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Impress me

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# CONTENT

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# SUMMARY OF PROJECT IMPRESS ME

Project Impress Me was realized from 01.08.2015 to 30.11.2015. The project was planned by youngsters during the project BeAlive in September 2014 at the workshop ''Thinking module''. Later on, that idea was turned into into a mental map, logical framework and the tree of needs.

Program activity was held in September (05.09-13.09.2015) in Solin and Split. There were 36 young participants on the project from 14 to 25 years from Czech Republic (Hledači Štity), Romania (Societa Scaut), Slovenia (Rod Green Rogla) and Croatian (OIP Poseidon). We, also, had partners on the project - town of Solin, IV High School Marko Marulić (workshop on debates and policy/politics), primary school from Solin (Children's City Council in workshop on personal PR and democracy), and the Council of crime prevention Solin.

The project enabled the participants to acquire the skills related to self-confidence, tolerance and self-evaluation, active citizenship. It also has strengthened the values and attitudes toward their own possibilities.
Because of ''home hospitality'' accommodation youngsters have learned about everyday life, tradition and culture of our region which has had a positive influence on the promotion of basic and fundamental EU values, tolerance and togetherness.

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, workshops on presentation skills, creating a newspaper article, recording an interview, Solin town hall for workshops on policy/politics, democracy and civil society, King Zvonimir House for presentation skills, source of river Jadro for presentations, quiz, EU values, evaluation, town of Solin – Game of oranges, Forest Park Marjan for workshop 'Real ideal'', CV, politics, fitness, time management and debates, while in the city of Split in Diocletian's Palace and the waterfront there was realized the workshop ''Split Challenge'', and in Salona we were exploring the history of our region. We took a chance and participated in celebration of the Day of the City of Solin and in the official procession.

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

This way, we encouraged participants to proactive action in the local community, to implementation of regular programs in their organizations in accordance with the project tasks and initiatives, and solving future life and business tasks in the local community.

The participants have mastered the transversal skills and knowledge related to personal PR, such as: preparation of CV, presentation skills, verbal and nonverbal communication, time management, creating a newspaper article, making an interview, negotiating skills, also with skills such as critical thinking, taking initiative, communication, use of foreign languages, mobilizing the overall knowledge, problem solving, teamwork and managing social processes. Skills that are relevant to individuals.

The participants were acquainted with the functioning of civil society in the individual partner countries. They made a base of potential future projects as well as annual plans of training in their organizations. They've mastered the competencies such as production of promotional video, leaflets, photo albums.

All materials related to the project and results achieved twhich could be disseminated are on
https://www.dropbox.com/home/Posejdon_EU/Impress%20Me,

you can also see the implementation of the dynamics projkat in our face
https://www.facebook.com/groups/378812618957530/

For the needs of the project participants have developed by themselves a conceptual design of e-leaflet  in 800 pieces and which each partner received for distribution and the same are in dissemination package in dropbox.

Promo spot has also been realized and that the participants during this task have been for the first time adopting the knowledge of making promo spot. Power point presentation has been made by a group during the implementation of activities and it has been refined and improved by the end of the project .

At the end of the project, there had been realized selling lottery in which, beside project participants, there were also participating members , parents and children of OIP Poseidon as well as other guests. Collected funds were used for buying the equipment for Physical pediatric department, KBC Split.

From the first day when the idea  of the project Impress Me  has been originated, young people were active in the FB 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 scout network and youth networks.

# *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.   Junak svaz skautu a skautek CR stredisko Skalicka Zabreh Štity, Czech Republic

History Centre Skalička Zábreh has been written since 1945. Oldest reported that this year the Skalička start to work 1. children section. Due to the change of regime, scout Skalička no work in the years 1945. to 1949., 1967. and 1970s.  Since December 1989. continues with activities. Today, the center recorded six sections of the 140-member. Two sections operate outside Zábreh.

### 3.   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 then 120 menbers .

### 4.   Rod Zelena Rogla , Zreče, Slovenija

It is the scout youth organization. It has 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. Also we are organized more than 8 youth exchange and international projects.

