



Funded by the  
Erasmus+ Programme  
of the European Union



"The European Commission support for the production of this publication does not constitute an endorsement of the contents which reflects the views only of the authors, and the Commission cannot be held responsible for any use which may be made of the information contained therein."



# CONTENT

Content.....2

Summary of project.....3

Partners.....4

Workshops.....5

Evaluations.....16

Energizers.....19

Youthpass.....21





## SUMMARY OF PROJECT

Project Warm Hearts was realized from 30.09.2015.to 15.3.2016. The project was planned by youngsters during the project Lets Art in December 2014 at the workshop "Thinking module". Later on, that idea was turned into a mental map, logical framework and the tree of needs. Program activity was held from 30.01.-07.02.2016.in Solin and Split. There were 36 young participants on the project from Lithuania (Atviras Siauliu rajono jaunimo centras), Portugal (Group Informal de Jovens da Vila da Marmeleira),Romania (Asociatia Scout Society) and Croatia (OIP Posejdon). The project from the very beginning supported the mayor of Solin, principals of elementary schools of Solin and crime prevention Council of Solin.

Various workshops and humanitarian actions enabled the development of skills related to tolerance, empathy, inclusion, respect. Project also had a positive impact on the introduction of participants with cultural diversity, developing solidarity and promoting fundamental EU Values. "Warm Hearts" also strengthened the desire for volunteering and active participation in the local community.

All the planned workshops are integrated into the local community of Solin and Split. We used locations of Gospin otok in Solin for starting the each of the project days – energizer, EU Values, Step forward, humanitarian action "Sweet warm hearts" to help home St. Rafael, , while in the city of Split in Diocletian's Palace was realized the workshop "Split Challenge";charity work in children department KBC Firule and home for children without parental care "Maestral".

Participants realized all the planned activities which we have proved thanks to sociological research which we've carried out through online questionnaires at the beginning and the end of program activities (sociological report attached); the implementation of daily evaluations (target, fears and hopes, , red- green evaluation, mood calendar, mirror evaluation); by filling out a personal diary, and issuing Youthpass certificates for all participants of the project.

Through this project, participants are promoted in to the promoters of active civil life. Participants also acquired transversal skills such as didactic, tactile and dialogue skills. This project encouraged participants on a pro active role in the local community and to be active members of civil life, and that their affirmative ideas in accordance with their wishes, skills and knowledge to be the drivers of positive trends in the local community and encourage positive changes and increased their desire for volunteering and helping the ones in need.

Participants of this project made a base of potential future projects as well as planned humanitarian actions in their local communities. They've mastered the competencies such as production of promotional video, leaflets, photo album. From the day when the idea of the project Warm Hearts has been originated, young people were active in the facebook group where they suggested the logo of the project, but also many other activities, thoughts, ideas and comments.

All the mentioned activities will serve the participants in the implementation of thematic workshops, and later in further dissemination of project results according to plan of dissemination and exploitation of results, through the youth networks .

All materials related to the project and results achieved twich could be disseminated are on [https://www.dropbox.com/home/Posejdon\\_EU/](https://www.dropbox.com/home/Posejdon_EU/), you can also see the implementation of the dynamics project in our face group <https://www.facebook.com/groups/1476566839300366/>



## Partners

### 1. **Odred izviđača pomoraca Posejdon, Split-Solin, Croatia**

OIP Posejdon from Split has over 150 registered members, namely children and adolescents who carry out a scout plan and program throughout the whole year in the area of Split, Solin and Dugopolje. The children are lead by a licensed scout leaders with the supervision of mentors. The program is implemented with workshops (up to 300 per year), trips (up to 5 per year), bivouacs (4 per year), winter camps, summer camps, with the goal of informal education for the young.



### 2. **Asociatia Scout Society , Tirgu-Jiu Romania**

The main objective of our association is to contribute to human development, in such a way that individuals are fulfilled physical, intellectual, social and spiritual in order to become responsible citizens in the local, national and international communities. We have more than 120 members.



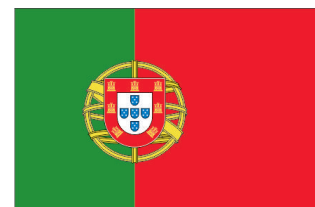
### 3. **Atviras Siauliu rajono jaunimo centras**

Open Siauliai Youth Centre is located in a small but very youthful countryside which has population of almost 3 million people. Everyday approximately 50 young people come to the centre. The youth canter has a lot of local and international projects. During them we not only are a part, but organize everything ourselves.



