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PLAY YOUR LIFE

YOUTH WORKER
SOLIN 27.11-02.12.2017



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Summary of project

„Play Your Life“ training will be held in Solin in hostel Jadro. It's duration is from 27.11.2017 till 02.12.2017. 16 people will be participating in the training (4 per country) from Slovenia, Norway, Romania and Croatia.

The goal of the training is to make participants familiar with the ways and goals of using pedagogical tools Real Ideal and Step Forward, all with the goal of promoting non-formal education as a method with which they can more efficiently and with more quality, intake the competences and skills which are in this case managing finances, organizing time, planning life goals and inclusion, empathy, the need to cooperate, acknowledging human rights, promoting differences and universal values of freedom as-well as solving conflicts via communication and controlling conflicts.

During this training, the participants will adopt new skills related to social dialogue and intergenerational cooperation. Training for 5 days will be conducted through multiple split modules. The modules that relate to the primary goal of the project such as Real Ideal and Step Forward are elaborated in a way that participants will acquire all the necessary knowledge and skills so that the same workshops can be utilized in further work for the wellbeing of their organizations, the local community and beyond. Knowledge gained as well as transversal skills, participants will be able to track through self-evaluation of a personal diary with which they will be able to assess their own progress and keep notes of their work.

An important aspect of keeping a personal diary is also in the later fulfillment of the youthpass, for which the personal diary serves as a template and help. To ensure the proper start of the day, every morning, an energizer will be maintained, which will be led by participants in the participating countries. This results in greater cohesion between the participants and they are closer together and cooperate with each other. At the end and at the beginning of the project, an online questionnaire for sociological research needs to evaluate project success and progress and self-realization of each participant. The research will be held by soc. Mag. Marin Spetič.

The Follow Up Workshop wants to define the decimation plan and future activities. Another important training module is the EU module. Includes workshops on Erasmus + and Youthpass. The other part of this module is to bring participants closer to the way Erasmus + works and how the Youthpass certification works. Training nights are filled with time for socializing, entertaining quiz, cultural time, and last night, with farewell entertainment. One afternoon will be dedicated to leaving Split where participants will get acquainted with the culture of Split, through the fun game "Split Challenge". Such modular training will ensure a consistent progress of all participants.

These targeted learning outcomes also result in an increase in the number of specific knowledge, skills and motivation that will positively contribute to the growth and development of governmental organizations and local communities. We expect each project partner to prepare and implement, upon returning to their own local community, using the knowledge and skills acquired in the project of at least two workshops that will carry out the workshops Real Ideal and Step Forward at the end of the project, thus affecting hundreds of young people person. In line with the decimation plan, the impact on thousands of young people is expected to be integrated into the regular work of all partner organizations as well as in local community workshops and future youth exchanges and Erasmus + training programs that will be organized by partners.

For the needs of the dissemination plan, a booklet will be made of the project that will be available on several facebook groups

<https://www.facebook.com/groups/1702542823300738/>,

<https://www.facebook.com/groups/649185778457465/>,

also by Saltho toll and by sharing link on dropbox

https://www.dropbox.com/sh/816bexm2arrehf0/AAD01YGQ7jdDfIP1t_2epxusa?dl=0.

