



# Plan your life

Stari Grad, Croatia

18.03. - 26.03.2017.



Funded by the  
Erasmus+ Programme  
of the European Union

This project has been funded with support from the European Commission.  
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## 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. DRUŠTVO TABORNIKOVA 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.

### 4. Atviras Siauliu rajono jaunimo centras

Open youth work is an activity open to all young people, independent of what kind of organization, group or community they belong to. Open Siauliai District Youth Center attracts from 30 to 70 young people on daily bases. Young people are able to spend their free time to meet and chat with friends, play games, listen to music, watch movies and do what their hearts desire.

Open Siauliai District Youth Centre is dedicated to a young person's personal maturity and successful integration into society. Our most important Tasks are: The constant need for innovation, public youth activities designed to satisfy the young people needs, informal education and socialization of young people, promotion and support of youth initiatives.

### 5. Narviksenteret

We are the North Norwegian component of the Norwegian Network of Institutions whose aim is to mark the Second World War in Norway. As such, our key activities include documentation and dissemination of war information in Northern Norway as well as confession of prisoners of war and victims of concentration camps. Given our motives for promoting peace, international interaction and understanding, as well as the preservation of international human rights, we consider our place as an active Erasmus + participant to be central. The tolerance and solidarity building of international youth exchanges is very good with our roof vision.

Our main target group consists of young people since the early elementary school age. Using our War Museum and other facilities, we regularly offer educational programs for different levels of formal education system, ranging from 6 to 19 years of age. Participation in school teaching is a regular occurrence. Such as making visits to schools.

We also offer lectures and training programs in military service on topics related to human rights and international conventions. Further target groups we work with are students, scientists, journalists, authors, and others who may be looking for information about the history of our region.



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## Workshops

### ICEBREAKERS W/ TIE GAME

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

**Competences:** teamwork, bonding, creative thinking

**Material:** paper, pens, colors

**Duration:** 130 min.

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

### REAL IDEAL

More details at: [speja@oip-posejdon.hr](mailto:speja@oip-posejdon.hr) or <http://www.bb-games.eu/>.

**Goal:** Understanding how financial management and responsibilities work, learning new things about taxes and loans

**Competences:** knowledge development, critical thinking, developing responsibilities, planning ahead

**Material:** game pieces

- Participants are split into groups
- Every group gets a role with stats
- Players then set their goals
- Managing their resources and desires
- Reaching the end-point of the game and maybe fulfilling goals
- Dissemination



The activity was carried out in cooperation with Petar Hektorović school, with students of 7th grade. Total realized - 2 exercises.

### EU VALUES AND ERASMUS+

**Goal:** Introducing the participants to the EU Values

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

**Material:**

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

**Duration:** 70 min.

Before the start, the big paper is drawn to look like a person, and the same is cut as the number of parts of groups.

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 hammer-paper. Each national group presents its clip and explain its value.

Members upon completion of the presentation 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 registered many EU values.

The last question is featuring what the highest value of all the listed values is? Using methodical conclusioning.

### THINKING MODULE

**Goal:** Think about future projects, solving problems in local communities.

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

**Material:** - Flip chart and colours

Participants divided into mixed groups have 60 minutes to create a mental map of ideas for new projects.

The method involves mental maps visually defining 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 template mental maps in the later stage are used for programming activities of this project and completing the application form.





## Workshops

### MISSION Z

More details at: [speja@oip-posejdon.hr](mailto:speja@oip-posejdon.hr) or <http://www.bb-games.eu/>.

**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.



The activity was carried out in cooperation with Petar Hektorović school, with students of 8th grade. Total realized - 2 exercises.

### INTERNATIONAL EVENING

**Goal:** learning about other cultures

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

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.



Activity was realized in cooperation with the Civic Initiative Naša dica from Stari Grad and Primary school Petar Hektorović. Approximately 500 participants and guests participated in the activities.



### MONOPOLY

**Goal:** Working a budget in a team, trying to win the game without crushing the budget.

**Material:** - Monopoly set

Participants are split into teams, and given a certain amount of money. They then have to work their budget calculating in potential bad luck.

The goal is to finish the game so that they don't run out of money and potentially win the game.



