportunity for a "team" training experience.
- Provide an opportunity for education, observation, communication and motivation for coaches.
- Educate parents about their role in their child's growth and development as a figure skater.
- Encourage "active learning" (athlete participation) in all camp components and social functions.
- Provide an opportunity for the exchange of ideas and training techniques among coaches.

REMEMBER: These programs are supposed to be educational and FUN! Having fun is the best motivation to skate and to continue skating.

What to Include

What specifically to include in your program is entirely up to you. It is recommended that you consult with someone who is very knowledgeable about figure skating, such as an experienced coach, when considering what to include and what not to include. Generally, clinics, seminars and camps have both an on-ice- and off-ice component to them. If you are running a full-day or multi-day program, it is probably best to break up the on-ice component so that the skaters do not get bored with one thing or become overtired. This, of course, is dependent upon what kind of ice time you can secure. In general, an hour is the most time that should be spent on one topic at a time. Anywhere from 30-60 minutes per topic is the norm.

There are many on-ice topics and subtopics that can be covered, such as:

- Stroking — power skating, stroking technique, edge quality
- Jumps — specific jumps, combination jumps, gaining height on jumps
- Spins — specific spins, combination spins, flying spins
- Creative Movement — music interpretation, choreography
- Turns — three-turns, mohawks, choctaws, rockers, counters, twizzles
- Artistic Elements — spirals, spread eagles, split jumps, hydroblading

Off-ice classes can be participatory or classroom style, meaning that they can be sessions in which the athletes are active or in which a presenter gives them information. Both types of sessions can be very valuable. A word of caution — if you want a presenter to give them information, make sure the presenter is someone who works well with children. No matter how good the information is, kids are still kids and sitting still listening to someone talk at them is not always going to happen. With that being said, there are many presenters who are able to get kids excited about learning any kind of topic.

Examples of Participatory Classes:

- Ballet
- Dance (Jazz, Modern, Hip Hop)
- Fitness — general conditioning
- Yoga/Pilates
- Stretch/Flexibility

Examples of Classroom Style Sessions:

- Nutrition
- Judging Skating
- Time Management
- Sports Psychology
- Goal Setting

Don't forget to include time for lunch and snacks! It will be a very busy time for these athletes, and it is important for them to stay nourished and hydrated so that they can get the most out of the experience.

Sample Schedules

The following is a very simple example of a one-day workshop consisting of a few on- and off-ice topics.

| Preliminary/ Pre-Juvenile | Juvenile/ Intermediate | Novice/Junior/ Senior |
|--|--|--|
| 8:00-8:30 On-ice Jumps | 8:00-8:30 On-ice Spins | 8:00-9:00 Off-ice Fitness |
| 8:30-9:00 On-ice Spins | 8:30-9:00 On-ice Jumps | 9:15-9:45 On-ice Stroking |
| 9:15-10:15 Off-ice Ballet | 9:15-10:15 Off-ice Fitness | 9:45-10:15 On-ice Jumps |
| 10:30-11:00 On-ice Stroking | 10:30-11:30 Off-ice Ballet | 10:15-10:30 On-ice Spins |
| 11:15-11:45 Lunch | 11:45-12:15 Lunch | 10:45-11:45 Off-ice Goal Setting |
| 12:00-1:00 Off-ice Goal Setting | 12:30-1:00 On-ice Stroking | 12:00-12:30 Lunch |
| 1:15-1:45 On-ice Creative Movement | 1:15-1:45 On-ice Creative Movement | 12:45-1:45 Off-ice Ballet |
| 2:00-3:00 Off-ice Fitness | 2:00-3:00 Off-ice Goal Setting | 2:00-2:30 On-ice Creative Movement |

Examples of things to consider when making a schedule:

- Am I using the ice time efficiently? Are there any groups I can combine without jeopardizing the quality of the program?
- Do I have any presenters overlapping?
- Is there enough time for skaters to eat lunch, go to the bathroom, put on their skates, etc.?
- Are the skaters grouped effectively so that there are the maximum amount of skaters on the ice but that the skaters are at the appropriate levels?
- Do I have enough off-ice rooms to have sessions going on concurrently?
- What is the locker room situation?