Partners

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

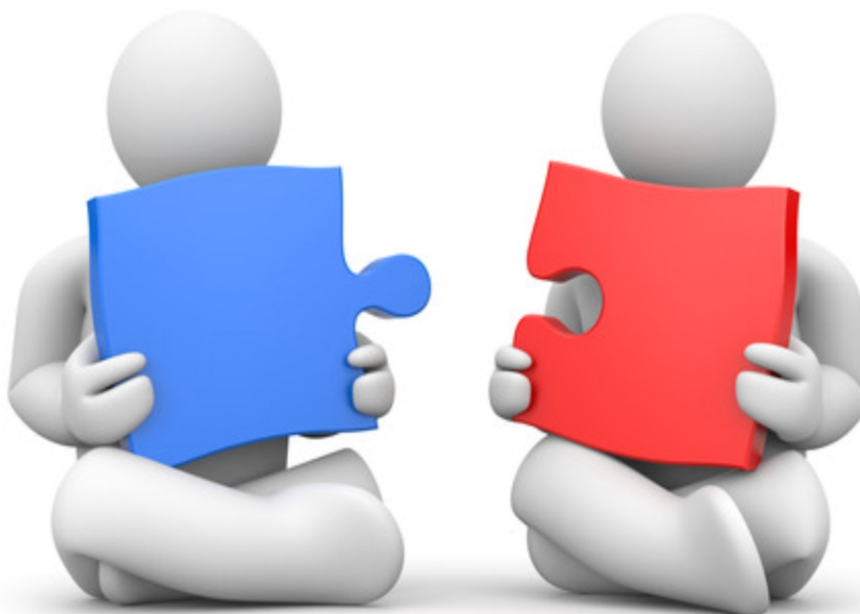
OIP Posejdon from Split has over 150 registered members, namely children and adolescents who carry out a scout plan and program throughout the whole year in the area of Split, Solin and Dugopolje. The children are lead by a licensed scout leaders with the supervision of mentors. The program is implemented 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

The goal of our association is to contribute to the development of society by affording members of the organization a program of physical, intellectual, social and spiritual responsibility to become responsible citizens in the local community as well as in the EU. To achieve its goals, the Scout Society goes through a variety of activities: workshops related to youth work, organizing activities to develop the capacity of young people to become active members of their community; promoting a European identity based on common values in history, culture and education; develops training in project management; organizing workshops, seminars and summer schools.

3. DRUŠTVO TABORNIKOV ROD ZELENA ROGLA

We are the scout youth organization. We have 85 members. Our youth members are 13 - 25 years old. We perform the activities in nature and sport activities. We organize winter activities in scout center and summer activities in our scout camp. We organized more than 10 youth exchange and international project.



Workshops

ICEBREAKERS

Performance methodology:

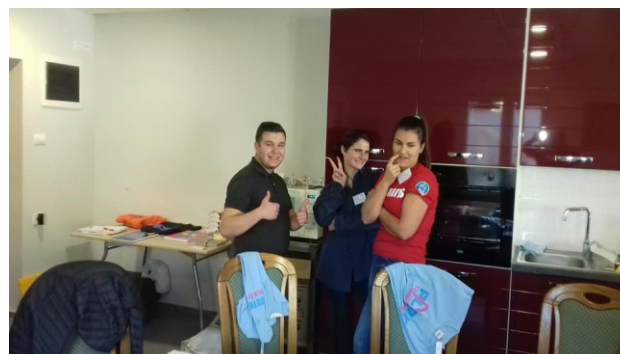
- The participants meet all together outside and partake in preorganized games -Games support teamwork and cooperation
- Subliminal bonding and interaction.
- Getting to know positive and negative sides about others

Aim: Helping the participants to meet each other and get on well.

Method: games, socialization, interaction, similarities

Competence: social and cultural competences, bonding, creative thinking

Material: paper tie, colors, pens



Everything about Erasmus+

Aim: introducing the participants to Erasmus+ programme

Method: work in a team, reasoning, presentation

Competence: teamwork, presentation skills, research, reasoning

Material:

- Flip chart paper
- Flip chart and colours,
- Hammer paper, glue

Performance methodology:

Participants are asked what they think Erasmus+ is, what does it do and how does it work. After some discussion and thinking time the participants are then shown the way how Erasmus+ works, on which levels it operates and how it benefits the community all the way from local to international level.



Everything about Youthpass

Goal: introducing the participants to the Youthpass certificate

Method: work in a team, reasoning, presentation

Competences: teamwork, presentation skills, research, reasoning

Materials:

- Flip chart paper
- Flip chart and colours,

Method:

Participants are asked what they think Youthpass is, how does it benefit an individual and where can it be applied. After some discussion and thinking time the participants are then shown the way how Youthpass works, on which levels it operates and how it benefits its owner and in what situations can it be applied.



International evening

Aim: learning about other cultures

Competence: 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.



Workshops

Tie Game

Goal: Introducing yourself and getting to know other participants.

Method: Game made out of paper ties and some pencils/colors

Materials: paper ties, ducktape

Methodology: Participants each put on a "tie" on themselves that contain 4 pieces of information out of which 3 are true and one is a lie. Participants then walk around from one to another trying to find out what piece of information is a lie on each of the other participants by talking to them and guessing.