### SWOT analysis

**Goal:** participants have to recognize their: strengths, weaknesses, opportunities and threats.

**Material:** papers, pens

Each participants gets a pen and paper and then have to assess their state of mind, they have to assess themselves, their potential future and their past and along those lines decide and understand what their weaknesses, strengths, opportunities and threats are, can be and might be.



### AUDIO VISUAL WORKSHOP

The participants at the beginning of the project divided into groups according to their own wishes. So they form groups to create: leaflet, promo video, power point presentation, booklet and photo groups. These groups meet regularly every day but have designated workshops every few days.



## Workshops

### TIME MANAGEMENT

**Goal:** teaching participants different ways of managing their time in everyday life

Participants are taught some of the ways to grade and separate their time, thus managing it for maximum efficiency.

Through some interactive games and explanation, they are taught new things and different approaches to managing their time



#### What is time management?

An effective way of using time.  
Orientation towards the goal.  
The combination of operating techniques and daily practice.  
Way to manage your life.

#### The techniques of time management

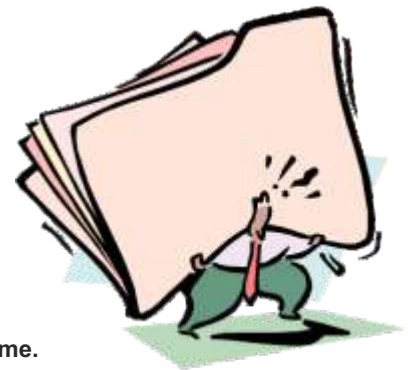
Setting goals.  
Planning.  
Decision-making.  
Realization and organization.  
Control.  
Information and communication.

#### 10 Benefits of time management

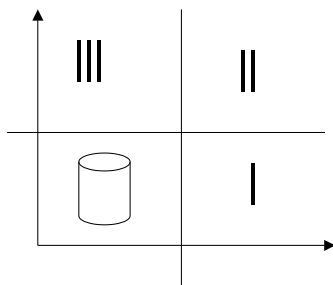
Perform tasks with less effort.  
Better organization of their work.  
Better operating results.  
Less tension and stress.  
Greater job satisfaction.  
A higher level of motivation.  
Qualification for multiple tasks.  
Increasing efficiency.  
Fewer mistakes at work.  
Better achieve personal and professional objectives.

#### Setting goals

The basic rule of planning time  
-cca 60% of the planned activities  
-cca 20% of unexpected activity  
-cca 20% for spontaneous activity  
-20% Planning a 80% efficiency



#### Eisenhowerova 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.

#### Time planner

Time Planner includes information such as:

- A list of all activities that day, week or month to accomplish.
  - Priorities, classified by priority Esinhauwerove basket or some other method that you use.
- Time planned duration, depending on the qualifications that were previously assigned.

Time of execution: real time that can be spent in the realization of the task.

- The objectives of the task: the reason for the existence of the task and the endpoint to which you want to reach.

### PLANTING POTATOES IN LOCAL COMMUNITY

**Goal:** involving participants in the local community and helping them understand the value of helping others

Participants are gathered together with the members of the local community on a potato field where they are taught how to plant the potatoes and what to do then



### TRIP TO JELSA, HVAR AND BOTANIC GARDEN





## Energizers

### 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.

### PSG

All players form a circle. 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 "Freakout" everyone in the circle changes their places. And the game continues. When a player says "Salsa" everyone turns around slowly and waves with one hand at the same time. When a player says: "PSG" everyone turns around, shows their behind and imitates 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.

### ANIMAL COMPANION

One person takes charge of this game, others form a circle around him. He then starts explaining how he really likes animals, and then asks a random person what his/her favorite animal is. The animal he calls out, everyone in the circle has to pretend to be that animal. And the process is repeated for 6-7 animals.

### Tijaja:

Participants form a circle and hold hands while crossing their right leg with the participants to their right, left leg. Then someone says a number and they have to jump the according number times to some side of their choice.

### NEWSPAPER ISLAND:

Participants are split into groups of 2 people. Each group is given a single sheet of broadsheet newspaper. Goal of the game is to stay on the paper within the borders of it. There is a song playing and when it ends the players have to stand on the paper without being outside of it. After every round the size of the paper is halved. Last group standing wins.