Staffing The Program

The structure of the organization largely depends on the organization itself. Sometimes it is one person's responsibility to do all the organizing, and other times it can be split up between committees. Regardless, there should be one person who is the chair/camp director so that is clear who to go to when there are questions.

The following is a general list of things that need to be done on an organizational level along with a suggested person to do them:

| Task | Suggested Person |
|---|--|
| Securing ice time | LOC Chair/Program Director |
| Lodging/Transportation | LOC Chair/Program Director, Committee Chair |
| Food/Hospitality | LOC Chair/Program Director, Committee Chair |
| Advertising/Marketing | LOC Chair/Program Director, Committee Chair |
| Creating budget | LOC Chair/Program Director |
| Administration — corresponding with skaters, mailing information, copying materials, entering data | LOC Chair/Program Director |
| Registration desk — including wel- come packets, checking in skaters | LOC Chair/Program Director, Committee Chair |
| Set schedules - including on- and off- ice topics | LOC Chair/Program Director, Head Coach |
| Coordinate faculty | LOC Chair/Program Director, Head Coach |
| Coordinate staff/volunteer meetings | LOC Chair/Program Director, Head Coach |

There are many other smaller tasks to be done as well — i.e., decorating the arena, creating a brochure and web site, etc. — but those depend on how creative your LOC is and how much you want to do. The more volunteers you have, the better!

You also have to think about your on-ice/off-ice staff personnel. The suggested ratio of coaches to athletes is 1:10, although off-ice presenters can usually handle more than that per session. Each off-ice topic should have a separate presenter. Those presenters should preferably have experience working with figure skaters, but it is not necessary. If they do not have experience with figure skaters, they should be willing to do a bit of research prior to your program on the specifics of figure skating and how it relates to their specific topic.

Staffing The Program

There are several ways of choosing on-ice presenters. You can have one main presenter or you can have one for each topic. To keep a 1:10 ratio, you may want to also have some coaches to “help” the main presenter of the topic. Those coaches would act as assistant coaches. You can ask some of the coaches who bring skaters to your programs to be assistant coaches, and that way they will be able to learn firsthand from the main presenter. You should talk to the main presenter about that and about how comfortable he or she would be with that idea. Some may want to work solely on their own. Keep in mind that if you only have one main coach, you can only have one group on the ice at one time.

You should also talk to the presenters on what they feel comfortable teaching. Some like everything — technique and choreography — and some feel their strength is only in one area and would rather not do some areas, such as choreography or movement.

You should also have chaperones or “team leaders” available to help the skaters move from one topic to another. This is especially important with younger skaters. Some ideas for chaperones are local coaches, Basic Skills instructors or former club skaters who are now in college but might be interested in staying involved in skating.

All financial arrangements should be made directly with the coach/presenter BEFORE any kind of commitment is made. Fees vary, but be prepared that a national- or Olympic-level coach can run anywhere from \$800-2,000/day.

In order to provide the maximum enjoyment and benefit for each skater participating in your program, each staff member should adhere to the following philosophy:

- Be supportive of each skater's needs.
- Be supportive of the skater's home coach and program.
- Ensure continuous, positive reinforcement of each skater throughout the program.
- All skaters should be treated equally and with respect.
- Speak to each participant regularly and equally in each session.
- Refrain from public criticism of the skater.
- Ensure that each skater has fun and looks forward to returning to his/her own program.
- **DO NOT RECRUIT SKATERS**, either directly or indirectly. This is the greatest objection and concern coaches have about sending skaters to camps. Conduct yourself in such a way that no compromises of your coaching philosophy occur.

Timeline/Checklist

Below is a general timeline of what should be done and when. Again, every organization is different, and you might want to restructure things in a way that makes sense for you and your organization.

