



Erasmus+

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life is a game, but it's  
not about how to win .  
it's about enjoy the  
game and play your



# LIFE IS A GAME



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**LIFE IS A  
GAME**

# Content

Summary of project.....	3
Partners.....	4
Workshops.....	6
Energizers.....	19
Evaluations.....	21
Youthpass.....	23
Dissmnation.....	24



# Summary of project

Life is a Game training was successfully realised between 15.09.2019 and 14.01.2019. The project had 16 participants, 3 from Italy, 4 from Bulgaria, 4 from Lithuania and 2 from Croatia from Europski Dom - Slavonski Brod and 3 from OIP Posejdon, 2 facilitators and one participant, and the participants are members of their organisations, people working with youngsters, trainers and facilitators. Programme activity was realised in Solin between 05.11. do 10.11.2018. The training was conducted in 6 planned days and the participants successfully passed through all planned project modules aimed at acquiring the knowledge and skills of using the two Real Ideal and Speaker's Corner exercises, which participants continued to actively use in their organizations and respective local community . There are 10 dissemination activities planned during the project, while 12 are realized, which is visible on the facebook project group (<https://www.facebook.com/groups/2059671604047956/>).

The effectiveness of the training was demonstrated by an active study conducted by soc.mag. Marin Spetič .quote on quote: "From the above mentioned conclusions derived from the analysis of the data collected, it is clear that the Life and a Game 2018 project managed to provide the atmosphere, tools, program and space for full realization of project goals in terms of empowering and motivating participants, active knowledge and experience exchanges (upgrading and acquiring new knowledge) especially on non-formal education, work and adoption of new skills and the activation of key social values. It is important to point out that the participants themselves assessed the role of the project as significant for the changes that occurred in them.

Participants have also successfully exchanged examples of good practices in the Erasmus+ program and local activities, connecting tools to the needs of their target groups, further reinforcing EU values.

Participants have integrated newly adapted and acquired skills into their youthpass certificates obtained upon completing program activity, as well as a certificate of successful life-long training.

There were also 10 people involved in the project (economical and geographic) and paid special attention to be fully integrated into all project implementation steps, as well as in the planning phase and awareness of dissemination activities. <https://www.facebook.com/groups/2059671604047956/>



# 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. Assistant Lighting Network Srl

ALN srl is a young and particularly company which combine the competence and experience of Simona Molari and Paolo Grasso. In a non-formal way match together the lighting of big events, movies and rescue with training and performing all over the world. Where is possible by a social and educational intervention by lighting rescue and big international emergencies, as earthquake of Aquila, Emilia Romagna, Haiti... to the international educational youth work always with an interaction with the community. The theme and the target group are various: youngsters, adults, educators, animators, teachers mainly on topics as: team work, intercultural learning, animation, street animation, artistic heritage, active participation and inclusion, recognition of non formal learning, youthpass, communication, non formal education, story telling, gestures, ...

## Atviras Siauliu rajono jaunimo centras

Open Siauliai District Youth Centre has been operating since 1998. Since 2007 Open Siauliai District Youth Centre works under the open youth centers cooperations. We have all needed spaces, where we plan and organize daily activities, projects, events, training courses and workshops. Open youth work is an activity open to all young people, nobody is judged by their social status, raise, religion or believes. Everybody is equal and unique in their own way. Youngsters (from 14 to 29 years old) can play table tennis, air hockey, table football, Jungle Speed, Monopoly and many other different games. If you want to find your talent the perfect place for it is music room or the walls of the youth centre. The people who are involved in this application have long years of experience in organisation, communication with youngsters and local community.



## Asociation “NNN”

Association “NNN” has started a social enterprise “Equal start” which provides protected workplaces for the young people or helps them to find a suitable job. The organization initiates successful collaboration between the three sectors - NGO, business and local authorities. The organisation has started innovative center for development (Klub Hvarchilo = Club “Kite”) –

where the young people find professional help and new friends, engaging in trainings to develop their skills in: communication, adaptation in workplace, independent Living, cope in difficult situations, sports and leisure activities.

## **EUROPSKI DOM SLAVONSKI BROD**

Europe House Slavonski Brod (EHSB) is a nongovernmental organization established in September 1998 to promote European and global integration processes and cultural, political and economic integration of Croatia into the European union. One of its main goal is promotion and development of understanding the importance of European interdependence and cooperation, human rights, environmental protection, natural and cultural heritage. EHSB is particularly active in the field of youngsters with fewer opportunities and risk groups. Most of the activists of EHSB were involved in youth exchanges, leader trainings and seminars on social inclusion and youngsters from disadvantaged backgrounds.



