

| SOCCER Project: Good Practice Template | | | |
|--|--|--|--------------------|
| Title/Name of example | <i>YOUTH FASHION SHOW (during picnic for children and youths in Sopot on 2/4 June 2006) (EN)</i> | Language | PL |
| | <i>POKAZ MODY MŁODZIEŻOWEJ (podczas festynu dla dzieci i młodzieży, Sopot, 2/4-06-2006) (PL)</i> | | |
| 1. Description: | | | Scale : 0-5 |
| <i>a) What are the aims and objectives of your example?</i> | | | |
| To combat social exclusion | | | |
| To prevent social exclusion | | | |
| To promote social inclusion | | | |
| To help integration and assimilation | | | |
| To develop skills, competence and knowledge | | | |
| To meet a political agenda/target/objective | | | |
| To enhance and broaden the curriculum | | | |
| Other: (Please state) | | | |
| <i>b) Describe how your example meet these aims and objectives</i> | | | |
| <p>The project is creating new ideas and further idea development for spending leisure time in an active way, apart of social advantages, is a very important competence of an active citizen. It also has important cultural aspect on young people themselves and/or for the local community. The project develops for example such skills:</p> <ul style="list-style-type: none"> - self-confidence - the ability of self-presentation on the stage - cooperation in a group | | | |
| <i>c) Describe the teaching and learning methods that are used</i> | | | |
| <p>Group of young girls took part in one-day festival in Sopot. The festival was organised to celebrate the international "Day of Children". There were different entertainments for kids and youth. One of the was prepared by the girls from our centre. It was a "Youth Fashion Show". The girls themselves prepared choreography to the show. They are not professional models. For all of the it was the first opportunity to do this.</p> | | | |
| Type: | | | |
| Didactic Material e.g. game, video, CD ROM <input type="checkbox"/> | | | |
| Evidence method e.g. portfolio, e-portfolio, exam, test <input type="checkbox"/> | | | |
| Curricula material e.g. Syllabus, Scheme of work, Lesson plans <input type="checkbox"/> | | | |
| Certification e.g. in-house certificate, regional or nationally recognised qualification <input type="checkbox"/> | | | |
| Measuring Tool e.g. questionnaire, survey, assessment method, criteria <input type="checkbox"/> | | | |
| Project e.g. Course or programme of study, group or individual activity, thematic project <input checked="" type="checkbox"/> | | | |
| 2. Who are the Beneficiaries? | | | |
| a) Direct target groups | | b) Indirect target groups | |
| Disadvantaged and disaffected people aged 16-24 <input checked="" type="checkbox"/> | | Teachers and trainers <input type="checkbox"/> | |
| Long term unemployed adults <input type="checkbox"/> | | Local communities <input checked="" type="checkbox"/> | |
| Ethnic groups <input type="checkbox"/> | | Wider communities <input type="checkbox"/> | |
| Migrants and immigrants <input type="checkbox"/> | | Political parties <input type="checkbox"/> | |
| People living in socially and economically deprived areas <input type="checkbox"/> | | Other (Please state)..... | |
| Other (Please state) | | | |

| | |
|--|---|
| <p>c) Describe the characteristics of the beneficiaries and how their needs will be met by your example of good practice. <i>We work with youngsters from 13 to 20 years old with difficult social background. They have problems at home (domestic violence, alcohol, unemployment, poverty etc.) and at school (bad notes, aggressive behaviour, and difficulties with adaptation to existing rules). The others regard them very often as bad and dangerous however inside these young people feel weak and scared. They lack self-confidence.</i></p> | |
| <p>3. What are the links to Citizenship Curriculum? <i>Does your example:</i></p> <ul style="list-style-type: none"> • Develop social and interpersonal skills • Develop citizenship skills • Develop knowledge of society and its structures • Provide opportunities to learn moral attitudes and ethics • Provide opportunities for demonstrating active citizenship • Include Personal Development • Develop knowledge about political structures, democracy etc. • Provide opportunities for empowerment • Include European or global issues | <p>Scale 0-5</p> <p style="text-align: center;">✓</p> <p style="text-align: center;">✓</p> <p style="text-align: center;">✓</p> <p style="text-align: center;">✓</p> <p style="text-align: center;">✓</p> <p style="text-align: center;">✓</p> <p style="text-align: center;">✓</p> <p style="text-align: center;">✓</p> |
| <p>4. How can Citizenship be evidenced? E-Portfolio ✓ Portfolio ✓</p> | |
| <p>a) Planning <u>Action Plans</u> Minutes of meetings Other (Please state)</p> | <p>Tick</p> <p style="text-align: center;">✓</p> |
| <p>b) Doing Photographs Film Testimonials <u>Observation reports</u> <u>Personal statements</u> Demonstrations Role-Play Debates Other (Please state)</p> | <p style="text-align: center;">✓</p> <p style="text-align: center;">✓</p> |
| <p>c) Reviewing Reflective diary <u>Discussions</u> Other (Please state)</p> | <p style="text-align: center;">✓</p> |
| <p>d) Evaluating Self assessment reports Essays <u>Reports</u> Other (Please state) <u>questionnaire</u></p> | <p style="text-align: center;">✓</p> <p style="text-align: center;">✓</p> |
| <p>5. How can Citizenship be measured? <i>At the end of the project they have to write a report - both - financial and content-related.</i></p> | |
| <p>6. How can Citizenship be recognised?</p> <p>Accreditation of Prior Learning (APL) <input type="checkbox"/></p> <p>Accreditation of Prior Experience (APE) <input type="checkbox"/></p> <p>End of Course Certificate <input checked="" type="checkbox"/></p> <p>Locally recognised qualification <input type="checkbox"/></p> <p>Nationally Recognised Qualification <input type="checkbox"/></p> <p>National Citizenship status <input type="checkbox"/></p> | |

