

PROJECT MANUAL



5-12.03.2016
Motycz Leśny, Poland

Organized by
Zamojskie Voluntary Service Center

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About Erasmus+

This project is co-financed by the Erasmus+ programme of the European Union.

Erasmus+ aims to strengthen the quality of youth work and non-formal learning for young people in Europe.

It provides opportunities for young people to experience learning mobility in Europe and beyond and for youth workers to develop their interpersonal skills and improve their employment prospects through training and networking opportunities in Europe and beyond.

Opportunities for young people to participate in activities abroad, including:

- Youth exchanges;
- Voluntary Service;
- Large Scale EVS projects .
- Opportunities for youth workers to take part in activities abroad, including:
- Training and networking events;
- Job shadowings.

Opportunities are available to the following individuals and organisations:

- Young people aged between 13 and 30;
- Youth organisations based in the EU and outside the EU;
- Other stakeholders with an active interest in youth issues.

Please consult your local National Agencies website or the website of the European Commission for further details



Erasmus+



Introduction

The goal of our Training course is to show to Young people what is international Project in every aspect and how to transform idea into action through cooperation with peers from other countries. We would like to show them that Erasmus+ programme gives possibility to prepare own project in cooperation with local NGO and to discuss all aspects of it.

Our target group are young people with fewer opportunities (18-30yo) and youth workers who are working directly with them.

Our project will make young people active and will fight with fake definitions of Erasmus+ programme opportunities.

Big need of our partners and also host organization is to show to young people with fewer opportunities, that even if they are in difficult life situation, they can develop skills and follow their dreams. We will develop skills and qualifications of youth.

We will also exchange experiences with partner organizations. Number of good quality programmes in frames of Erasmus+ programme will be bigger.

Young person with fewer opportunities will be prepared to be coordinator of international project.

Methods: Integration games, team building, language animation, intercultural communication workshop, city game, presentation, Live action role play, group work, open space, reflection groups, evaluation.

Host: Zamojskie Voluntary Service Center

Grant: Erasmus+, Key Action 1, Training Course (Programme countries)

Dates of project: 05.01-05.05.2016

Partners: Brno for you (Czech Republic), Co-Efficient (Hungary), Socialab (Italy), AJ Inter (Spain), DiP (Bulgaria), NECI (Cyprus), EDUcentrum o.s. (Czech Republic)



Agenda of the training course

	05.03	06.03	07.03	08.03	09.03	10.03	11.03	12.03
09.00-10.00		Breakfast	Breakfast	Breakfast	Breakfast	Breakfast	Breakfast	Breakfast
10.00-13.30	A R R I V A L S	Ice breaking games Fears and Expectations Team Building	Thematical workshops as part of group building process (Language animation, Intercultural communication)	Talents of our participants (how to make youth active during project) Contract with participant, Contract with organization	Creating youth exchange – Presentation of ideas Creating youth exchange – work in groups	Creating youth exchange –work in groups Creating youth exchange –work in groups	How to advertise project Evaluation on every stage of our projects	Evaluation of Training Course part II
13.30-15.00		Lunch Free time	Lunch Free time	Lunch Free time	Lunch Free time	Lunch Free time	Lunch Free time	Departures
15.00-18.30		What is international youth exchange European Youth Projects Grants Key competences and Youthpass How to start good international partnership	Meaning of group dynamics in international meeting How to plan local trip during your project Reflection groups	Meaning of Advance preparatory Meeting Team meetings during youth exchange What is intercultural evening	Creating youth exchange – work in groups Creating youth exchange – work in groups	Creating youth exchange –work in groups Creating youth exchange – presentation of results	Preparation of youthpass Evaluation of Training Course part I	
18.30-20.00		Dinner	Reflection groups Dinner	Dinner in Lublin	Reflection groups Dinner	Reflection groups Dinner	Reflection groups Dinner	Ceremonial Dinner
20.30-22.30	Organization meeting TC presentation	Oxford debate Intro (15min.) Free Evening	City game in Lublin	Intercultural Evening	Live Action Role Play	Oxford debate	Farewell Party	



ORGANIZATIONAL MEETING

Short welcoming speech and introduction of the organizers and trainers.