### TIDE GOES UP AND DOWN:

One player participant acts as the leader. He makes a wave motion with his hand in comparison to his other hand. Others have to follow his movements in the context "if his motioning hand goes over the steady hand, participants have to do the same". When someone makes a mistake, they're out. Last participant left wins.

### 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.





## Evaluations

**Target evaluation(Pizza pie):** 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.

**Happiness matrix:** 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			
Marko			

**Red-Green evaluation:** Each participant gets a red and a green Post It note. The participants write bad thoughts about the project on the red Post It 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 Post It 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 Post It 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.

**Inbound - Outbound questionnaire:** 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. Research results can be seen on [https://www.dropbox.com/home/Posejdon\\_EU/](https://www.dropbox.com/home/Posejdon_EU/)

**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.

### SOCIOLOGICAL ACTION-EVALUATION RESEARCH FOR THE PLAN YOUR LIFE 2017 PROJECT

#### CONCLUSION

As a part of quality control and evaluation activities/strategy, a social research was designed in order to evaluate the effect of the project programme on different aspects in accordance with project goals and planned learning outcomes. Survey was used as the main research method, followed by semi-structured interviews with the participants at the end of the activity. The main goal of the research was to collect the same type of quantitative data at the start and the end of the programme activity (and to test the change using a series of statistical procedures – paired sample t-test) and to understand how this change and the content of the project was perceived by the participants (the interviews). The research was designed in accordance with project goals and outcomes. It was constructed as a quasi-experimental study using quantitative methodological frame – survey as the main research method and a series of statistical tests which aimed to measure the change. The research included tracing, testing and measuring the change within 5 main dimensions/themes: overall motivation,

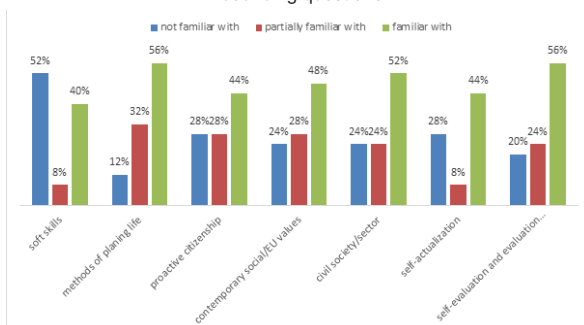
1. general knowledge about the project and its elements,
2. knowledge and attitudes towards the main project subject (planning life),
3. knowledge, attitudes and the acquisition of different skills,
4. attitudes towards the concept of proactive citizenship.

The research is designed to test the differences between two main phases:

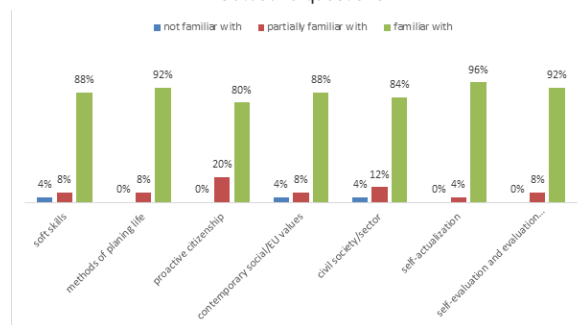
1. Entrance phase – responses collected at the start of the programme activity and
2. Exit phase – responses collected at the end of the programme activity

Results of these tests and the analysis showed that the project had a strong effect on participating youth. Statistically significant increase in all variable groups was measured. Exit data has shown that the youth have embraced the idea of the life planning concept completely and that their motivation, knowledge and attitudes towards project subject, all of its key elements, skills and proactive citizenship change in a positive direction. The youth became more motivated for life planning and participating in their communities, they have gained substancial knowledge about the concept and its key elements, they have embraced the idea of life planning as an important part of their development, they have become much more familiar with a skill-set needed for these activities and have changed their attitudes towards self-fulfillment and personal development in a positive way and they have become much more open and familiar with the concept of proactive citizenship. In addition to this, the research used a control variable – social values internalization. This variable was not directly connected to project goals and learning outcomes. The assumption was that no change will measure statistically significant on level of this variable. Results showed that the assumption was correct. No significant change was measured on any level of this variable and the entrance data was high, which proves that the project gathered participants with high levels of internalized values such as multiculturalism, tolerance, solidarity, empathy and anti-discrimination. This test emphasized conclusions for previous analysis. Over all, the research showed high level of success with its programme design and other elements.