### 4. **Group Informal de Jovens da Vila da Marmeleira**

We are informal group of Vila da Marmeleira, we have members of age between 14 and 30 years. Our purpose is to change the young minds, stop the marginality, open new opportunities for youngsters to do something different and grow up on a personal and social level, we want to develop our communities and involve more them in our activities. We organize activities for kids and older people like theatre ,games, parties, camping ,cinema, hiking, visit institutions for disabled people, paint, we help associations of our city, we collaborate with Produções Fixe on international and national projects (pay work), we organize and participate on international formation etc.



## SPLIT CHALLENGE

### OBJECTIVES

To get to know the local culture and tradition in a different and more interesting way.

**Method:** Interactive game took place in the natural local community of the City of Split.

**Competences:** interactive competences such as teamwork, communication in a foreign language, decision making, self-assessment, tolerance, respect for other opinions, compromise, presentation skills, learning about culture to give and tradition.

### Material:

- Maps of the city with points
- Digital camera or a mobile device for photography

**Duration: 130 min.**

## PERFORMANCE METHODOLOGY

Each group gets a map of Split and tasks they need to finish in a certain time period such:

1. People in Split love to wear sunglasses all the time. Go to Pazar and take a picture of one of you with sunglasses on his or her head.
2. Go to Peristil where the Roman emperor Diocletian used to gather the people. Act out a scene in which one of you is the Diocletian and the others are greeting him by kneeling down in front of him. Take a picture.
3. Walk down Riva, what we call our living room and find a couple in love. Take a picture with them.
4. Take out the map of Split you were given. You must find the Split City Museum (Muzej grada Splita) on it. It is under the number 7. Go to the museum and take a picture in front of the entrance.
5. Go to the park Đardin. Next to is a big statue of Grgur Ninski. Touch his toe and make a wish. While there take a picture of you doing that.
6. Your next task is to go to West Coast (Zapadna obala) and find a tile with the name Toni Kukoč. Take a picture.
7. Your last task is go to Prokurative and find the Bajamonti cafe. There you will meet with other groups and form a heart with your bodies.

At the end of the game, all participants used their bodies to form a heart at Prokurative.



**The workshop aims:**

Think about future projects, solving problems in local communities.

**Method:** Teamwork, brainstorming, presentation.

**Competences:** team work, presentation skills, from the idea to the project, initiative, work with mental folders

**Material:** Flip chart and colours

**PERFORMANCE METHODOLOGY**

Participants divided and mixed groups have the 60 minutes to create a mental map of ideas for new projects. The method involves mental maps visually dentition project ideas. On paper the system of related parts that may be in the form of a flower, sun, clouds, wood, etc., presenting the scroll of the main idea, the project, which is to be achieved at the local community level, the level partners and participants, topics, workshops, games, leisure, the organization and the like. These templates mental maps in the later stage are used for programming activities of this project and completing the application form.

1. **„See inside of the box“**

**GOALS:** better social skills(verbal, nonverbal)

- Learning about people
- Knowing how to deal with problems
- Learning how to listen, pay attention and be patient
- Interaction between humans

2. **„Lets talk“**

**GOALS:** nonverbal communication

- Gesture language
- How to communicate and understand
- Self confidence

3. **„Take d wheel“**

**GOALS:** innovation

- Speaking up
- Intercultural property

4. **„FoRest“**

**GOALS:** How to live in extreme

- situations
- first aid
- orientation
- survival
- creativity





**The workshop aims:**

Introducing the participants to the EU Values

**Method:** work in a team, reasoning, presentation

**Competences:** Teamwork, presentation skills, research, reasoning

**Material:**

- Flip chart paper (prisonlike)
- Flip chart i colours,
- Hammer paper, glue

**Duration: 70 min.**

**PERFORMANCE METHODOLOGY**

Before the start of the big paper is drawn character person, and the same cut as the number of parts as partners. Then the participants divide into national groups and have a 25 -30 min time to write in your clip EU values for which they consider to be important.

When the time is up, you make a semi-circle centered flip chart or bigger hammerpaper. Each national group presents its clip and explain its value. Member upon completion prezntacije each group take the clip and paste on a flip chart. After presentation the flip chart of pasted clips made the character in which they are registered many EU values. The last question is to featuring what is that of highest value of all the listed value. Method Participants come to the conclusion that is the man, a person of greatest value of the European Union.

After that you can still ask the question: Why? Answers can be various purpose: respect, respectability and, knowledge, equality, friendship ....



**Method:** Interactive game took place in the natural environment of Solin.

**Competences:** empathy, solidarity

**Material:**

- Orange ( or other fruit ) number is equal to the number of the groups
- Flip chart

**Implementation period 90 min.**

## PERFORMANCE METHODOLOGY

Step forward is an interactive educational game where participants try to feel like someone else. In the beginning each participant gets a piece of paper which explains who they need to act (an orphan, a gypsy, a homeless person,...), and they get some time to get into the character. After that all participants stay in a line and the facilitator starts reading questions about their lives. Instead of saying yes or no, they show their answers stepping forward (if the answer is yes) or standing in the place (if the answer is no).