# Workshops

## 1. Icebreakers

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

**Method:** games, socialization, interaction, similarities

**Competence:** teamwork, bonding, creative thinking

**Material:** paper, pens, colors

**Performance methodology:**

- 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



## 2. Everything about Erasmus+

**Goal:** introducing the participants to Erasmus+ programme

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

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

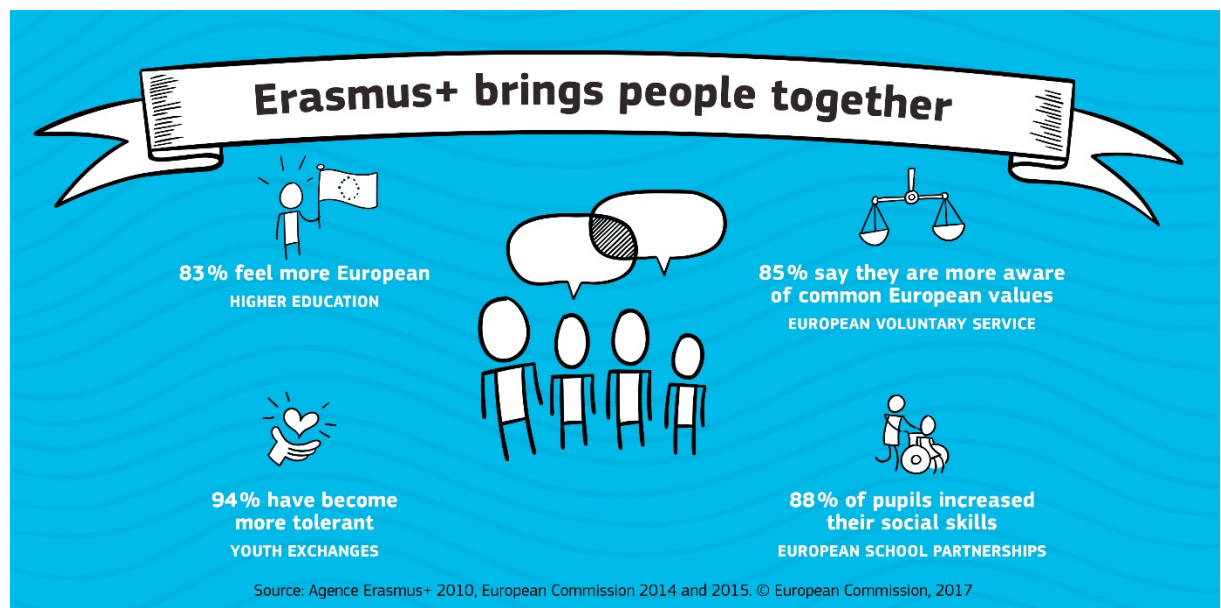
**Time** 60 min.

**Materials:**

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

**Methodology of performance:**

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.



### 3. Everything about Youthpass

**Goal:** introducing the participants to the Youthpass certificate

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

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

**Time** 60 min.

**Materials:**

- Flip chart paper
- Flip chart and colours,

**Methodology of performance:**

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.







**THE KEY**  
COMPETENCES



**LIFE IS A  
GAME**

#### 4. International evening

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

**Goal:** learning about other cultures

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.



## 5. Tie Game:

**Aim:** 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.



## 6. 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:** entrepreneurship, Team-work, self-preservation, development, self-control, prioritization, financial management

**Materials:** Real-Ideal game set

**Time:** 60 minutes each

**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 and 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 a number of 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).



## 7. 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:** 180 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.



## 8. Speakers corner(studying/practicing the tool):

**Goal:** Introducing the participants to the game set and its rules and how to use it

**Method:** workshop/open debate-discussion

**Competences:** acquisition of knowledge necessary for the preparation and implementation of the exercise

**Materials:** Speakers corner set

**Time:** 180 minutes

**Methodology:** Reviewing the content of the play set. Studying manual for practical use. Method of preparation and implementation of exercise. Some tips and tricks in studying the tool and implementing it. The way of evaluation, implementation, dynamics, questions and arguments.