# WORKSHOPS

## OBJECTIVES
- define the term of politics
- discuss the impact of politics on citizen's everyday life
- identify positive and negative influence of politics
- explain the importance of young people's active participation in politics

**Method:** Interactive game held in a natural environment of the park forest Marjan.

**Competences:** interactive competences such as teamwork, communication in a foreign language, decision-making, self-assessment, tolerance, respect for other opinions,  compromise, skills related to decision making, the importance of politics.

**Material:**
- Flip chart
- Markers

**Implementation period 60 min.**

## PERFORMANCE METHODOLOGY

### INTODUCE THE TOPIC
• Ask the participants what does the politics mean to you?
• Participants will express their views about what would politics mean
• Share their answers with the others.
• Place the answers on the board or flip chart.
• Share the opinion of well known people about politics with the participants

*Antun Gustav Matos* (Croatian writer) Politics is a matter of morality , character and human dignity.
(positive view on politics)

*John  Fitzgerald Kennedy* (USA President) Ask not what your country can do for you , ask what you can do for the country (emphasizes the importance of policy according to which the renunciation of self-interest brings the benefit of the whole (state), which are all part of)

*Aristotle* ( Greek philosopher)  - Politics is a practical science and it helps to achieve the highest good for man  in the political community

*Plato*  ( Greek philosopher)   - Purpose of politics is justice

*Robert Kennedy* (USA President) - The greatest and most honorable adventure in which wisdom has a crucial role.

*Johann Wolfgang von Goethe* (German writer and statesman )- in politics, people are , as the once on the sickbed, throwing from one side to another, believing to find more comfortable way of  lying.

• Participants wil express their opinion about these statements

Let's learn the etymological meaning of the word policy and we will perhaps better understand its fundamental importance.
Polis – city, state
Politeikos- state, public
Ta politika - activities related to the polis

So we could define politics as a a system of government in the process by which the political community reaches collective decisions about matters that concern it.

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## CRITICAL THINKING EXERCISE 1

There's well known saying - YOU MAY NOT BE INTERESTED IN POLITICS, BUT POLITICS IS INTERESTED IN YOU
This comment contains the truth that politics affects everyone in one way or another, regardless of their concern for political life.

Could we avoid politics? Ask the students to brainstorm answers!

## CRITICAL THINKING EXERCISE 2

Divide the group into few more smaller groups!

Ask the students to define positive and negative effect of politics!
- Participants are writing their opinion on a piece of paper and later sharing with other participants
- Record the answers on the flip chart under the two categories: „pozitive" and „negative"

## CONCLUSION

Debrief the participants by asking the following questions:
1. Do you agree that politics is necessary and therefore inevitable in every society?
2. Why does politics arise in societies?
3. Morally speaking, what sort of activity is politics – among highest or among lowest activities?
4. Could the citizens make an effect on politics? How?

I hope that during this project we'll have an opportunity to show how young people can be active and useful citizens in their comunity.

**The workshop aims:**
Meeting with local residents, boosting the self-confidence of the participants.

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**Method:** Interactive game took place in the natural local community Solin.

**Competences:** interactive competences such as teamwork, communication in a foreign language, decision-making, self-assessment, tolerance, respect for other opinions, compromise , presentation skills, meeting new culture and traditions

**Implementation period 120 min.**

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## PERFORMANCE METHODOLOGY

The game features 6 life rounds within 60 years.
Participants are divided into 6 groups  and they define their life goals in their '60s.
All groups  begin with the same initial objectives which were jointly agreed. In each round the teams are required to pay taxes, to improve their living standard to the desired objectives (if they  have the money).

The last stage of the game is the debriefing. In that phase, participants evaluate  their actions, successes, failures, accomplished and unaccomplished  goals. They  try to conclude how to plan, on what to pay attention in life, how to adapt to life goals.

More about the game: speja@oip-posejdon.hr



Youth exchange
5.9.-13.9.2015.
Solin, Croatia

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**The workshop aims:**
To adopt new and to perfect existing competences related to digital skills , writing skills and presentation skills.

**Method:** workgroups.

**Competences:** digital comptence (making of the video, power point presentations, photo album flyer, booklet)

**Implementation period during the entire project.**

## PERFORMANCE METHODOLOGY

Workshops about, after splitting in groups, creating media about the project such as a video, flyer, PowerPoint presentation and the media is published onto Facebook .