### Group size 10 - 30

Time 60 minutes

Source: Compas: Chapter 2- 49 Practical Activities and Methods for Human Rights Education.

Overview We are all equal, but some are more equal than others. In this activity participants experience what it is like to be someone else in their society. The issues addressed include:

- Social inequality being often a source of discrimination and exclusion
- Empathy and its limits.

### OBJECTIVES

- To promote empathy with others who are different
- To raise awareness about the inequality of opportunities in society
- To foster an understanding of possible personal consequences of belonging to certain social minorities or cultural groups

### MATERIALS AND ROLE CARDS

- An open space (a corridor, large room or outdoors)
- Tape or CD player and soft/relaxing music

### PREPARATION

- Read the activity carefully. Review the list of "situations and events" and adapt it to the group that you are working with.
- Make the role cards, one per participant. Copy the (adapted) sheet either by hand or on a photocopier, cut out the strips and fold them over.

### INSTRUCTIONS

1. Create a calm atmosphere with some soft background music. Alternatively, ask the participants for silence.
2. Hand out the role cards at random, one to each participant. Tell them to keep it to themselves and not to show it to anyone else.
3. Invite them to sit down (preferably on the floor) and to read their role card.
4. Now ask them to begin to get into role. To help, read out some of the following questions, pausing after each one, to give people time to reflect and build up a picture of themselves and their lives:
  - What was your childhood like? What sort of house did you live in? What kind of games did you play? What sort of work did your parents do?
  - What is your everyday life like now? Where do you socialise? What do you do in the morning, in the afternoon, in the evening?





- What sort of lifestyle do you have? Where do you live? How much money do you earn each month? What do you do in your leisure time? What you do in your holidays?
- What excites you and what are you afraid of?
- 5. Now ask people to remain absolutely silent as they line up beside each other (like on a starting line)
- 6. Tell the participants that you are going to read out a list of situations or events. Every time that they can answer "yes" to the statement, they should take a step forward. Otherwise, they should stay where they are and not move.
- 7. Read out the situations one at a time. Pause for a while between each statement to allow people time to step forward and to look around to take note of their positions relative to each other.
- 8. At the end invite everyone to take note of their final positions. Then give them a couple of minutes to come out of role before debriefing in plenary.

### DEBRIEFING AND EVALUATION

Start by asking participants about what happened and how they feel about the activity and then go on to talk about the issues raised and what they learnt.

1. How did people feel stepping forward - or not?
2. For those who stepped forward often, at what point did they begin to notice that others were not moving as fast as they were?
3. Did anyone feel that there were moments when their basic human rights were being ignored?
4. Can people guess each other's roles? (Let people reveal their roles during this part of the discussion)
5. How easy or difficult was it to play the different roles? How did they imagine what the person they were playing was like?
6. Does the exercise mirror society in some way? How?
7. Which human rights are at stake for each of the roles? Could anyone say that their human rights were not being respected or that they did not have access to them?
8. What first steps could be taken to address the inequalities in society?

### TIPS FOR FACILITATORS

If you do this activity outdoors, make sure that the participants can hear you, especially if you are doing it with a large group! You may need to use your co-facilitators to relay the statements. In the imagining phase at the beginning, it is possible that some participants may say that they know little about the life of the person they have to role-play. Tell them, this does not matter especially, and that they should use their imagination and to do it as best they can.

The power of this activity lies in the impact of actually seeing the distance increasing between the participants, especially at the end when there should be a big distance between those that stepped forward often and those who did not. To enhance the impact, it is important that you adjust the roles to reflect the realities of the participants' own lives. As you do so, be sure you adapt the roles so that only a minimum of people can take steps forward (i.e. can answer "yes").

This also applies if you have a large group and have to devise more roles.

During the debriefing and evaluation it is important to explore how participants knew about the character whose role they had to play. Was it through personal experience or through other sources of information (news, books, and jokes)? Are they sure the information and the images they have of the characters are reliable?

In this way you can introduce how stereotypes and prejudice work. This activity is particularly relevant to making links between the different generations of rights (civil/political and social/economic/cultural rights) and the access to them. The problems of poverty and social exclusion are not only a problem of formal rights – although the latter also exists for refugees and asylum-seekers for example. The problem is very often a matter of effective access to those rights.



Funded by the  
Erasmus+ Programme  
of the European Union





Read the following situations out aloud. Allow time after reading out each situation for participants to step forward and also to look to see how far they have moved relative to each other.