Nine Months Before Program

- Determine possible dates and site for your program
- Select head coach and/or determine a list of potential faculty members for On- and off-ice topics.
- Prepare and send invitations for your list of potential faculty members — make sure to include an RSVP date.
- Prepare a preliminary budget

Seven Months Before Program

- Review and finalize list of presenters
- Define levels to be included, target number of skaters and maximum number of skaters that can be accommodated
- Reserve ice time, off-ice meeting space and housing, arrange transportation and hospitality
- Prepare a draft of camp information for later distribution (i.e. announcement, fliers, web site, etc.)
- Prepare sample schedules

Four Months Before Program

- Start your marketing campaign! Promote and publicize program to skaters and coaches
- Publicize application forms (online, e-mail, hard copies) — remember to set an application deadline: 30-45 days out from program
- Form committees and come up with volunteer plan

90 Days Before Program

- Begin weekly meetings with staff members (if available) and committee members to review any issues and scheduling

60 Days Before Program

- Finalize schedule, ice time, housing, meals and transportation
- Send tentative schedule to presenters, including time for an initial staff meeting

30 Days Before Program

- Send confirmation letters to skaters including Code of Conduct form, Medical Authorization form and tentative schedule
- Touch base with all staff (including chaperones/team leaders) informing them of finalized schedule and their responsibilities, and find out if they have any additional material needs (i.e. A/V)
- Confirm ice time, meeting rooms, housing, transportation and meals

Timeline/Checklist

One Week Before Program

- Assemble registration materials/packets
- Send reminder e-mail to participants with information such as registration time/location, directions, contact reminders
- Touch base with all presenters reminding them of meeting time and contacts and confirming their transportation and housing

One Day Before Program

- Walk through building to make sure the rink is aware of any set up needs
- Hold a staff and volunteer meeting to cover schedules, responsibilities, facilities, and any last-minute issues that may arise

Day of Program

- Try to attend at least part of each session to get a feel for what is/is not working
- Be on site to make sure things run smoothly and in case of an emergency

Immediately Following Program

- Send thank-you notes to all staff members and volunteers
- Go through the budget
- Evaluate the program by skater/coach surveys
- Coordinate a wrap-up meeting as close to the end of the program as possible with any available staff and key volunteers — talk about what was done well and what needs to be improved
- Congratulate yourself on a job well done and don't forget to set next year's dates!

Evaluating the Program

One of the most important steps in any program is evaluation. Nothing is every perfect, and figuring out ways to improve is not a reflection on a job done poorly but rather ideas on how to do it better. Skaters, parents, coaches, chaperones and volunteers should all be included in this process as they all have different viewpoints and they all matter. Surveys are a great way to get feedback; to ensure that they are handed in, you might want to offer some kind of reward such as a pin or being entered to win a grand prize.

Some of the general questions you might want to answer are: What was the goal of this program and did we meet that goal? What things were difficult in this process and how can we make them better? How easy was it for the skaters to move from activity to activity? Were the skaters engaged in each activity? How did the presenters interact with the skaters and parents? Was this worth the price that the skaters paid? Were there any major problems?

Marketing Your Program

Marketing the program is a very important step in your planning. It is important to get the word out to as many people as possible. You never want to hear “I wish I knew that was happening” after your program is over.

The first step is to identify who it is you are trying to reach — all levels? Synchro? Basic Skills? Juvenile-novice? Pairs? Adults? Remember — if part of your target market is kids, you will not only need to reach them but their parents as well.