| | | | | | | | | | |
|--|--|--|-------------------------------------|---|--|--|--|----------------------------------|--|
| <p>How would you evaluate this as Good Practice? <i>As a practitioner, which criteria would identify your example as “Good Practice”</i></p> <p>Easy to Use <input type="checkbox"/></p> <p>Supports independent learning <input checked="" type="checkbox"/></p> <p>Interactive for learners <input checked="" type="checkbox"/></p> <p>Accessible for a range of learners <input checked="" type="checkbox"/></p> <p>Adaptable to different languages <input checked="" type="checkbox"/></p> <p>Provides opportunity to evidence Citizenship <input checked="" type="checkbox"/></p> <p>Provides opportunity to evidence Social Competence <input type="checkbox"/></p> <p>Identifies Criteria for Social Competence <input type="checkbox"/></p> <p>Identifies Criteria for Citizenship competence <input type="checkbox"/></p> <p>Provides learning resources <input checked="" type="checkbox"/></p> <p>Clear instructions <input checked="" type="checkbox"/></p> <p>Measuring Tool for Skills <input type="checkbox"/></p> <p>Recognises achievement <input checked="" type="checkbox"/></p> <p>Adaptable to different cultures <input checked="" type="checkbox"/></p> <p>Provides teaching resources <input checked="" type="checkbox"/></p> | | | | | | | | | |
| <p>What tools have you used to assess this as Good Practice?</p> <table border="0"> <tr> <td>Student feedback <input checked="" type="checkbox"/></td> <td>Interviews <input type="checkbox"/></td> </tr> <tr> <td>Surveys and questionnaires <input type="checkbox"/></td> <td>Community feedback <input checked="" type="checkbox"/></td> </tr> <tr> <td>Teachers feedback <input type="checkbox"/></td> <td>Employer feedback <input type="checkbox"/></td> </tr> <tr> <td>Reports <input type="checkbox"/></td> <td>Data analysis <input type="checkbox"/></td> </tr> </table> | | Student feedback <input checked="" type="checkbox"/> | Interviews <input type="checkbox"/> | Surveys and questionnaires <input type="checkbox"/> | Community feedback <input checked="" type="checkbox"/> | Teachers feedback <input type="checkbox"/> | Employer feedback <input type="checkbox"/> | Reports <input type="checkbox"/> | Data analysis <input type="checkbox"/> |
| Student feedback <input checked="" type="checkbox"/> | Interviews <input type="checkbox"/> | | | | | | | | |
| Surveys and questionnaires <input type="checkbox"/> | Community feedback <input checked="" type="checkbox"/> | | | | | | | | |
| Teachers feedback <input type="checkbox"/> | Employer feedback <input type="checkbox"/> | | | | | | | | |
| Reports <input type="checkbox"/> | Data analysis <input type="checkbox"/> | | | | | | | | |
| <p>Availability of Example: Website: www.caritas.pl/gdansk Email: sostek@wp.pl Fax: +48 58 5513377 Telephone Number: +48502410053 Contact Name: Alicja Szostek</p> | | | | | | | | | |
| <p>Would you recommend this example? Yes <input checked="" type="checkbox"/> No <input type="checkbox"/></p> <p>Your NAME: (a) Alicja Szostek (youth worker);</p> <p>Organisation: Caritas Archidiecezji Gdańskiej – “Youth Educational Centre”</p> | | | | | | | | | |

Version:
S. Knot, 09, 2007



For more information please contact:
Sylvia Knot (project manager) sylwiaknot@sopot.pl