- You have never encountered any serious financial difficulty.
- You have decent housing with a telephone line and television.
- You feel your language, religion and culture are respected in the society where you live.
- You feel that your opinion on social and political issues matters, and your views are listened to.
- Other people consult you about different issues.
- You are not afraid of being stopped by the police.
- You know where to turn for advice and help if you need it.
- You have never felt discriminated against because of your origin.
- You have adequate social and medical protection for your needs.
- You can go away on holiday once a year.
- You can invite friends for dinner at home.
- You have an interesting life and you are positive about your future.
- You feel you can study and follow the profession of your choice.
- You are not afraid of being harassed or attacked in the streets, or in the media.
- You can vote in national and local elections.
- You can celebrate the most important religious festivals with your relatives and close friends.
- You can participate in an international seminar abroad.
- You can go to the cinema or the theatre at least once a week.
- You are not afraid for the future of your children.
- You can buy new clothes at least once every three months.
- You can fall in love with the person of your choice.
- You feel that your competence is appreciated and respected in the society where you live.
- You can use and benefit from the Internet.

### CREATIVE WORKSHOPS, balloons, origami, bracelets Children hospital

#### The workshop aims:

This workshop was made to break the ice in the beginning of the project and to connect people through a fun activity.

**Method:** Interactive games in the local community, workshops carried out on Gosipin Otok, Radio Sun, the House of King Zvonimir in Solin.

**Competences:** teamwork, creativity, communication skills

**Material:** yarn, beads, or anything that can be used for making jewellery, scissors...

**Implementation period 60 min.**

### PERFORMANCE METHODOLOGY

Participants are split into international tables and each table has some material on it. They make some pretty thing for themselves or for their new friend.

While they're doing this, they need to speak English.





## SMALL HANDS, GERAT HEART

### The workshop aims:

Helping children in the hospital to organise their time and becoming aware of people in need

**Competences:** : empathy, solidarity, inclusion, tolerance, realising the idea,



### PERFORMANCE METHODOLOGY

The first thing participants learn is how to execute the workshops like modelling balloons, origami and making bracelets. After the participants are well prepared they go to the hospital and play with the kids. Furthermore they have a short debriefing about how they feel and what they learned.

### The workshop aims:

including mentally challenged people in daily life, learning how to talk to different people

**Method:** City of Solin town hall presentation.

**Competences:** : inclusion, solidarity, communication skills, healthy lifestyle, sport activities

**Material:** ropes, balls, jumping bags

### PERFORMANCE METHODOLOGY

This is actually a trip to Broćanac where the participants try to include mentally challenged people. They make mixed groups and play games like fun relay-races or similar. They also have lunch together and horse-riding, origami or balloon modelling is available for those who want to try some of that.

## VISIT TO BROĆANAC



## COOKING FOR THE HOMELESS

### The workshop aims:

Participants learning how the public kitchen functions and seeing the differences between them and other people who can't afford a daily meal.

**Competences:** empathy, solidarity, teamwork, communication skills, helping the local community



## PERFORMANCE METHODOLOGY

Every day a different international team (one participant from each country) goes to the public kitchen and help to cook for the homeless or clean the kitchen.

## VISIT TO SALONA

### The workshop aims:

Participants learned about history of Solin through a fun interactive walk.

**Competences:** cultural awareness, communication skills

**Implementation period 120 min.**





**The workshop aims:**

conflict resolution

MISSION Z

**Competences:** empathy, solidarity, inclusion, tolerance, realising the idea

Interactive games as means to learning stem from the principles of non-formal education, and aim to encourage a deeper reflection around the topic at hand. We, in the project group "Borderline Boardgames", experience this method as very effective.

- We stage a simulation of the world to which we wish to bring the participants in, to great (to create?) effect, explains Joakim Arnøy, project manager of the Norwegian coordinating organisation, Narviksenteret.
- Even though it is a game, the enthusiasm, anger, frustration and attitudes we observe among the participants are often real. The range of emotions that is lured out of the participants are the key to the learning.

Most of them understand that some of their actions towards another nation go too far, but it is mainly when you realise it on an emotional level that such learning really takes a hold.



The participants at the beginning of the project divided into groups according to their own wishes. So they formed groups to leaflet, promo video, power point presentation, booklet and photo groups.

AUDIO VISUAL WORKSHOPS

Flayer group:

- intro flayer
- project flayer



## HELPING RED CROSS

### The workshop aims:

Helping out the Red Cross organisation by lending them “a helping hand”.

**Competences:** inclusion, solidarity, teamwork, helping the local community

## PERFORMANCE METHODOLOGY

We packed together an international group of 10 people and took a trip to the island Čiovo. There, is a home of the Red Cross for their numerous actions, and our task was to help out in the cleaning, organising and rearranging that same home.



## ORPHANAGE

### The workshop aims:

Including people with no parents into some games, creative workshops also spending time with them and having fun.

