

SOCCER Project: Good Practice Template			
Title/Name of example	<p><i>Children Day – Picnic “Let’s Play Together!” organised by institutions, NGOs and association from Sopot, under auspices of presidents of 3Cities: Gdańsk, Sopot, Gdynia, 02-06-2006 (EN)</i></p> <p><i>Dzień Dziecka – „Bawmy się razem!” zorganizowany przez sopockie instytucje, stowarzyszenia i organizacje pozarządowe pod patronatem 3 prezydentów z Trójmiasta, 02-06-2006 (PL)</i></p>	Language	PL
1. Description:			Scale:
a) What are the aims and objectives of your example?			0-5
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)			
<p>b) Describe how your example meet these aims and objectives</p> <p><i>Creating and managing projects is a very important competence for being active citizen. Especially to let teenagers 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 young people (especially youth at social risk) responsibility for managing organisation young children, makes them more self-respected and on the other hand, also, shows them ‘right’ attitudes towards social life.</i></p> <p><i>The project develops:</i></p> <ul style="list-style-type: none"> - cooperation in a group (team work) - communication, organisational and management skills - being a leader of the group - self-confidence <p>c) Describe the teaching and learning methods that are used</p> <p><i>There were many different activities, games, attractions organized at the same time in six different places in Sopot. For example there were:</i></p> <ul style="list-style-type: none"> - interactive games involving children and their parents, artistic workshops for kids - pony-riding - dance show (different kind of dance: Irish, old dance, modern dance, break-dance) - youth fashion show - climbing wall - stand of Police – possibility to talk to Policeman, take a picture with etc. - painting, graffiti, street ball, making clay figures, pots etc. - making and selling candles - knight skirmish/struggle show - competitions: tennis, soccer, bicycle cross etc. - fire-brigade show, fireplace - and more... <p><i>All these up-mentioned activities can be organised separately but also can be organised within one big action. Not only was engagement of many organizations, NGOs or associations for youth so important in that case, but most of all, an active involvement of young people. They could organise or co-</i></p>			

organise, lead and manage many small 'projects' within the big one. Also the fact that they were involved in a variety of actions they really wanted to, had a big meaning too e.g. some of them wanted to organise and take part in a knight struggle show, some of them wanted to lead workshops for kids, some of them chose spreading leaflets, flags, sweets and badges within campaign: Climbing Up! ('discreet' campaign for victims of domestic violence). Such initiatives make young people involved in decision making process, make them feel responsible and active. Also, if we look further, the communities can also benefit from that by gaining new active members in future. Such initiatives **can show the potential and competences of young people and are a kind of good informal lessons of citizenship.**

Type:
 Didactic Material e.g. game, video, CD ROM
 Evidence method e.g. portfolio, e-portfolio, exam, test
 Curricula material e.g. Syllabus, Scheme of work, Lesson plans
 Certification e.g. in-house certificate, regional or nationally recognised qualification
 Measuring Tool e.g. questionnaire, survey, assessment method, criteria
 Project e.g. Course or programme of study, group or individual activity, thematic project

2. Who are the Beneficiaries?

a) Direct target groups	b) Indirect target groups
Disadvantaged and disaffected people aged 16-24 <input type="checkbox"/> Long term unemployed adults <input type="checkbox"/> Ethnic groups <input type="checkbox"/> Migrants and immigrants <input type="checkbox"/> People living in socially and economically deprived areas <input type="checkbox"/> Other (Please state) youth working for children, other citizens and tourist	Teachers and trainers <input type="checkbox"/> Local communities <input checked="" type="checkbox"/> Wider communities <input type="checkbox"/> Political parties <input type="checkbox"/> Other (Please state).....

c) Describe the characteristics of the beneficiaries and how their needs will be met by your example of good practice.
 Such kind of initiatives create good collaboration of many different **associations and organisations** and make them work together. What is important, their 'clients' and 'charges' are actively involved in creating ideas and then organising different activities, like in that case, **youth** worked for **children, other citizens and tourists.**

3. What are the links to Citizenship Curriculum? Does your example:	Scale 0-5
• 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	

4. How can Citizenship be evidenced?
 E-Portfolio Portfolio

a) Planning	Tick
<u>Action Plans</u>	✓
Minutes of meetings	
Other (Please state)	

<p>b) Doing Photographs Film Testimonials Observation reports <u>Personal statements</u> <u>Demonstrations</u> Role-Play <u>Debates</u> Other (Please state)</p>	<p>✓ ✓ ✓</p>
<p>c) Reviewing Reflective diary <u>Discussions</u> Other (Please state)</p>	<p>✓</p>
<p>d) Evaluating Self assessment reports Essays <u>Reports</u> Other (Please state)</p>	<p>✓</p>
<p>5. How can Citizenship be measured? <i>At the end of the project they have to write a kind of report - both - financial and content-related. They were also interviewed and asked about their opinion.</i></p> <p>6. How can Citizenship be recognised? 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"/></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"/> Supports independent learning <input checked="" type="checkbox"/> Interactive for learners <input checked="" type="checkbox"/> Accessible for a range of learners <input checked="" type="checkbox"/> Adaptable to different languages <input checked="" type="checkbox"/> Provides opportunity to evidence Citizenship <input type="checkbox"/> Provides opportunity to evidence Social Competence <input type="checkbox"/> Identifies Criteria for Social Competence <input type="checkbox"/> Identifies Criteria for Citizenship competence <input type="checkbox"/> Provides learning resources <input checked="" type="checkbox"/> Clear instructions <input checked="" type="checkbox"/> Measuring Tool for Skills <input type="checkbox"/> Recognises achievement <input type="checkbox"/> Adaptable to different cultures <input checked="" type="checkbox"/> Provides teaching resources <input checked="" type="checkbox"/></p>	
<p>What tools have you used to assess this as Good Practice?</p> <p>Student feedback <input type="checkbox"/> Interviews <input type="checkbox"/> Surveys and questionnaires <input type="checkbox"/> Community feedback <input checked="" type="checkbox"/> Teachers feedback <input checked="" 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: mbednarz@caritas.pl

Fax: +48 58 5513377

Telephone Number: +48602326849

Contact Name: *Marcin Bednarz (youth worker)*

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

Would you recommend this example?

Yes

No

Your NAME: *Sylvia Knot (project manager)*

Organisation: *Centre for Continuing Education in Sopot, Poland*

Version:
S. Knot, 09, 2007

Children Day



Sopot, 02-06-2006



Fot. M. Bednarz