The participants of the first day divided according to the wishes in working groups for drafting the promo video, flyers, photo group, booklet group.
On a daily basis they prepare materials and at the end of the same day, they would publish it in the Facebook gruop (https://www.facebook.com/groups/378812618957530/ ).

## The Orange Game

**The workshop aims:**
To make us aware of financial literacy and familiar with life planning, to learn how to do the evaluation and self-assessment.

**Method:** Interactive game held in a natural environment of the park forest Marjan.

**Competences:** interactive competences such as teamwork, communication in a foreign language, decision-making, self-assessment, tolerance, respect for other opinions, compromise.

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

**Implementation period 120 min.**

## PERFORMANCE METHODOLOGY

Participants split in groups and each group gets an orange.
The goal is to trade the orange for something of higher value, and then that trade that for something that worths even more. In the end, the group presents their results and the manners in which they came to them. In this game, they improve their self - esteem and learn how to present, negotiate , etc.



## A day in Split challenge

**The workshop aims:**
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

**Implementation period 120 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.

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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 write Impress me with your bodies.
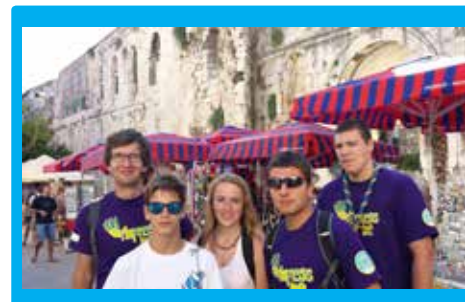
At the end of the game, all participants used their bodies to write Impress me at the square.

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<div style="background:blue;color:white">Writing a CV</div>

**The workshop aims:**
To familiarize participants with how to write a CV, to strengthen the personal qualities of participants, reinforce self-esteem participants

**Method:** Interactive game took place in the in a natural environment of the park forest Marjan.

**Competences:** Wrtiting a CV, self-assessment.

**Material:**
- Flip chart
- Paper
- Pen
- CV – Europas on each partner language

**Implementation period 70 min.**

## PERFORMANCE METHODOLOGY

At the begging of the workshop, the participants are asked if they know what a CV is in a way that they close their eyes and raise their hands if they know.

Once you determine how many participants are aware of the CV, we divide them groups of 5-6 and ask them to write on a paper what they think is a CV and what it includes in 10 minutes.
Then each group presents the result, you can see the same characteristics of the CV. Then the participants try to write their own CV and have 20 minutes of time. When completed, several CV are presented and some conclusions are made on what is missing.

Then share examples of CV - Europass in all languages of the project partners and participants have a new 20 minutes to write the new CV with the help of a template. Then present several new CVs and all participants should compare their own two CV.

https://europass.cedefop.europa.eu/en/documents/curriculum-vitae

## Democracy + civil society

**The workshop aims:**
Introduction to other forms of democracy, the way of life of civil society and local communities of the project partners.

**Method:** Outdoor presentation in the local community of Solin

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

**Material:**
- Prepared presentations
- Flip chart and markers

**Implementation period 70 min.**



## PERFORMANCE METHODOLOGY

Each national group got the task of creating a presentation about democracy and civil society - then the presentations are compared , this way everyone learns about democracy and civil society .
After each presentation, using a flip chart , we recorded significant characteristic of democracy and civil society life of each partner country in the project . In this way we get a better insight into the similarities and differences in both systems

## PR skills

**The workshop aims:**
To master the skills that will help the participants increase their self-confidence and be more competitive in their daily lives.

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

**Competences:** teamwork, presentation skills, writing skills, making mastery of TV interviews, radio hosting skills, photography skills.