**Competences:** inclusion, solidarity, helping the local community, empathy, communication skills

## PERFORMANCE METHODOLOGY

We went on a visit to the local orphanage where we met up with the children there. We taught them how to make balloon figures, origami and some simple relay-races. In coherence to that, we had some casual fun and time to hang out with them before having the debriefing so that we make sure of what they have learned.





Sweet warm hearts is a humanitarian campaign. It is held to raise funds for st Rafael which is a facility for kids with disabilities. Participants gathered some objects and sweets which were sold and the profit went to the facility.

## SWEET WARM HEARTS



### The workshop aims:

learning about other cultures

**Method:** training.

**Competences:** Communication skills, presentation skills, learning about cultures and traditions.

### PERFORMANCE METHODOLOGY

International evening is a fun educational evening where each national team presents their country to the other participants. Usually before the presentations there is an international dinner. Participants bring their national food for others to try.

## INTERNATIONAL EVENING



### The workshop aims:

exploring other partners and their countries in an interesting way

### Materials:

- Questions(20 per)
- Flip chart and colours

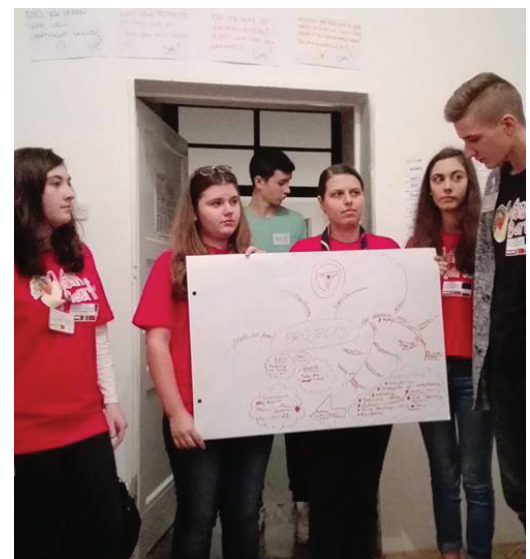
**Competences:** exploring other partners and their countries in an interesting way cultures and traditions.

### PERFORMANCE METHODOLOGY

Each national group in the preparatory phase has prepared 20 interesting, different and strange questions that present their country, city or company.

Quiz begins one partner with their questions, answers provided by other system that every question another group, and if you do not know then that group who first raises his hand. The exact response rates are written on a flip chart. The game is played until all the partners do not ask any questions. At the end of the declared winner.

## INTERNATIONAL QUIZ NIGHT



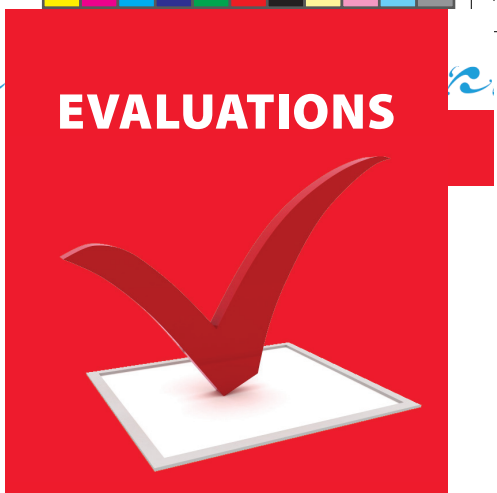
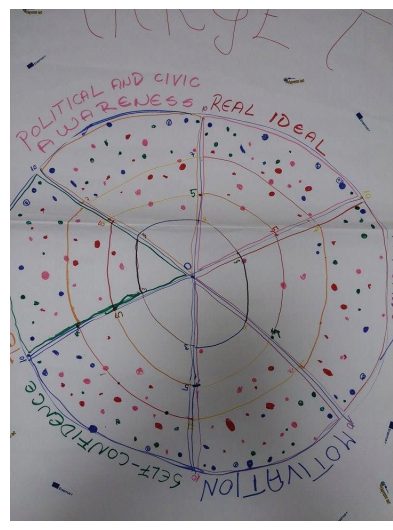
Funded by the Erasmus+ Programme of the European Union





## Target evaluation

A target similar to the darts target is created on a big paper - "pie slices" of the target resemble different parts of the project such as leadership, activities, free time, food, etc. - the biggest points are on the outside circle, which means good, and lowest on the inside, which means bad. Participants place stickers or they put dots in different colours (each country has different colour) on each slice. After that the project team discusses about how they can change things if something is not ok.



## Mood calendar

Mood calendar is a table of participants' feeling during the project. At the end of each day, every participant colours their part in the calendar depending how they felt each day. Participants create the legend (which colour represents which feeling). Goal of this evaluation to see if the participants feel good on the project.

NAME:	Day 1	Day 2	Day 3
Iva	Yellow	Green	Purple
Marko	Blue	Yellow	Orange

## Red-Green evaluation

Each participant gets a red and a green PostIt note.