The next step is to figure out how you are going to reach them, and we suggest using as many avenues as reasonable and financially possible. Some examples include:

- Fliers -- can be distributed to club members and other area clubs by e-mail, postal mail or at the rink, can be given to area competitions for their registration tables
- Postcards — can be mailed to club members or other skaters at the rink
- Web site — your own club's/rink's web site, your interclub's website, other area clubs' web sites and the U.S. Figure Skating web site (<http://www.usfigureskating.org/Clubs.asp?id=239> for more information). If your club has a Facebook or MySpace group, this would also be something to post on there.
- Face to face — talk to your board members, club parents and coaches — their buy-in and word of mouth is invaluable. Your own coaching staff is the key to success—if they believe in it, they will encourage their students to participate.
- Club and interclub newsletters
- Ad in skating club show program
- Press release in the local paper — this can also be a follow up to your program and, therefore, a tool to market it for the following year

The following are some tips to a successful marketing campaign:

- Be as creative as you can be! Make sure your fliers are eye-catching and not too cluttered — announcements and web sites are the places for detailed information; fliers should just get you to go there
- Make sure you have more information to back up any flier or ad you put out there. If you tell give a contact or a web site, the potential customers should be able to go there and receive more information, not just what is on the flier or ad. If they go there once and don't find anything, they might not come back.
- Make sure the information is correct. This may seem obvious, but there are many times that information goes to print with an e-mail address, phone number or web site just slightly off, which means the whole thing is invalid. Have as many people proofread as you can. Also make sure that if you list any coaches that their credentials are correct.
- Make sure to thank the people who allowed you to put out your information. If you sent fliers to a competition or a different rink, send them a thank-you note. You never know when you will need their help again in the future.

Financials

Similar to hosting a competition, clubs should first consider the expenses of conducting a seminar, clinic or camp, and then decide based on projected revenue whether or not this is something financially feasible for your club/rink to do. Some clubs/interclubs/rinks decide to run a seminar as more of a benefit for their members, which is OK as well, but you need to be aware of the costs involved either way.

Expenses

- Ice costs
- Meeting room costs
- Staff fees (on and off ice)
- Travel for staff
- Housing for staff
- Equipment (A/V, ballet barres, etc.) rental
- Hospitality (meals, snacks)
- Local transportation
- Advertising and marketing
- Printing
- Postage
- Thank-you cards/gifts
- Skater registration packets/gifts

Revenue

- Registration fees
- Sponsorship
- Merchandise

Liability

As we all know, accidents do happen. It is important to make sure that your organization has taken the proper steps before the program begins to make sure you are not held responsible for any accidents which may occur.

The first thing you want to do is make sure you and your rink have the correct liability insurance. Since this is a club activity, all U.S. Figure Skating members (Basic Skills and full members) are covered by the U.S. Figure Skating insurance policy, which means that all participants should be members of U.S. Figure Skating.

Certificates of Insurance: All member clubs are provided Certificates of Insurance at the beginning of the policy term indicating coverage for their sanctioned and supervised club activities. All third party (rink/arena landlords) certificates are also issued at this time. Special certificates are required if the event is taking place in a rink other than those you have listed with U.S. Figure Skating. Should special certificates be needed, a proper request should be made at least two weeks prior to the event. **Certificates cannot be post-dated.** Certificate of Insurance requests should be directed to U.S. Figure Skating Headquarters at 719.635.5200.

For more information on the specifics of U.S. Figure Skating member club insurance, please visit <http://www.usfigureskating.org/Clubs.asp?id=238>.

You also want to make sure that every skater signs a waiver of liability stating that you, your officers, the rink, U.S. Figure Skating and any other involved parties undertake no responsibility for damages or injuries suffered by the skaters, faculty or camp participants. As a condition of their acceptance, they must agree to assume all risks of injury to their person or property resulting from, caused by or connected with the conduct and management of the program and against its officers. If possible, this document should be reviewed by a lawyer.

All athletes and coaches sign a code of conduct form before participating in activities. This gives you a leg to stand on, so to speak, if their conduct is unprofessional or disruptive. By signing a code of conduct, they agree that they will behave in an appropriate fashion, and if they do not, you, as the LOC, have certain rights, either to disallow their participation, not pay them or send them home.

If there is an accident, a claim form should be filed with U.S. Figure Skating within 60 days of the date of injury. Payments for medical services must be incurred within 104 weeks of the date of the injury. The claim form should be submitted to U.S. Figure Skating, 20 First Street, Colorado Springs, CO 80906 or via fax at 719.635.9548. Additional follow-up may be made to Wells Fargo Insurance Services at 800.332.9256 ext. 100.