Trip to Salona

Playing Real-Ideal (long/short version)

Goals: To teach the participants what financial management looks like and to introduce them to the "uncertainty" variable in life.

Method: Interactive board game

Competences: enterprenuership, Team-work, self-preservation, development, self-control, prioritization, financial management

Materials: Real-Ideal game set

Time: 300 minutes

Methodology: Participants are split into teams of 2-3, depending on the number of players. They then get a board and chose their life goals in some critical life segments. They choose a player with random stats and money depending on the player card. Then, turns are passed in which every team throws a dice ad gets rewarded properly for the roll. Some chances and events occur in between turns that also work for/against the players depending on the card. That is also the time when teams pay taxes on their current property. Each turn represents 10 years. Within ? turns, the game is finished and everyone talks about their goals, if they achieved them and what would they do differently if they could. The game experience, length and details vary depending on the version of the game (each version is played out).



Real Ideal – studying the tool

Goal: Dissecting the tool and all of its appliances and studying them

Method: discussion, presentation

Competences: clarity, financial management, team-leading, leading the game

Materials: Real Ideal game

Time: 210 mins

Methodology: Participants are taught how to use the Real Ideal game in all of its aspects. Each part of the game is then separately explained: execution, evaluation and the game process itself. Participants are encouraged to ask questions on anything unclear to them because this workshop is meant for turning them into people who can narrate the game themselves.

Step Forward

Goal: Expanding sights about xenophobia, discrimination, racism and prejudice and raising the tolerance bar

Method: narrated group game/workshop

Competences: tolerance, awareness, development, clarity

Materials: premade leaflets, narrator's paper

Time: 90 minutes

Methodology:

Participants are assigned roles and they then form a line (roles are to be kept secret). The narrator then asks a set of questions and if the answer is affirmative, the participant steps forward and if it is negative, the participant keeps standing still (every participants answers for themselves in the spirit of the role they got and do accordingly). After the game is over, debriefing phase begins.



Workshops

Split challenge

Aim: Introducing participants to the culture of Split and its historical relevance

Method: Challenge, team game

Methodology: Participants from the hosting country are taking other participants on a trip to the city, There they are shown all the cultural significances, historical values, special places and relevant sites, as well as being taught some historical facts and events that are relevant to the visited area.

Real Ideal – using the tool

Goal: Practicing narrating of the game/tool

Method: playing/narrating the game in a controlled enviroment

Competences: proper use of the educational tool

Materials: real ideal game

Time: 210 mins

Methodology: Participants lead their game of Real Ideal and/or are shown step by step during gameplay how and why every move is made and how it influences the game itself. Game flow and procedures are also repeated during the actual gameplay. Six workshops were organized with 180 participants 13 and 14 years in co-operation with primary school queen Jelena in Solin. Training participants had an opportunity to conduct workshops Real Ideal with young people.



Follow-up activities

Goal: Preparation for the activities following the project in the local communities

Method: Team-work, meeting

Competences: spreading of lessons learned

Materials: materials from the project, dissemination material

Time: 120min

Methodology: Talking about executing the dissemination part back in native countries after the project ends and spreading knowledge onto people in local communities. Reaching an agreement and a plan.

About the training

Goal: Introducing participants to the training they're a part of

Method: Presentation

Materials: presentation

Time: 60min

Methodology: Trough a prepared presentation, participants will get a run-trough of the project and its workshops with the project leader.

MISSION Z

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

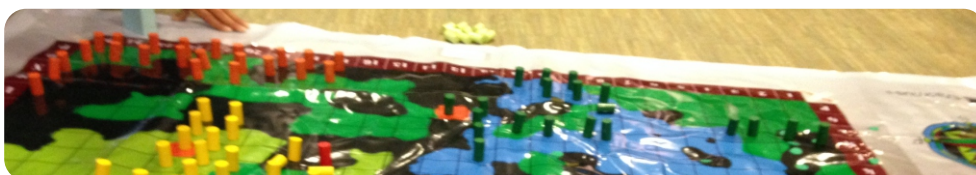
Goal: conflict resolution



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, Arnøy says.