The participants write bad thoughts about the project on the red PostIt note and good thoughts on the green note anonymously and the project team tries to fix the bad things about the project and continue the good things.



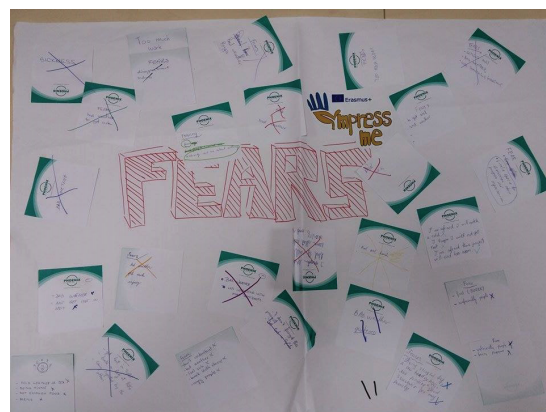
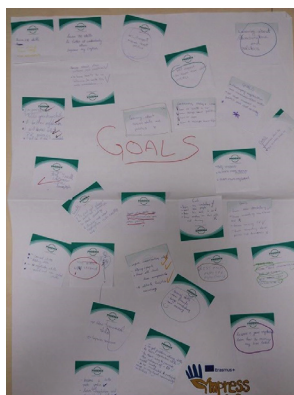


## Hopes, Fears and Goals

Each participant gets 3 PostIt notes(1 is for goals, 1 for hopes, and 1 for fears).

Everyone write their hopes, fears and goals on them,and then they are glued onto 3 different papers.

At the end of the project the papers are read again and the participants' thoughts are evaluated. Participants need to circle their PostIt if something on it came true. Goal of this evaluation is to see if they reached their goals.



## Personal diary

Every day the project team asks a few questions about the workshops which were held that day and participants answer them.

Because of the home hospitality system the questions are posted on Facebook, on the project group. This evaluation helps them remember all the workshops and they can fill their Youthpass easier.

### Personal Diary-questions

1. HOW DO YOU LIKE YOUR NEW FRIENDS?
2. HAVE YOU LEARNED ANY NEW SKILLS (WHICH AND FOR WHAT YOU WANT TO USE THEM)?
3. DID YOU HAVE SOME LEARNING AIMS BEFORE PROJECT? DID YOU REACH THEM OR SOME NEW ONES?
4. WHAT DID YOU LEARN AS A GROUP?HOW WERE YOU FEELING DURING A GROUP WORK?WHAT DID YOU LEARN FROM EACH OTHER?
5. DID YOU USE ANY NEW GAMES OR METHODS SO FAR?
6. WHAT WAS YOUR PERSONAL MOTIVATION TO PARTICIPATE IN THIS PROJECT?
7. WHAT DID YOU WANT TO GET OUT AFTER THIS PROJECT?
8. DID YOU HAVE ANY PROBLEMS EXPRESSING YOURSELF IN FOREIGN LANGUAGE? HOW DID YOU DEAL WITH THAT?
9. DID YOU ACTIVELY PARTICIPATE IN CREATING IDEAS FOR NEW PROJECT?DID YOU THINK ABOUT THE BUDGET,ACCOMMODATION,PARTNERS?DID YOU HAVE ANY PROBLEMS?HOW DID YOU SOLVE THEM? DO YOU THINK YOUR IDEA CAN BECOME A PROJECT? AND HOW?
10. HAVE YOU LEARNED SOMTHING INTERESTING ABOUT OTHER CULTURES, COUNTRIES, TRADITIONS? WHAT?WAS LEARNING EASY OR CHALLENGING FOR YOU?
11. HAVE YOU LEARNED ANY NEW SKILLS? WHICH? FOR WHAT YOU CAN USE THEM?
12. DO YOU LEARNED SOME SOCIAL COMPETENCES? WHICH?
13. DO YOU NOW WHAT ARE DIGITAL COMPTENCES?
14. DID YOU LEARN SOMETHING NEW ABOUT ERASMUS+?
15. HOW DID YOU FEEL ON SPLIT CHALLENGE GAME
16. WHAT DID YOU DISCOVER ABOUT YOURSELF? WHERE ELSE WOULD YOU LIKE TO IMPROVE?