‘What is where’ - elementary information about the venue

Timetable – When do we learn, when do we eat and having rest

What do we want to do – general information about ‘I Am a Coordinator’

Time for questions from the group

Exercise name: Crosswords

Needed materials: Flipchart paper, markers

Size of group: 18 participants

Time: 20min.

Steps:

First participant comes to write his name on flipchart.

His task is to teach others how to pronounce name and to tell some interesting fact about him.

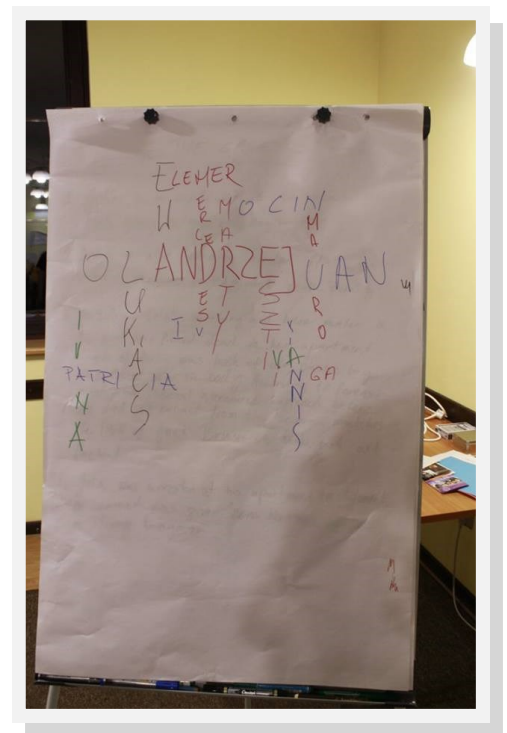
Next person is allowed to come to flipchart to write name only if in names which are already on flipchart there is a name with at least one letter from his name.

Conclusions about method:

This is a good method to introduce participants to each other and to start to learn names in our group.

How did it work with our group:

All members of our group have introduced themselves. Sometimes shy participants have problem to say something in front of the group on first day but in our case everyone was opened and ready to share.



ICE BREAKING GAMES

Exercise name: Speed date

Needed materials: chair for every participant

Size of group: 18 participants

Time: 20min.

Steps:

- We are creating 9 pairs in a group
- Participants in pairs should seat opposite to each other
- Participants will get topic to discuss in pairs
- Time of conversation (20sec)
- Participants hear word 'start' and start discussion
- After 20sec. They hear word 'stop'
- It is a sign that they should change partner of discussion

Conclusions about method:

This is very good method to exchange a lot of information in a group in a very short time. Participants have chance to interact with every member of the group and to get some info about others.

How did it work with our group:

We have used this exercise to give chance to participants to get to know each other on deeper level.



ICE BREAKING GAMES PT 2

Exercise name: Our original talents

Needed materials: A4 paper, marker

Size of group: 18 participants

Time: 30min.

Steps:

- We are creating 3 groups
- Every group should seat on chairs in separate circle
- Participants will get A4 paper and pen
- Group needs to find original talent of every member of the group. Talent is original only when its unique in this group.
- Group members need to find one thing they all have in common.
- First group is reading one talent from their group without a name of participant. Rest of participants from other groups need to find out whose talent it is.
- Exercise ends when participants will guess all talents of all members of three groups

Conclusions about method:

Participants have chance to learn about talents and hobbies of others. Thanks to it they can find similarities and differences between them and use it during sessions later on and constructive info.

How did it work with our group:

We have used this exercise to give chance to participants to get to know each other on deeper level.