Energizers

BRIDGE ON THE RIVER KWAI

Bridge on the river Kwai is a game in which the participants learn the melody tune from the movie „Bridge on the river Kwai“. Then they form a circle in which they whistle or hum the tune and in accordance to that - move their fingers in a predefined pattern. Point of the game is relaxation and brain activity enhancement.

UALELE

One player assumes central position in a circle made out of other participants. He then starts a chant/song in which every line is backed up by a gimmick and moves done in the line. The song goes “U-ALELE; ALELE CHICA TOMBA; E MASA MASA MASA; U-ALU-E-ALO-A“. The song repeats itself a number of times, and every times something changes such as the speed of the song, the pitch, or the contextual movement.

BANANA – CUT BANANA

It is a movement game, in which the participants follow what the leader does. Participants form a circle and the leader goes to the middle. Leader then starts yelling “Banana – cut banana...” and do movements with his body however he likes; the rest of the circle have to follow him and repeat after him. Game ends when the leader runs out of things to say, to do or gets tired.

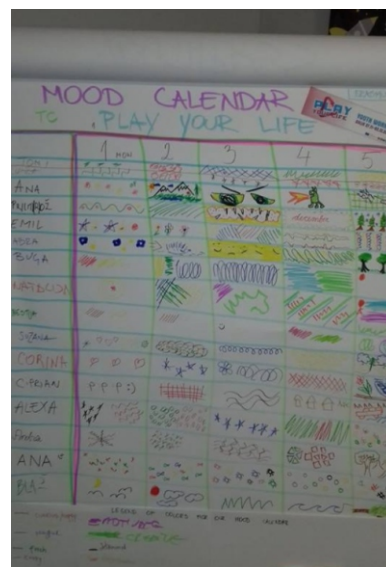
STICKY FINGERS

Players form a circle. One of the players starts by touching another player (of his choice) somewhere on his body and keeping his hand (or whatever) to that spot. The player that has been touched then proceeds to do the same to the next person, and so on, and so on until all players are connected in some way.

Evaluations

Mood Calendar: it 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



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.

Inbound - Outbound questionnaire:

For the project Play your Life 2017, a special evaluation strategy was chosen, different from the previous roots in action-evaluation research on past projects of the O.I.P Posejdon. Participants of this project were trainers and youth workers. For this reason, the study was designed as an action research with one phase of testing. The questionnaire, operationalized with project documents and goals, which the participants solved at the very end of the program activity, was the key measurement instrument. The survey method was used to evaluate the idiosyncrasies divided into the following thematic groups with special dimensions; (1) motivation (self-assessment of special motivation from participants), (2) skills (familiarity, relevance, adoption and evaluation of the influence of the participant's program in relation to the target / key skills or concepts) and (3) theoretical concepts and social values (internationalization and impact assessment of participants' program in relation to target / key values).

The results of the research in all the variables of the theme groups have shown a remarkable success in relation to the basic hypothesis of the research, that the participants will change their motives, attitudes, perceptions and understanding in accordance with the vision and mission of the Play Your Life project. Project participants were significantly motivated to engage not only the project theme, but also in further participation in the project, future activities, youth work, work in civil society and others. Additionally, in the thematic groups of skills and values, an extremely positive indicator was observed in all tested dimensions. Participants were successful in revitalizing their own knowledge and skills, gaining new and internalized their importance in the social and personal sense. Likewise, participants have fully exaggerated basic social values, fully internalizing their principles as well as importance, again, in the social and personal sense. As a contribution to this, the impact of the project on the enumerated dimensions by the participants indicates the above conclusions.

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 in other people's envelopes. After they are done writing, leader from each country takes the envelopes. The leader is supposed to give the envelopes to participants when they enter their country. Mirror evaluation is a good way to make memories of the project.

YOUTHPASS

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 activity, 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 and outside of it, at predefined times every day, questions were asked every day to help the participants recognize their newly acquired skills. These questions were, for example: How well are you introduced to refugees? Have you ever met a refugee? What is the difference between a refugee and an immigrant? What did you do today that helped improve your transversal skills? 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.



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