*At the beginning of the project everyone fills out a questionnaire. They fill out the same one at the end of the project - the results are compared to see what everyone have learned during the project. This evaluation is also posted on Facebook and participants fill it online.*

### Conclusin of social research

In conclusion, young people have ranked the satisfaction of their participation within the program as extremely high, which supports all of the above conclusions. Project program has achieved, in general, most of the planned goals and learning outcomes. The results of a series of statistical tests on input and output data for motivation / responsibility, knowledge / awareness, the acquisition, familiarity and the importance of skills, the process of internalization of attitudes and planned increase in the level of empathy, indicate positive change and achievement of project objectives, that is, its' basic vision. In accordance with the objectives of the project, the general contents of project applications and observed results of this action-evaluation research, we can conclude that the program of the project Warm Hearts 2016 can be evaluated as extremely effective and successful. Research results can be seen [https://www.dropbox.com/home/Posejdon\\_EU/](https://www.dropbox.com/home/Posejdon_EU/)

Last tested dimension refers primarily to the assessment of different motivations, the importance and significance of democracy and its processes, as well as civil society and local communities. In addition, changes have been tested in agreement with the views on personal characteristics. In this dimension of the project, all the variables showed growth, while the vast majority of them showed a statistically significant increase.

These results indicate that the project encouraged young people to proactive action, that it has significantly managed to motivate. The project was able to approach the idea of the importance of democracy and democratic processes as well as the idea of young people and the importance of participation in civil society and local community.

In addition, the increase in the agreement with the attitudes on personal characteristics and traits, indicating a positive change in relation to processes of self-actualization and self-assessment. The project has, in all of its aspects of this dimension, managed to achieve its goals of encouraging proactive acting and influence on the process of self-actualization and self-assessment.

In conclusion, it is important to note that significant changes are present in all dimensions of the project with respect to all planned outcomes and objectives. In all dimension and all of its aspects, the project resulted in a positive and desired growth in motivation, attitudes, knowledge and acquired skill.

The project has significantly encouraged young to proactive action through the development of positive motivation allowing for the acquisition of various general and concrete transferable skills, as well as raising awareness of its importance for personal growth and development.

### Mirror evaluation

It is held at the end of the project. Each participant has a piece of paper with their name on their back. Every participant should write a good message on everyone's back. After they are done writing, leader from each country takes the papers off their participants' backs. The leader is supposed to give the papers to participants when they enter their country. Mirror evaluation is a good way to make memories of the project.



## Stranded

Split all the players into couples. Give each couple a piece of newspaper. They have to put it on the ground. One person has to play some music for - 30 seconds. All the players have to dance while the music is playing. Once the music stops, they have to stand on the newspaper with their entire feet on the newspaper. If they are touching the ground, they lost the game and need to move aside.

The person who played the music has to go around and check if the players have their feet on the newspaper. After that, each couple has to fold the newspaper in half. Then the music starts again and they continue dancing. When it stops, they have to stand on the newspaper, which are now smaller than before. And they continue like that, until you have the last couple.



All players form a circle.

PSG

The game starts when the first player points at the one next to him (on the right side) and says: "Ha!" That player repeats the action by pointing to the next player and saying the same words. When a player says "Freak-out" everyone in the circle changes their places. And the game continues.

When a player says "Salsa" everyone turns around slowly and wave with one hand at the same time. When a player says: "PSG" everyone turns around, shows their behind and imitate the sound of farting with their mouth. When a player says "Un pour tous!" everyone else says "Tous pour un!" and points to the middle.

The game goes like that, a player can choose to either point and shout at the player next to him or say one of the things that are explained above.

A player can also shout back at the player who shouted at him and change the direction of the game.

MOLECULE GAME

Players have to scatter in an area.

Explain to them that they are the atoms and that you're the thermometer. You regulate the temperature accordingly to which they move around. The higher the temperature the faster they go.

You stop their movement by asking them a question of taste (favourite drink, month of birth, favourite season, favourite sport, etc.) They then group into molecules depending on what they prefer. The game is over after you have asked them cca- 6 questions.

By asking them questions you are helping them acquaint with each other so choose your questions carefully.





## BIRDS AND NESTS

Participants form groups of three and decide which one of them is the “bird” and the other two form a “nest” (they hold hands making a small circle). The birds fly away and when they hear a whistle they need to find a nest for themselves. Each round one nest gets out of the game. The goal is to find the fastest bird which is the last one with the nest.

## COUNTRY, COUNTRY WE WANT FIGHTERS

This is Romanian traditional game. Group is split into two groups which have to stand in two lines (one line facing the other). One line shouts “country, country we want fighters” and the other one replies with “who”, the first line has to shout one name from the other line.

Person whose name has been called out has to run and break the “wall” (other line holding hands), if the person breaks the wall they choose a person from the other line who goes into the group who won. If the fighter doesn’t break the wall he stays in that line.



## FISH AND NET

Everyone has to act fish in the sea. “Sea” has borders and “fish” aren’t allowed to go out. One person is a “net”. Net catches fish. Fish who are caught become the net and net becomes bigger. The game ends when there are no fish left in the sea.

## TIC-TAC

Everyone stands in a circle and pass around one ball which is the “bomb” while one person is in the middle and is ticking “tic-tac” and eventually says “boom”. When the players hear “boom”, the person who is caught with the ball, sits down and is out of the game. The process repeats until there is only one person left standing. NOTE: Standing players have to walk over or around the sitting players to pass the ball.