**Material:**
- 4-5 newspapers
- Camera
- Contact with the radio station, journalists, photographers and editors

**Implementation period 180 min.**

## PERFORMANCE METHODOLOGY

Groups of participants each get a task - one is supposed to write an article, one is supposed to take a photograph for the newspapers, one do an intervie, one  a TV report, while the last one went live on the radio. Each group has a mentor from practice who helps them to adopt certain skills. It is if the participants can see the finished result, so is the radio group participated directly in a show on  Radio Sunce, journalists group prepared articles published in the Chronicle of Solin, photo group used their adopted skills while preparing a photo album, and model making TV interviews was incorporated and the promo video project Impression Me. When complete, all groups presented their achievements to others.

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**The workshop aims:**
Introduction to other forms of democracy, different political practices.

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

**Competences:** : teamwork, presentation skills, research, reasoning.

**Material:**
- Presentations
- Flip chart i colours

**Implementation period 70 min.**

## PERFORMANCE METHODOLOGY

Everyone made a presentation about their government, how long the mandates last and talked about democracy in countries. In doing so, take notes on the flip chart in order to compare how similar and different things are. In the debriefing phase participants themselves deduce which are their examples of good practice, which would keep the things, and they would like to change.

**The workshop aims:**
Introducing the participants to the EU Values.

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

**Competences:** : teamwork, presentation skills, research, reasoning.

**Material:**
- Flip chart paper (personlike)
- Flip chart i coloursi,
- Hammer paper, glue

**Implementation period 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 ....

## QUIZ

**The workshop aims:**
Exploring other partners and their countries in an interesting way.

**Method:** quiz game.

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

**Material:**
- Questions (20 per)
- Flip chart and colours

**Implementation period 70 min.**



### PERFORMANCE METHODOLOGY

Each national group is 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.

## Time management

**The workshop aims:**
Introduction to other forms of democracy, a way of life of civil society and local community partners.

**Method:** presentation on the open- local community of Our Lady's Island – Solin.

**Competences:** teamwork, presentation skills, research, reasoning.

**Material:**
- Presentations, tasks
- Flip chart and colours

**Implementation period 70 min.**

### PERFORMANCE METHODOLOGY

At the beginning of its contributors are wondering right know what he menagment. Answers are written on a flip chart. Then the participants divide the first task. On a sheet of paper there are tasks in one day. Participants ask for them to come together for their vision on how to realize them in one day.

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## Task 1:

TAKE OUT THE DOG, PREPARE BREAKFAST, GO TO THE POST, VISIT A DOCTOR, WATCH A FAVORITE TV SHOW, GO TO THE SCHOOL, TALK TO FRIENDS, POST A FACEBOOK STATUS, WEB SURF, GO TO THE TRENING (SPORT, MUSIC..) READ A BOOK, DO HOMEWORK, FREE TIME.

Upon completion, ask several participants to present their examples, and others wonder for their opinions. The next question is on priorities, which are along your working day? Is an emergency? Is it essential?
Then they are presented Eisenhower principle. (urgent and important) To transfer a leave in the combinations of both criteria of specific quadrants.

*Eishenhowerova načelo.*

A task - very important.
B tasks - important.
C tasks - less important.
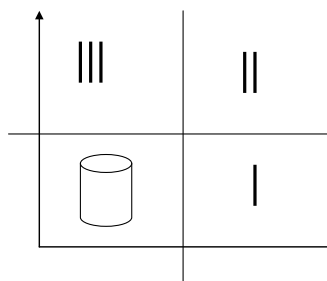
1) Urgent, make the fastest possible time.
2) Soon, make the nearest leisure.
3) Later, these tasks can wait.



After this is divided, turn over a new leaf with the task and they now are trying to use the Eisenhower method of rebuilding their workday and tasks in it.

## Task 2:

WORKSHOP WITH CHILDREN (THEME NATURE), MEETING WITH VOLUNTEERS, WRITING A PROJECT (BLUE SPORT), MEETINH WITH THE SCHOOL HEADMASTER (THEME FREE ACTIVITES), RADIO INTERWIE, WRITING A REPORT FOR THE NEWSPEPERS (THEME NATURE SPORT), INFORMATION WITH PROJECT PARTNERS FROM SLO, CZ, RO (THEME PROJECT ACTIVITES IMPRESS ME) ,LUNCH TIME, FREE TIME, RECREATION TIME.

Upon completion of a number of participants present their results.