Fears, Expectations and Contributions

Exercise name: Fears, Expectations and Contributions

Needed materials: flip chart papers, colour pencils or markers, glue stick

Size of group: 14 persons

Time: 30 -40 mins

Steps: Three flip chart papers will be prepared by the trainer. On each one will be stuck many colourful balloon shape papers. The participants shall be divided in three groups by following method: in the middle of the room shall be placed chaotically letters FEARS, EXPECTATIONS, CONTRIBUTIONS (there will be 30 letters). Each one of the participants will collect 2 letters (two participants will pick 3). They will have to find other participants in order to form the words Fears, Expectations and Contributions. Already divided in 3 groups they will stick the words on one of flip chart paper and start reflect and writing down the their fears, expectations and contributions. They will have just 5 minutes. When the time is finished they will switch to another paper. All three groups have to visit and reflect on each flip chart paper. At the end they will present their theme in order to acknowledge others about their fears, expectations and contributions related to the respective Training Course.



Fears, Expectations and Contributions PT2



Reflection: During the debriefing the participants will be sitting in the half circle structure and there will be given such question as:

How did you feel during this session?

Was you aware till now about how you can contribute to this course? Explain.

Was it easy for you to write down your fears and expectations? Explain.

Conclusions about method:

The certain exercise helps the participants to understand better the role they have during this training course. It helps as well to spot their learning needs and fears.

It helps as well and moderators to see clearly the participants' expectations regarding this training course.



Team Building

Team building activities were introduced at the beginning of the TC in order to boost team spirit in participants, prepare for the joint work together on the grant applications, but also to serve as an example of methods to be applied at youth exchanges. In this particular project we used a strategy game called 'human chess'.

Needed materials: prepared cards with numbers and major cards

Size of group: 18 participants

Time: 90 min.

Steps:

1. Brief the participants about the concept of the game: two groups of equal number of people are forming a team, formulate a strategy and distribute a set of cards ranging from 2 to 10 and Jacks, Queen, King and Aces. The goal of the game is to either get the King to the base of the other team or to kill the King of the opposite team. Movement is turn-based, meaning each player can move one step when the facilitator gives the signal. If opposing players are within hand reach, they can fight and the player with the lower value of card is out of the game.

2. Create two equal groups

3. Notify the teams about the field of the game, appoint the bases and facilitate the rounds for movement

4. After 2-3 rounds debrief

Conclusions

The participants were able to interact in a very effective way. They succeeded in a quite short time to learn each other's names and important facts about each one of them.

They managed as well to work together and find effective solutions for the problems which were set. Specifically, through the last team building activity the participants had the chance to use their leadership skills.



What is international Youth Exchange

Needed materials: A4 papers with examples of typical 'holidays activities' and typical 'youth exchange activities'

Size of group: 18 participants

Time: 20min.

Steps:

A4 papers with examples of typical 'holidays activities' and typical 'youth exchange activities' are mixed on the floor in conference room. Participants need to find out which of those activities fit to youth exchange.

Conclusions about method:

Helps to clarify what is an international youth exchange and what are typical activities connected with it.

How did it work with our group:

We have different experiences with youth exchanges so we also have had different propositions. Group discussion was very interesting and we have found conclusion that most important is to put activities in right places and in right way to have effective timetable. There were moments when discussion was dominated by participants with bit bigger self confidence than others.