## TUTTI FRUTTI

Players form a circle around a single person. The person in the middle leads the energizer. That person keeps saying banana/orange/tutti-frutti and following it up with “moves”.

Orange= turn your hips inwards; Banana=turn hips backwards; tutti-frutti=do a hip-spin. The speed of saying fruits increases or decreases on depending on how the facilitator feels like.



## YOUTHPASS

Youthpass is a certificate written by the participants themselves. It contains competences that they have learned on a project.

There are eight key competences:

- 1) Communication in the mother tongue
- 2) Communication in foreign languages
- 3) Mathematical competence and basic competences in science and technology
- 4) Digital competence
- 5) Learning to learn
- 6) Social and civic competences
- 7) Sense of initiative and entrepreneurship
- 8) Cultural awareness and expression

At the start of the project, a workshop about the Youthpass was carried out. Its purpose was to determine how many people were already familiar with it and to explain how it works to the ones who didn't have any experience. This was done with a flipchart that had all of the competences listed with exemple questions written for each one. Each participant received a notebook that he or she used as a personal diary during the project.

In the project Facebook group questions were asked every day to help the participants recognize their newly acquired skills.

These questions were, for example:

Are you aware of different ways you can participate in political processes?

What skills and how did you use while playing "the orange" game? What differences did you learn about the democracy in the participating countries? What have you learned about organising your time? Will you implement in your everyday life?

Did you learn a game that you can teach the others?

Also, participants had more experienced mentors who were always available if they had difficulties with anything . They would write the answers to the set questions in their personal diaries. All of which then they copied to the Excel sheet at the end of the project.

Youthpass



## CONTACT INFO

**Igor Spetič**

E-mail: [speja@oip-posejdon.hr](mailto:speja@oip-posejdon.hr)

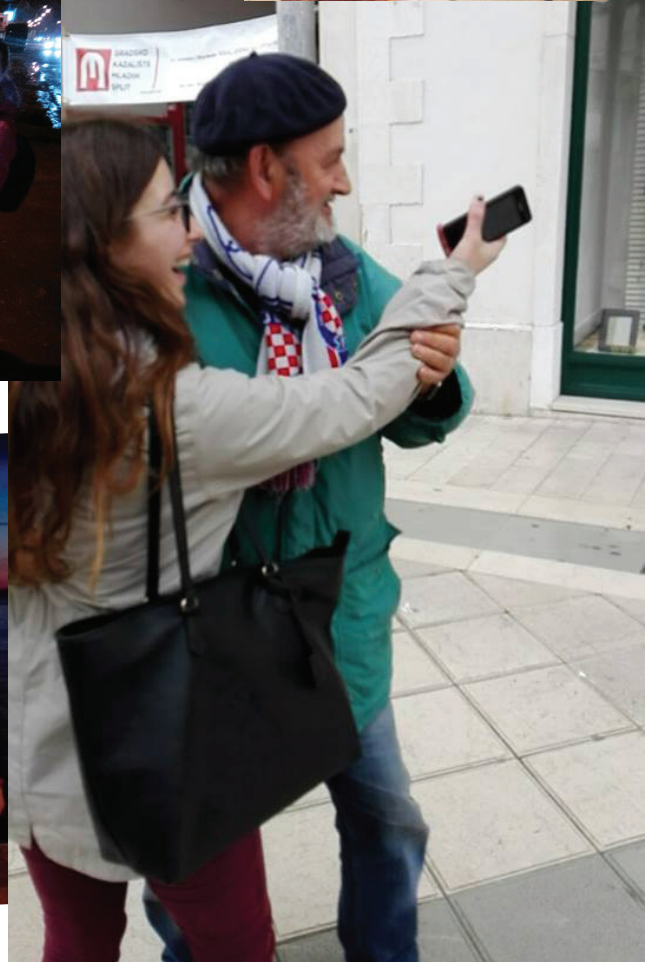
Mob.: +385(0) 91 286 1912

OIP Posejdon, Split, Croatia.





# FREE TIME

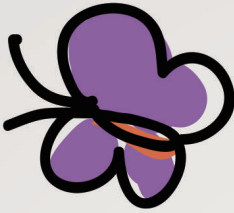


# FREE TIME



Everything related to the project can be found on:  
[https://www.dropbox.com/home/Posejdon\\_EU/](https://www.dropbox.com/home/Posejdon_EU/)  
Along with our facebook group:  
<https://www.facebook.com/groups/1476566839300366/>





Funded by the  
Erasmus+ Programme  
of the European Union



*"The European Commission support for the production of this publication does not constitute an endorsement of the contents which reflects the views only of the authors, and the Commission cannot be held responsible for any use which may be made of the information contained therein."*