Inbounding questioner



Outbound questioner







## 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 in Croatia, 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 example 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: 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.

All participants were awarded the youthpass at the end of their activities.



Disseminations.

Dropbox: <https://www.dropbox.com/sh/02uy0q76dg4g11o/AACzZAWIXs9geMg4Z0g7t-ava?dl=0>

Facegroup: <https://www.facebook.com/groups/1452733001703794>

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## PLAN YOUR LIFE (made by participant BERAKI GHEBREHIWET)

Life can be defined as a journey fraught with certainty and uncertainty circumstances, mostly based on the decision made. So plan or strategy plays a big role to make it certain and there life planning comes. A dream without a plan is just a wish. "The tragedy in life doesn't lie in not reaching your goal. The tragedy lies in having no goal to reach."— Benjamin Mays. Thus, a life plan helps to turn our dreams into reality.

The so-called plan should be plotted during adolescence or transitional period. So that we can accomplish our ultimate goals at the right time. Because a lot of people see the teen years as a time to have fun. They devote the majority of their time to hanging out. They give as little time as possible to school and to preparing for the future. Then, when they are adults, they are not ready for the responsibilities of their new lives. As young people or youth we need to use our precious time wisely and do something constructive for better future. Because this is the period of foundation or the building block duration of our lives or who we are going to be! Therefore, education is the only gateway for that matter. Education is everything in the current world. We are living in a very competitive planet whereby our qualifications paramountly secure our lives. Technology is advancing on daily basis as a result of education. It has really embraced us like never before from smart phones to extraordinary inventions, you name it. And they have been part of our daily moves. If it was not for education we wouldn't be advanced this far. Again as youth, we have the responsibility to put technology or other fields forward. "We are today's seed and tomorrow's fruit".

A life plan does not have to be complicated. It's not a rocket science. It should answer just two questions. First, what is your destination? Second, how will you get there or how to execute your life plan? Well, first try to identify your dream or maybe your talent correctly then it's all about commitment; dedication; and vision. You have to focus and stick to your dream. Period! Set your goals clearly and put them at the forefront of your mind. Give it a surplus time because you must constantly endeavor if you are to succeed. So you reap what you sow. Prioritization is also closely tied into the process of effective time management. On the other hand it's just part of life when things don't go plan.

"- If you fail, never give up because F.A.I.L. means "First Attempt In Learning" - End is not the end, in fact E.N.D. means "Effort Never Dies" - If you get NO as an answer, remember N.O. means "Next Opportunity". So let's be positive. " - former Indian president Dr. Abdul Kalam. Most successful people in the world failed in the beginning. But unlike others, they persisted working harder and learned from their mistakes and improved to the point of success. And hence you have to perceive FAIL as an acronym of First Attempt In Learning. Adjust the course when the plan didn't work. Never give up. Take the next steps to find out options available outside of your original plans. Avoid dwelling on what went wrong and focus on how you can change things for the better.

Nonetheless, there are number of challenges at this tender age. Factors that lose sight of our dreams. This golden period of age range is normally called fire-age. Because young people tend to be irresponsible for their actions. They are always vulnerable. We find quite many young people in many countries are engaged in bad companies namely: drug abuse, alcohol, and unprotected sex. Use and abuse of drugs and alcohol by youth is very common and can have serious consequences. In the 15-24 year age range, 50% of deaths (from accidents, homicides, suicides) involve alcohol or drug abuse. Drugs and alcohol also contribute to physical and sexual aggression such as assault or rape. It has spoiled dreams and aspirations of thousands of youngsters. Very thoughtful decisions should be taken to help them to fight the drug abusing problems and other unruly habits. The first and foremost reason of this problem is the peer- pressure. Apparently, our friends are our reflections. So that it's really indispensable to choose pals wisely.

Once again you need to have a life plan to be successful in your life. Create your life map today not tomorrow!

## BERAKI GHEBREHIWET



Disseminations.

Dropbox: <https://www.dropbox.com/sh/02uy0q76dg4g11o/AACzZAWIXs9geMg4Z0g7t-ava?dl=0>

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