Key competences and Youthpass

Exercise name: *Mr/Mrs Competence*

Needed materials: Flip chart, coloured paper, markers

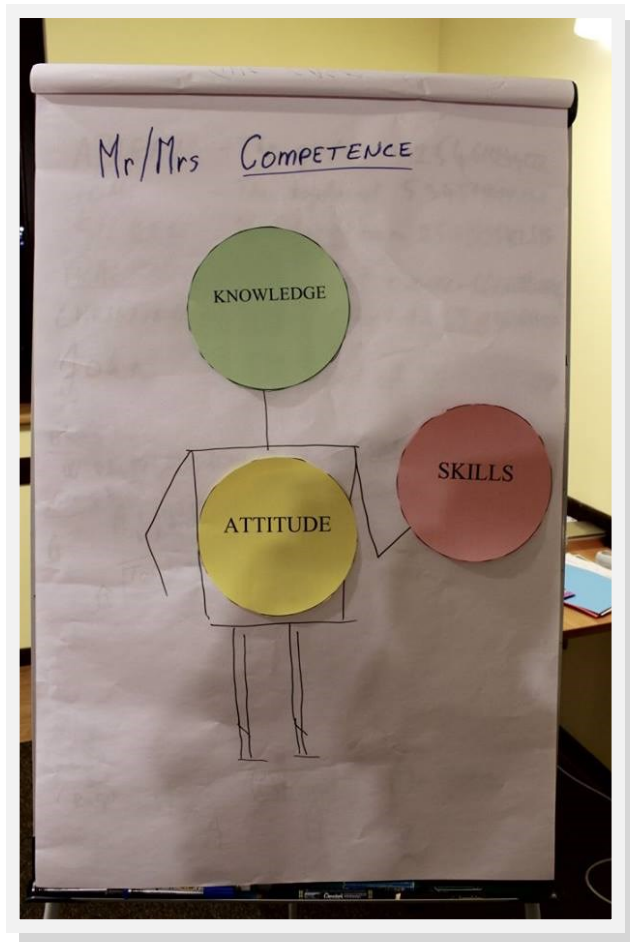
Size of group: 14 persons

Time: 40 – 50 minutes

Steps:

The activity has following steps:

1. On a flip chart paper will be drawn by the trainer a human figure called Mr/Mrs Competence. On three round shaped coloured paper will be written Knowledge, Attitude and Skills. Each of one shall be attached to the head (*knowledge*), to the heart (*attitude*) and on the hand (*skills*).
2. The moderator will open a discussion about what actually the word Competence means and how is connected to knowledge, attitude and skills. It will be given time for questions and answers.
3. During this step the moderator presents Youthpass with the eight (8) key competences and divide the participants in 4 groups in the order to give the task to them of picking up two (2) key competences and to reflect about the meaning of them (definition, examples etc.) For this activity they need around 15 minutes.
4. The presentation of the work of each group will be the last step. It will be needed about 5 minutes per group.



Reflection: During and after the last step of this activity all the participants will have the chance to participate in the reflection process regarding the all key competences. Such questions as :

Did you find it useful to understand what competence is?

Was it easy to understand the similarities and differences among skills, attitudes and knowledge?

Did you find it easy to give a definition and find examples for the competences you picked up?

To what extent did you communicate with other participants during team work?

How did you feel working with other participants?

How the Youthpass certificate will be used by you? If it is important for you, in which way?



Key competences and Youthpass PT2

Conclusions about method: This activity gives the basic information about the notion of Competence and its elements (skills, attitudes, knowledge), about learning outcomes and Youthpass certificate. In the same time provides space for participants to reflect on learning within a Erasmus+ activity.



How to start good international partnership

Exercise name: Simulation game

Needed materials: pens, paper, tape

Size of group: 14 persons

Time: 60 – 80 min

Steps:

Step 1

14 participants will be divided in 4 groups (2 teams by 4 and 2 teams by 3) through an energizer. The team should be composed by participants from different countries.

Step 2

Every team is an NGO from different countries. It is important to not have participants from the hypothetical country. Hypothetical countries shall be: Portugal, Germany, Croatia, Finland. (They should have budgets with fictional names and country)

Step 3

There will be prepared 4 (four) cards which will describe 4 (four) scenarios about the problems existing in the community where the NGO is based. There will be 3 problems in every card. The trick is that all 4 cards will have at least 1 problem which is identical with other problem from other 3 (three) cards (for ex. Team 1 have A,B,C problems, Team 2 – B,C,D, Team 3- A,C,D, Team 4 – B,D, A).

Step 4

All 4 teams will have 15 min to read the case, to spot the problems and to find solutions.