## 9. Speakers corner

**Goal:** enlightening participants about their own attitudes, freedom of speech, critical thinking, respect, and tolerance

**Method:** workshop/open debate-discussion

**Competences:** tolerance, self-strengthening, self-development, self-control, inclusion

**Materials:** Speakers corner set

**Time:** 120 minutes

**Methodology:** The exercise is realized in a way that the participants get certain letters of the alphabet, and the associated roles that are in a relationship with the individual letters. Persons A and B are also speakers, but in this case they have mixed opinions about the same subject. Because of the role of the role involved in the exercise, the exercise is extremely interactive and dynamic. At the end of the exercise is conducted an evaluation briefing and debriefing. The exercise is realized by the Facilitator from OIP Poseidon.



## 10. Split challenge:

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

**Method:** Challenge, team game

**Time:** 240min

**Materials:** /

**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.





## 11. Real Ideal – using the tool in a school

**Goal:** Practicing narrating of the game/tool

**Method:** playing/narrating the game in a realistic environment

**Competences:** proper use of the educational tool

**Materials:** real ideal game

**Time:** 60 mins

**Methodology:** Participants play the Real Ideal game with the students of Queen Jelena school and practice the skills they have learned about the game and develop their sense of implementing them into a real environment with real people. This will be followed by a questionnaire for everyone who participated in the game.



## 12. Future Projects

**Goal:** Creating ideas for future projects

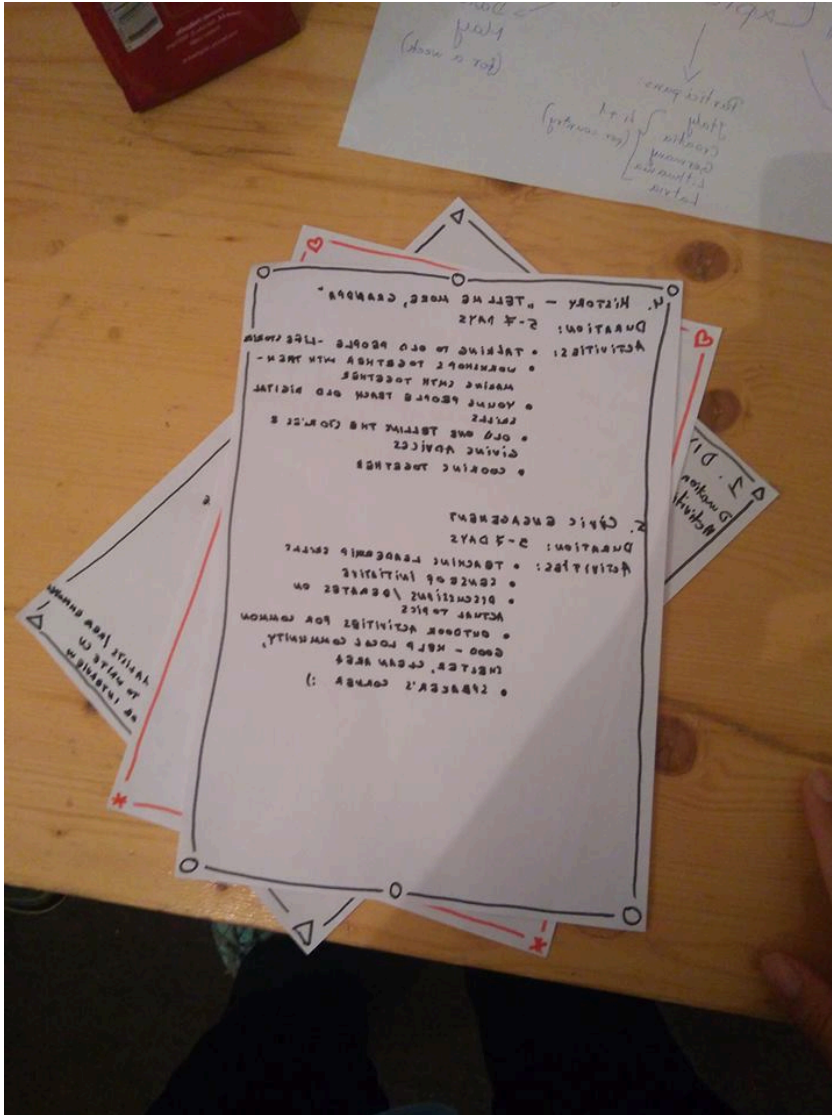
**Method:** Team-work, meeting

**Competences:** teamwork, creativity, implementing new knowledge

**Materials:** papers, pens

**Time:** 60 min

**Methodology:** An interactive workshop where all participants are divided together in two to three teams are contemplating future joint projects. In the second part of the workshop participants divided into national groups define their dissemination plans and present them at the end. Methods used are brain storm, presentation, organization and planning. The workshop is realized by all participants together.