Questions for the debriefing:
Is difficult to plan?
What are the benefits of time management?
What is urgent and what is important?
Can such a plan be developed?

We also give participants tips:
Resist spontaneity and routine.
Split your big job in 10 smaller tasks.
If you can do job done in one breath.
Do not interrupt a job before the end.
Don't polishing what is done.
If the task is to make a decision and everything is nown, make a final decision.
Do not delay and do not put off.

## Thinking module

**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

**Implementation period 90 min.**

## 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 entation 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. T

hese templates mental maps in the later stage are used for programming activities of this project and completing the application form.

## Debate

**The workshop aims:**
To sensitize young people and develop a better understanding of current problems in the community (in this case a refugee crisis in Europe).

**Method:** individual work, team work, debate.

**Competences:** presentation skills, argumentation, mediation skills.

**Implementation period 90 min.**

## PERFORMANCE METHODOLOGY

Participants can divide into 2 groups: affirmative and negative, in line with respect to the subject of the debate.

The mediator of the debate introduces participants in the topic and coordinates the discussion. At the opening spokesmen for both groups expresses their attitude of the group on the topic; afterwords team members are free to make submissions on their views and comment on the statements and attitudes of the other teams.

In the debate there are no winners, but it is important that young people learn to look at all sides of the issue, listen to interlocutors, respecting and tolerating the opinion of those who doesn't think the same way as they do.
Topic on this debate was refugees.

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**The workshop aims:**
Development of healthy lifestyles, hiking, teamwork.

**Method:** trip, team games.

**Competences:** : teamwork, learning team games.

**Material:**
- matches
- sausages
- bread knives
- Poncho

- paper
- crayons
- bal
- axes

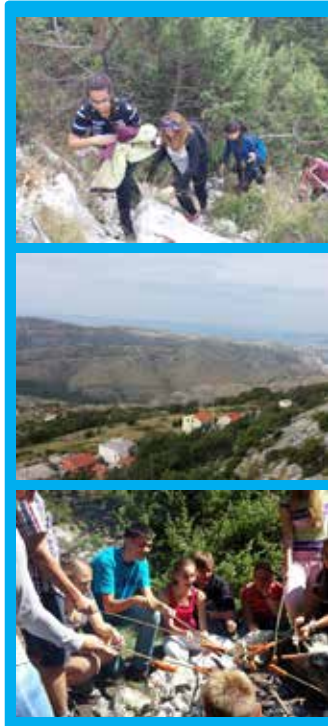**Implementation period 6 h.**

## PERFORMANCE METHODOLOGY

The trip took place on the mountain Mosor.
Participants vans came to Petty Upper and had to climb from 1:30 h to the mountain lodge on Mosor. Altitude was 900 meters. Upon arrival, participants are divided into groups, and each working shelters, others prepared team games while the third: preparing the fire and campfire.

All parties have played the game grab the flag, which aims to develop a team spirit, togetherness, strategic thinking. Method of implementation: Participants are divided into two groups and each has its own field that defends. Between them there is a limit. In each box is pinned flag. The aim is to take away the flag of the opposing team. Rules: A player can be caught only when cross the border between the two fields. If caught he went to prison, and from there it can be relieved only his teammate.

Defensive Players may not reach its banner closer than 2.5 meters. If an opposing player comes to the flag, and that no one touches it can not stop there until you touch the flag. If the flag is moved to be thrown by an adverse party or brought to a mjetsa where a player is caught, then it sets in place. The game can be repeated several times.

On a trip contributors are themselves prepared food, made several Energizer, evaluation target.

**The workshop aims:**
Adoption of healthy lifestyles exercising in nature

**Method:** training.

**Competences:** : other competences, healthy lifestyle exercise.

**Material:**
- sports gearl

**Implementation period 60 min.**

## PERFORMANCE METHODOLOGY

With the help of professional trainer a workshop was held: fitness exercise. Warming up, cardio workout with their own weight, endurance, resistance, stretch.

## Proccession during the Day of the Town Solin

All participants and their leaders were part of the traditional proccession on the Day of the Town of Solin. Everyone were dressed in their scout uniforms and walked throught the town.