Step 5

Thanks to an opportunity given by Erasmus + the hypothetical organizations will meet during a seminar where they shall have the chance to present the problems which they confront in their local community. It means that they, during an exercise, will delegate a representative which will publicly present the issues they have in the hypothetical community in 3 (three) min. The representatives will be sitting in front of other participants. There can be given some question by participants. (15-20 min)

Step 6

During this phase all 14 participants will form an open space and they will interact in order to find the similar problems they are facing in their community. There should build teams due to the problems' similarity. The moderator shall check if they found the common problems. (max. 10 min).

Step 7

At this stage the participants becoming from national team in an international. They found the common problems and they will work together to find and share solutions. They will have 10-15 min. to reflect about the problems and discuss about possible solutions.



How to start good international partnership PT2

Reflection: At the end of exercise the participants will have the chance to reflect about what exactly means a good international partnership. There should be answered questions like:

What exactly means a international partnership?

What makes an international partnership to be qualitative? Give examples of some criteria.

Did you find the exercise easy or helpful to understand the concept of good international partnership?

Have you had any experience of good or bad partnership?

Where can you find trustful and good partners? Etc.

Conclusions about method:

The simulation game will reveal how easy or hard is to create a good international partnership. There is expected from the participants to understand what is a partnership by definition and what are the ways to create one. The quality of the partnership will be revealed through the ability of participants to find the common problems and how they intend to solve the issues they are confronted with.



Oxford Debate

Needed materials: Flipchart paper, markers, chairs, Lap Top, speakers, post its,

Size of group: 18 participants

Time: 70min.

Description:

1. Opening Words by the Chairperson

The Chairperson, who should always be addressed as Mr/Madam Chairperson, will open with a few words on the debate and voting procedures. The Chairperson will then call on the first speaker to begin the debate.

2. The First Speaker for the Proposition (4min.)

The first speaker should begin the debate.

The first speaker should briefly introduce thesis of the debate.

The Chairperson will thank the speaker and call upon the next speaker.

3. The First Speaker for the Opposition (4min.).

The first speaker should briefly introduce thesis of the debate.

The Chairperson will thank the speaker and call upon the next speaker.

4. The Second Speaker for the Proposition

The second speaker should give arguments why thesis is right.

The Chairperson will thank the speaker and call upon the next speaker.

5. The Second Speaker for the Opposition

The second speaker should answer to arguments from Proposition team and to give arguments why thesis is not right.

The Chairperson will thank the speaker and call upon the next speaker.

6. The Third Speaker from the Proposition

The third speaker should sum up debate.

The Chairperson will thank the speaker and call upon the next speaker.

7. The third Speaker from the Opposition

The third speaker should sum up debate.

The Chairperson will call an end to the debate and call for the voting to begin.

8. Voting

This would be by:

-writing 'P' on the card if you vote for Proposition or 'O' if you vote for Opposition;

-writing the name of the best speaker on the card



Oxford Debate PT2



Conclusions about method:

Oxford debate is an excellent way to improve communication skills and can be a great tool to develop a crucial skill of young people: forming fact based arguments. During our project we have used it to discuss thesis connected to international youth exchanges.

How did it work with our group:

Our group was a bit tired after whole day of workshops but when room

was ready and we all took our seats atmosphere started to be official and exciting. For some of participants it was not a first contact with debates so preparations and participation brought back some nice memories. For those who have participated for the first time it was good chance to check their skills of public speaking and rhetorics.

Stress was visible in some moments and in our opinion it is very good because we were making typical mistakes in very friendly atmosphere without consequences. Participants were very active and in opinions of the trainers level of speeches, arguments and questions from audience was very high.



Language animation workshop

Needed materials: pens, flipchart, handout, paper, markers

Size of group: 14 persons

Time: 90 min

Steps

Short briefing on how to use language animations during youth exchanges. Connection to key competences. 14 participants is divided into 2 groups, each team should be composed by participants from different countries. Handout prepared with short expressions in English is distributed. Participants need to ask other from different countries for translation and pronunciation of the expressions and fill the handout.

Volunteers are asked in pairs to perform a conversation in the middle of the circle. Rest of the group is asked to observe the situation.

