

<b>SOCCER Project: Good Practice Template</b>			
Title/Name of example	“WINTER IN THE TOWN” (organizing leisure time for young children during winter holiday) (EN)	Language	PL
	„ZIMA W MIEŚCIE” (organizacja zajęć dla młodszych dzieci podczas ferii zimowych) (PL)		
<b>1. Description:</b>			<b>Scale :</b>
<b>a) What are the aims and objectives of your example?</b>			<b>0-5</b>
<b>To combat social exclusion</b>			✓
<b>To prevent social exclusion</b>			✓
<b>To promote social inclusion</b>			✓
<b>To help integration and assimilation</b>			✓
<b>To develop skills, competence and knowledge</b>			✓
<b>To meet a political agenda/target/objective</b>			
<b>To enhance and broaden the curriculum</b>			✓
<b>Other: (Please state)</b>			
<p><b>b) Describe how your example meet these aims and objectives</b></p> <p>Creating and managing the projects is a very important competence of an active citizen. Especially to let young children being involved in preparation and organisation of their own leisure activities can help to acquire new competences and skills in further, both social and professional life as an adult person. Giving them responsibilities for young children make them also more self-respected and teach them to share acquired skills and practical knowledge.</p> <p>The project develops:</p> <ul style="list-style-type: none"> <li>- self-confidence</li> <li>- cooperation in a group (team work)</li> <li>- being a leader of the group</li> <li>- the ability of self-presentation on the stage</li> <li>- communication skills</li> </ul> <p><b>c) Describe the teaching and learning methods that are used</b></p> <p>During winter holidays the youth from our centre took part in preparing and maintaining the program of activities for children at the age from 6 to 12 who rested in the city. They were responsible for organising and leading various sport activities and artistic workshops for the kids.</p>			
<p><b>Type:</b></p> <p>Didactic Material e.g. game, video, CD ROM <input type="checkbox"/></p> <p>Evidence method e.g. portfolio, e-portfolio, exam, test <input type="checkbox"/></p> <p>Curricula material e.g. Syllabus, Scheme of work, Lesson plans <input type="checkbox"/></p> <p>Certification e.g. in-house certificate, regional or nationally recognised qualification <input type="checkbox"/></p> <p>Measuring Tool e.g. questionnaire, survey, assessment method, criteria <input type="checkbox"/></p> <p>Project e.g. Course or programme of study, group or individual activity, thematic project <input checked="" type="checkbox"/></p>			
<b>2. Who are the Beneficiaries?</b>			
<b>a) Direct target groups</b>		<b>b) Indirect target groups</b>	
<p><b>Disadvantaged and disaffected people aged 16-24</b> <input type="checkbox"/></p> <p><b>Long term unemployed adults</b> <input type="checkbox"/></p> <p><b>Ethnic groups</b> <input type="checkbox"/></p> <p><b>Migrants and immigrants</b> <input type="checkbox"/></p> <p><b>People living in socially and economically deprived areas</b> <input type="checkbox"/></p> <p><b>Other (Please state)</b> youngsters from 13 to 20 years old with difficult social background</p>		<p><b>Teachers and trainers</b> <input type="checkbox"/></p> <p><b>Local communities</b> <input checked="" type="checkbox"/></p> <p><b>Wider communities</b> <input type="checkbox"/></p> <p><b>Political parties</b> <input type="checkbox"/></p> <p><b>Other (Please state)</b>.....</p>	

*c) Describe the characteristics of the beneficiaries and how their needs will be met by your example of good practice.*

*In our centre 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.*

<b>3. What are the links to Citizenship Curriculum?</b> <i>Does your example:</i>	<b>Scale 0-5</b>
• <b>Develop social and interpersonal skills</b>	✓
• <b>Develop citizenship skills</b>	✓
• <b>Develop knowledge of society and its structure</b>	
• <b>Provide opportunities to learn moral attitudes and ethics</b>	✓
• <b>Provide opportunities for demonstrating active citizenship</b>	✓
• <b>Include Personal Development</b>	✓
• <b>Develop knowledge about political structures, democracy etc.</b>	
• <b>Provide opportunities for empowerment</b>	
• <b>Include European or global issues</b>	
<b>4. How can Citizenship be evidenced?</b> E-Portfolio <input checked="" type="checkbox"/> Portfolio <input type="checkbox"/>	
<b>a) Planning</b> <u>Action Plans</u> Minutes of meetings Other (Please state)	<b>Tick</b> ✓
<b>b) Doing</b> Photographs Film Testimonials <u>Observation reports</u> <u>Personal statements</u> Demonstrations Role-Play <u>Debates</u> Other (Please state)	✓ ✓ ✓
<b>c) Reviewing</b> Reflective diary <u>Discussions</u> Other (Please state)	✓ ✓
<b>d) Evaluating</b> Self assessment reports Essays <u>Reports</u> Other (Please state)	✓
<b>5. How can Citizenship be measured?</b> <i>At the end of the project they have to write a kind of report - both - financial and content-related.</i>	
<b>6. How can Citizenship be recognised?</b> Accreditation of Prior Learning (APL) <input type="checkbox"/> Accreditation of Prior Experience (APE) <input type="checkbox"/> End of Course Certificate <input checked="" type="checkbox"/> Locally recognised qualification <input type="checkbox"/> Nationally Recognised Qualification <input type="checkbox"/> National Citizenship status <input type="checkbox"/>	

**How would you evaluate this as Good Practice?**

*As a practitioner, which criteria would identify your example as “Good Practice”*

- Easy to Use
- Supports independent learning
- Interactive for learners
- Accessible for a range of learners
- Adaptable to different languages
- Provides opportunity to evidence Citizenship
- Provides opportunity to evidence Social Competence
- Identifies Criteria for Social Competence
- Identifies Criteria for Citizenship competence
- Provides learning resources
- Clear instructions
- Measuring Tool for Skills
- Recognises achievement
- Adaptable to different cultures
- Provides teaching resources

**What tools have you used to assess this as Good Practice?**

- |   |   |
|---|---|
| Student feedback <input checked="" type="checkbox"/>  | Interviews <input type="checkbox"/>         |
| Surveys and questionnaires <input type="checkbox"/>   | Community feedback <input type="checkbox"/> |
| Teachers feedback <input checked="" type="checkbox"/> | Employer feedback <input type="checkbox"/>  |
| Reports <input type="checkbox"/>                      | Data analysis <input type="checkbox"/>      |

**Availability of Example:**

Website: [www.caritas.pl/gdansk](http://www.caritas.pl/gdansk)  
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**Would you recommend this example?**

Yes  No

**Your NAME:** Alicja Szostek (youth worker)

**Organisation:** Caritas Archidiecezji Gdańskiej – “Youth Educational Centre”

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S. Knot, 09, 2007