## Humanitarian campaign for the pediatric department of Medical Clinic Firule in Split





During the project, a humanitarian campaign was carried out to raise funds for the purchase of equipment for the pediatric department of Medical Clinic Firule in Split.

The participants gathered different objects that were sold and the profit went to the hospital.

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## 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 paricipants' 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 respresents which feeling). Goal of this evaluation to see if the participants feel good on the project.
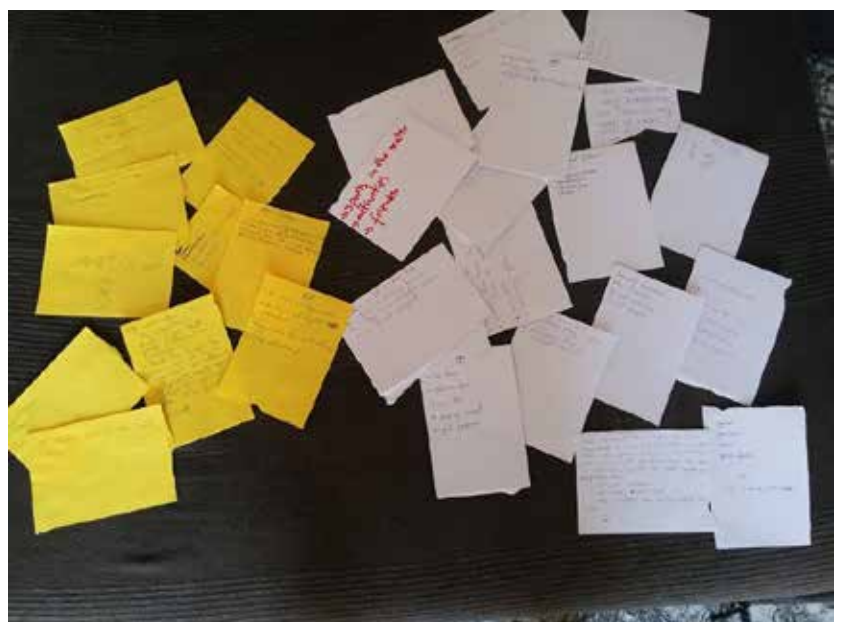
| NAME: | Day 1 | Day 2 | Day 3 |
|-------|-------|-------|-------|
| Iva | | | |
| Marko | | | |



## 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.
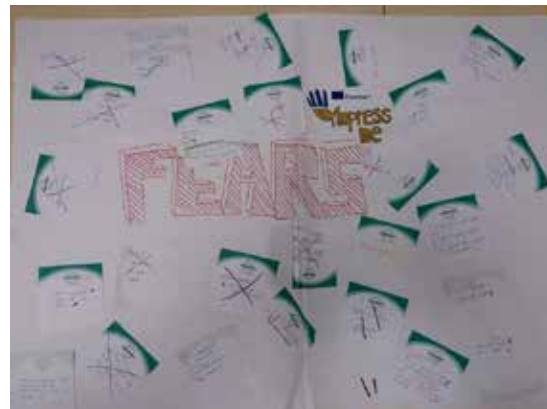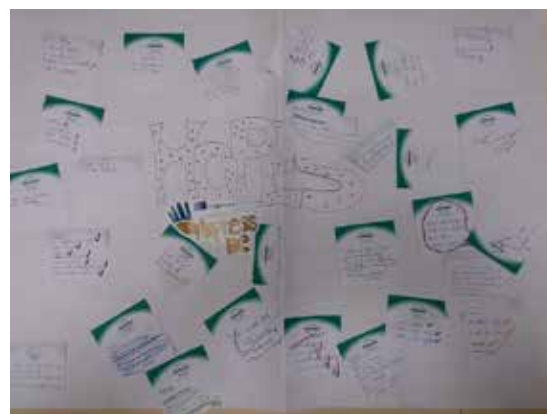




## Personal diary

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,AC COMMODATION,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 CHALENG GAME OR ORGANGE GAME
16. WHAT DID YOU DISCOVER ABOUT YOURSELF?  WHERE ELSE WOULD YOU LIKE TO IMPROVE?