The volunteers are asked to use the filled handout and perform an everyday situation using the following phrases in different languages:

- Good morning
- I would like a cup of coffee, please
- Here you go, sir/madam
- Thank you
- Call the manager, please
- Good bye
- No

Reflection: exercise is followed by discussion on the method, competences developed by it, the place of language animations in the agenda.

Conclusions about method:

The workshop is prepared in a way for coordinators to show an example of the exercise and a starting point of a debriefing oriented at group dynamics, use of language as a tool for approaching, motivating young people in order to deepen the topic of any youth exchange.

How did it work with our group: The exercise proved to be a new approach for the participants, it got the group engaged, during debriefing the group showed interest, the objective of the exercise was achieved.



5 phases of international youth exchanges

	Feelings which feelings prevail in the group	Actions which activities should we plan to act adequately according to the feelings of the participants and to support the group process
1	<p>Insecurity the surrounding, most of the people (i.e. participants as well as the team members), the language are unknown and rattle them</p> <p>Curiosity participants are volunteers in international youth exchanges and have some interest in them; in this respect all what seems precarious to them (surrounding, language, people, programme, etc.) may cause curiosity as well</p>	<p>Orientation creating trust into the conditions (like food, accomodation, etc.), localities (where to find what), introducing team and participant, giving information about the programme and methods of work as well as free time facilities</p> <p>Reducing Constraints getting people into contact with each other, creating an open and trustful atmosphere, reducing the fear of using a foreign language</p>
2	<p>Motivation participants are interested in the group, acting in favour of the fellowship</p> <p>Thirst of Action participants want to get active, show their capabilities</p>	<p>Activities developing, adjusting and implementing the programme activities according to planning and expectations of the participants</p> <p>Project Work working target oriented with clear aims and goals as well as time limits</p>
3	<p>Exhaustion dealing permanently with the unknown (foreign people, languages, surroundings, meals, etc.) make participants tired</p> <p>Risk of Failing the mood is irritated, little misunderstandings bring about long and fierce discussions</p> <p>Desire for familiarity wishing to talk in ones own language, eating ones favourite dish, listening to ones favourite music without loudness limits, sleeping in ones own bed</p>	<p>Evaluation a mid term evaluation (if not done on a daily basis) is essential to ascertain common aims and interests, to correct or adjust working methods, and to approach possible conflicts or difficulties</p> <p>Halfway Party includes everything, that does s.o. good or helps the group: ease, free time, sauna, massage, excursion, party, barbecue, singing, swimming, etc.</p>
4	<p>Expiration in Sight the view turns towards the end, awareness of the limited time of the exchange increases</p>	<p>Reinforcing Trust and Coherence of the Group leading out of the crisis, releasing new energy, deepening cooperation</p> <p>Finishing Project Work/Presentation of Results giving a sense of achievement, (public) recognition of what is accomplished</p>
5	<p>Janus Face the minds wander back and at the same time are almost at home already</p> <p>Pain of Separation being aware of the end coming, not meeting some people ever (or for a long time) again</p>	<p>Recapitulation/Reflection review and evaluation including the whole group</p> <p>Planning Follow-Up planning realistically meetings of national groups or further international exchanges in the future</p> <p>Ritual of Valediction good wishes, blessing for the way, farewell song, exchanging addresses, group photo, etc.</p>



How to plan local trip during Youth Exchange

City game during 'I Am a Coordinator' project was used as an example for the participants to learn the practicalities and pedagogical objectives of using interactive city games during international youth exchanges. The participants had the opportunity to discuss possible risks, good practices and usual mistakes connected to the city games, after which they participated in the city game organized in Lublin. The game was followed by a debriefing the next day.

Needed materials: Envelops with tasks, 2 coins

Size of group: 18 participants

Time: 60min.

Steps:

We are creating 3 international group

Every group gets envelope with tasks and questions

All 3 groups have 60min to fulfill the tasks and answer the questions

City Game is connected with free time. It's up to the group if they will do it fast or slow.