# Energizers

## FREAK OUT

Freak out is a game where the participants form a circle and then say a word which makes the other participants do something predefined (clockwork order of speaking). The predefined actions can be anything the leaders agree on with one exception, when a player says „freak out“, everyone starts spinning their hands and the order of people in the circle has to be shuffled. This promotes hanging out with different people and entices better relations amongst participants.

## 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.

## 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.

## Molecule game:

Narrator explains what molecules are and what atoms are. Each player represents an atom and the narrator gives them a certain temperature to which they move in according speeds. The narrator interrupts the movement by saying something like “favourite drink”, and the players then form molecules according to what they like the most with other players. The game helps with getting to know each other.



## 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			
Marko			

**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 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.



## Action-evaluation study Life is a Game 2018

### CONCLUSION

This action-evaluation study, whose framework description is mentioned in project documentation for the **Life is a Game 2018** (Applicant O.I.P. Posejdon), different points of view, conceptions and other elements were analyzed and researched in accordance with the project objectives and by the project participants.

The basic objective of the research was to find, record and analyze participant views on key project elements in accordance with project objectives (level of motivation, acquisition / upgrade of knowledge, internalization of values and quality assessment), while the basic hypothesis of the research was that the project participants showed a remarkably high degree of agreement within the variables consistent with the objectives of the project and indicate a high degree of impact assessment of the program to the latter. Basic examined thematical units (groups of variables operationalized from project documentation, especially project objectives, with special dimensions of testing):

1. motivation (self-assessment of special motivation by the participants),
2. skills (awareness, relevance, adoption and evaluation of program influence by participants in relation to target / key skills or concepts),
3. theoretical concepts and social values (familiarity, importance, level of internationalization and evaluation of program influence by participants in relation to target / key values) and
4. evaluation of program quality (answers to open type questions - comments of participants).

According to the results of the analysis, the conclusion of the research brings several key points:

1. Motivation of participants upon leaving the program is extremely high, and the strongest motivation among the participants involved participation in the project, followed by work with the youth and work on project methodology;
2. The participants of the project showed a high degree of familiarity with key skills of a project interest and have been made more aware of their importance for professional and personal growth and development, in addition they have become more empowered in terms of using different skills such as teamwork, communication, life planning and others;
3. The participants of the project demonstrate a significant and extremely high level of internalisation of key social values (as well as knowledge of them and their intrinsic importance) such as multiculturalism, tolerance, acceptance, empathy, inclusiveness and others, while at the same time they assess the role of programs in the construction of these attitudes as significant and powerful;
4. All the comments together speak in favor of the fact that most of the participants share a positive experience in which they believe they had the opportunity to learn something new, work on themselves and their skills, expand their understanding and motivate themselves for further work. Additionally, the participants estimated that they would like more "free time" to connect between groups and more powerful reporting sessions among youth workers / leaders.

From the aforementioned conclusions drawn from the analysis of the data collected, it is clear that the project Life is a Game 2018, managed to provide the atmosphere, the tools, the program and the space for full realization of project goals in terms of empowerment and motivation of participants, active exchange of knowledge and experience and the acquisition of new knowledge, especially on non-formal education, work and the adoption of new skills and the internalization of key social values. It is important to point out that the participants themselves assessed the role of the project as significant for the changes that occurred within them in relation to the mentioned.



**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 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 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.

Dissmination:

<https://www.dropbox.com/sh/c7fpg6ypfch5v55/AADAD9E-bwC - ECZSUkc9rqha?dl=0>

Realized workshops in the local community of partners:

Lithuania







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Italy



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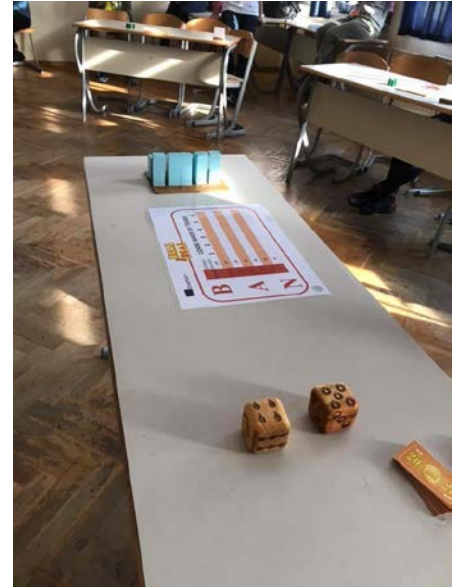
Croatia





Erasmus+

Bulgaria



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