Example — Waiver

Waiver

In consideration of participating in _____ activities, I represent that I understand the nature of figure skating activities (“activity”) and that I am qualified, in good health and in proper physical condition to participate in such “activity.” I acknowledge that if I believe event conditions are unsafe, I will immediately discontinue participation in the “activity.”

I fully understand that this “activity” involves risks of serious bodily injury, including permanent disability, paralysis and death, which may be caused by my own actions, or inactions, those of others participating in the “activity,” the conditions in which the “activity” takes place, or the negligence of the “releasees” named below; and that there may be other risks either not known to me or not readily foreseeable at this time; and I fully accept and assume all such risks and all responsibility for losses, costs and damages I incur as a result of my participation in the “activity.”

I hereby release, discharge and covenant not to sue the _____, United States Figure Skating, its directors, officers, administrators, sponsors, volunteers, agents, employees, staff, instructors, trainers, other participants and, if applicable, owners and lessors of premises on which the “activity” takes place (each considered one of the “releasees” herein) from all liability, claims, demands, losses, or damages on my account caused or alleged to be caused in whole or in part by the negligence of the “releasees” or otherwise, including negligent rescue operations; and I further agree that if, despite this release, waiver of liability and assumption of risk, I, or anyone on my behalf, makes a claim against any of the releasees, I will indemnify, save and hold harmless each of the releasees from any loss, liability, damage or cost which any may incur as the result of such claim.

The _____ has the right but not the obligation to provide rules, regulations and/or ice monitors for Club Ice. We hereby acknowledge that the _____ shall not be responsible for the supervision of the members at Club Ice.

I have read this RELEASE AND WAIVER OF LIABILITY, ASSUMPTION OF RISK, AND INDEMNITY AGREEMENT, and understand that I have given up substantial rights by signing it and have signed it freely and without any inducement or assurance of any nature and intend it to be a complete and unconditional release of all liability to the greatest extent allowed by law and agree that if any portion of this agreement is held to be invalid, the balance, notwithstanding, shall continue in full force and effect.

This example is found at www.usfigureskating.org/Clubs.asp.

Examples - Code of Conduct

Athlete Code of Conduct

THE UNDERSIGNED ATHLETE PARTICIPATING IN "X" AGREES TO ABIDE BY THE STANDARDS OF CONDUCT OUTLINED BELOW IN ADDITION TO THOSE ESTABLISHED AT THE OPENING ORIENTATION SESSION.

1. Once I register and check in, I will attend and participate in all activities and training sessions for the entirety of the seminar, unless excused by my team leader, the onsite physician or program director
2. I understand that there will be X team leaders assigned to my team, and they will be responsible for all athletes during the program hours.
3. I will follow the directive of the staff, team leaders and faculty.
4. I will conduct myself respectfully, demonstrating consideration of my team leaders, fellow teammates and all faculty and staff.
5. I will exemplify the highest standards of ethical behavior and genuine **good sportsmanship** during this program.
6. I will avoid any action or conduct that could significantly disrupt or interfere with the **"X Clinic, Seminar, Camp."**

Failure to comply with the code of conduct may result in, but not necessarily be limited to, the following actions:

Skater is given a warning by the team leader and asked to improve the behavior.

Skater is not allowed to participate in some team activities.

Skater's participation in the program is terminated.

I/We have read this agreement and understand that I am responsible for my actions.

Staff Code of Conduct

I, the undersigned staff member participating in "X Seminar," agree to abide by the standards of conduct outlined below, in addition to those guidelines established by the LOC of the seminar. Any additional guidelines will be presented at the coaches meeting prior to the start of the program.