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*At the beginning of the project everyone fills out a questionaire. They fill out the same one in 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

With this action-evaluation research, designed in form of a survey in two phases (input and output), we have examined the changes that have occurred with the participants due to their participation in the program of the project Impress Me 2015. Changes were measured using statistical tests (t-test for dependent samples) which examined statistical differences between the input and output data.

The assumption was that, due to the participation of young people, significant change in motivation, awareness, the level of knowledge and attitudes will occure in a positive / desired manner in accordance with the objectives of the project.

Changes have been explored in relation to the three basic dimensions of the project arising from the objectives; (1) learning and the adoption of transferable skills. (2) internalization and transfer of EU values and (3) the promotion of proactive action (democracy, civil society, personal development). Operationalization within these dimensions or clusters was necessary in order to more adequately test the various aspects of the project. Thus, in the dimension of learning and acquiring transferable skills, we have examined changes in knowledge of certain skills, in relation to assessment of their importance to life and career and in relation to self-assessment of the participant about his mastering (on general and concrete level).

Within the dimension of the internalisation of EU value, changes are tested in relation to the agreement with certain attitudes towards multiculturalism, tolerance and solidarity. In the last dimension of the project, we have examined the different motivations and knowledge about democracy, civil society and local community, as well as the assessment of validity. As a supplement, in accordance with the specific objectives of the project, we have tested for differences in the agreement on the personal characteristics and traits, with whom we wanted to check how the project affected the processes of self-actualization and self-assessment of the praticipants.

In relation to the changes that have occurred in the first tested dimension, learning and acquisition of transferable skills, the analysis showed that participants became significantly more aware of different skills, whether general or specific, with which they have showed significantly higher level of awareness and knowledge. Furthermore, within the same dimensions, the analysis showed that there are significant differences between the input and output assessment of the importance of general and concrete transferable skills. For young people, most transferable skills have become significantly more important for their life and career.

In addition, in self-assesment about the level of adoption of different transferable skills, young people have assested that they know much more about how to use them and how important they are, which means that young people have shown greater awareness of their personal skills related to specific and general transferable skills. With regard to these changes, the project fully achieved its objectives.

Within the second dimension, as in previous projects, the changes were tested in relation to the agreement with different views on multiculturalism, tolerance and solidarity as indicators of the degree of internalisation of EU values. T-test showed statistically significant increase in 6 of the 12 points offered. However, it is important to note that the input evaluation of agreement was specifically high, allowing young people when entering the project to show a significant degree of internalization.

This change is even more significant with that in mind. The project managed to achieve, among young people who have already shown a significant degree of agreement, to encouraged the participants to an even more significant internalization of EU values and in that way realize all of their planned objectives and outcomes.

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 maneged 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.

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## 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 their 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 then before. And the continues like that, untile you have the last couple.



## PSG

All players form a circle.
The game starts when the first player points at the the 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 "Freakout" 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 chose 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.

## CENTIPEDE

All players form a circle. Select one person and send them into the middle. He then starts forming a „human chain" by grabbing someone else on a distinct part of the body. The grabbed person gabs someone else on another part and so on until everyone is in the chain. Repeat the game twice, only second time starting with someone else.

## TANGLE

Whole group links hands into a human chain, except for one person who stands aside.
First person leads chain through itself, over and under arms, between legs, etc.

Extra care must be taken not to break the chain, to move slowly and to be gentle. Tangle ends when group is too tightly packed to move.

One person then untangles the group, giving them directions without touching them.



## SUPER-CHICKEN

There are four stages to this game: Egg, Chicken, Bird and Super-chicken.

The idea is that participants evolve through the four phases. Everyone begins walking around the room banging their fists on their foreheads chanting "pi pi pi pi".

Participants pair up and have a game of paper; scissors; rock. The winner of this game evolves to the next stage, the looser stays an egg. The game continues and the participants who evolved walk around like a chicken, flapping their arms and squarking, the eggs continue to be eggs.

The chickens pair up with chickens and the eggs pair up with eggs to once again play paper; scissors; rock. Those who win evolve to the next stage where as those who loose remain where they are.

The game continues with the birds flapping their arms and superchickens soaring around with both arms in the air.

The winner is the one who reaches Super-Chicken first.

## HUMAN OBSTACLE RACE

Split the group into two teams.
They must form a line while sitting so that the first player in a line is leaned onto the player beind him(back onto legs). The race then starts so that the last player runs on the first place and so on until the finish is reached.

Opposing team lines can cross and touch eachother. The player starts running when the one before him sits down. There can be no distacting the enemy team or cheating in any way.

Players have to scatter in an area.
Explain to them that they are the atoms and that youre the thermometer. You regulate the temperature accordingly to which the 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 ove rafter you have asked them cca- 6 questions.
By asking them questions you are helping them aquaint with eachother so chose your questions carefully.



## KWAI MOVEMENT

Form a circle.
Everyone starts whistling the theme of the „bridge on the river kwai" movie, while interchanging their finger positions.

Before starting, everyone clinches hands into a fist. On the left hand they hold up the thumb and on the right one the indeks finger. According to the beat oft he song, you interchange fingers until the end.

You can experiment with some more complex forms also.

# 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?.

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.  An advantage on this project was homehospitality because of which the participants had more experienced mentors who were always available if they had difficulties with anything.

Also, the Youthpass was done in international groups which is a new concept, given the fact that it is usually done in national groups.

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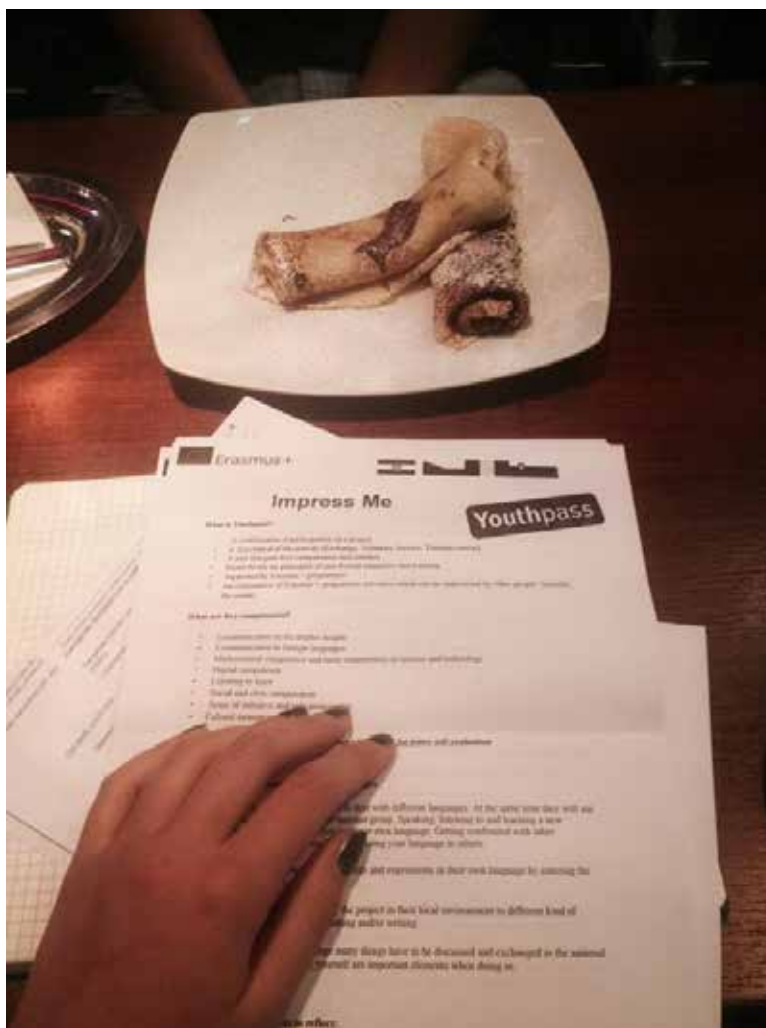
Everything related to the projecr can be found on:
https://www.dropbox.com/home/Posejdon_EU/Impress%20Me
Along with our facebook group:
https://www.facebook.com/groups/378812618957530/

# Impress me

## Youth exchange
## 5.9.–13.9.2015.
## Solin, Croatia

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