1. Staff members are required to attend a staff meeting, unless excused by the director.
2. Staff members are prohibited from wearing any home team or promotional clothing.
3. Staff members are prohibited from distributing any written materials unless previously approved by the LOC.
4. Staff members must provide copy of current liability insurance.
5. Staff members must complete and return all evaluation forms.
6. Failure to comply with this Code of Conduct may result in the following:
 - A) Loss of compensation for seminar
 - B) Suspension from working future seminars

Specialty Programs

In addition to a singles camp, you might also want to consider specialty programs. The following is a list of programs you may want to consider:

- **Basic Skills** — focus on FUN! Include specialty classes such as *Artistry in Motion* or synchronized skating; have fun with off-ice dance classes or arts and crafts; include parents and a parents education track
- **Adult** — remember that the adult skater pays for everything themselves, so make sure they can see the benefit to your program. While you always want to have fun in skating, make sure they will be able to see a measurable outcome and know why they should want to participate in your program. Spend time going through details of technique and specifics of choreography. Don't forget to include social activities, as many adults really enjoy meeting other adult skaters and making new friends with shared interests.
- **Synchronized Skating** — even if the skaters do not come from the same team, Remember, there is more of a team mentality here than in singles skating. These skaters will want to do everything in their groups. Have fun with them and spend time on team building. Also, make sure to spend time on individual as well as group elements. It is becoming increasingly important for synchronized skaters to be great individual skaters as well.
- **Theatre on Ice** — be creative! This type of program lends itself perfectly to all ages and abilities. Draw on people in your community not necessarily associated with skating but with local theatre and dance groups as well as figure skating professionals.
- **Bridge Program** — this is a great opportunity to introduce Basic Skills members to your organization! This camp can bridge the gap between their normal group lessons to a full skating program. You can provide them with a “taste” of a freestyle session, ice dancing, moves in the field and off-ice training. The U.S. Figure Skating web site has many resources available for those running a bridge program.

The most important thing here is your own creativity and being able to fit the needs of your skaters to what you can offer. Are there a lot of skaters competing in IJS competitions? If so, you may want to do a day-long, in-depth seminar on IJS components and have an on-ice and off-ice segment on each component. Do you have a lot of skaters who are leaving Basic Skills and almost ready for the pre-preliminary or preliminary levels? You might want to run a seminar on the next steps of skating. Do you have a lot of skaters leaving to play team sports? Try a program that encourages team participation — if synchro isn't an option, try something with a group number for a performance as an end result.

The possibilities are endless!

Helpful Hints

Facilities

- Keep in contact with the arena manager. Make sure he/she knows what you have planned. Be flexible with him/her and realize that they have other commitments as well.
- Make sure the meeting rooms have enough space for the amount of individuals you need in them.
- Make sure the meeting rooms have the proper equipment (i.e. A/V, whiteboards, etc.) or figure out where you can obtain those and the cost.
- Make sure you can safely hold off-ice activities such as fitness or dance in the off-ice areas.
- Make sure the registration desk is in an easily identifiable area and out of the main flow of traffic. Make sure you always have enough staff working at all times, especially during busy check-in times.

Staff

- Hold a staff meeting before program begins to make sure everyone is on the same page.
- Use local resources whenever possible.
- Try to combine off-ice groups whenever possible so the presenter can be there for less time.
- Make sure you have enough team leaders/chaperones per group in case there is an emergency.

Scheduling

- Make sure your registration deadline gives you enough time to organize groups, etc. You can encourage early applications with a discount, but make sure you plan for that in your budget.
- Establish criteria upfront for limiting the number of participants.
- Avoid beginning before 8 a.m. and ending after 5 p.m., if possible.
- Limit amount of dead time — keep 'em moving!
- Establish rules for participants at an orientation meeting before any skating is done.
- Keep skaters, parents and coaches on separate tracks.
- Consider grouping skaters by age for topics such as nutrition, sports psychology, judging, etc.

Materials

- Make sure all presenters do their copying of materials BEFORE the start of the program.

Miscellaneous

- Post large signs directing people to the different areas of the facility.
- Provide name tags with pins so that each presenter can refer to the participant by name.
- Make sure there is someone wandering around who can help any presenter with any questions or concerns they might have during the day.
- Display a large master schedule near registration with a bulletin board for any changes.