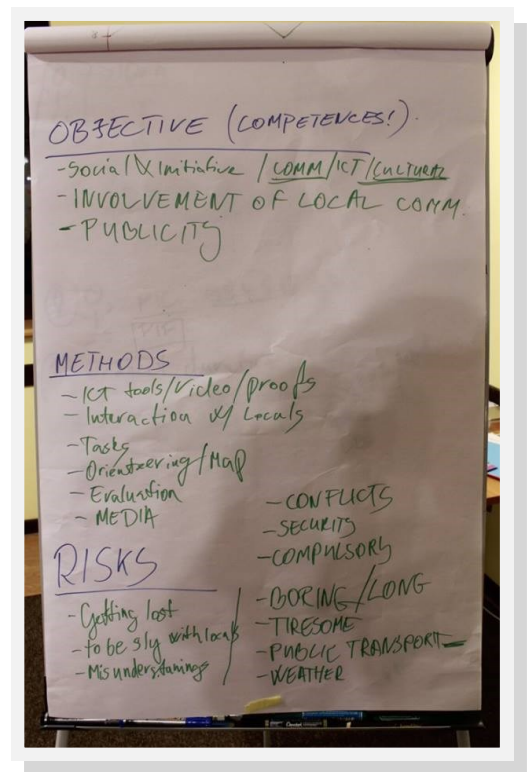
Conclusions about method:

City game is popular way to find out something interesting about visited city. It is much more interactive than guided tour which usually is long and not very dynamic. Participants are cooperating in groups which can also reinforce our international team.

How did it work with our group:

We didn't have a lot of positive comments about city game. Weather was very bad and according to evaluation later on groups did not cooperate on good level. This point of the programme was at the end of our working day when group dynamics in not on high level.

Second part of the evening was traditional diner in restaurant which helped us to have some rest.



How to plan local trip during Youth Exchange PT2

Example handout:

What do you know about Lublin

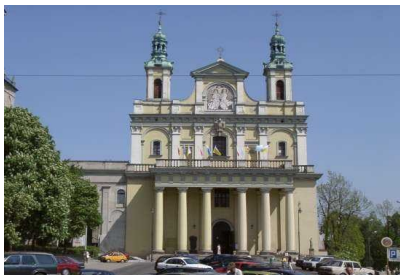
How much is the bus ticket for students in Lublin?

Name 3 Universities in Lublin

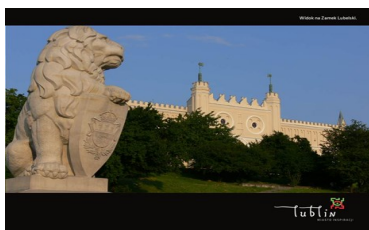
Who is the president of the city?

Name 2 football clubs from Lublin

Describe one historical fact about Lublin which was very important for the whole Poland



What is it?



What is it?



Advanced Preparatory Visit (APV)

Needed materials: Handout (real infopack of a youth exchange)

Size of group: 14 persons

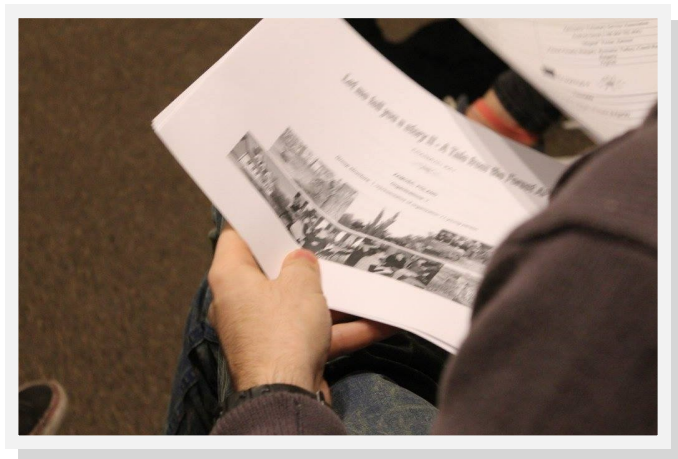
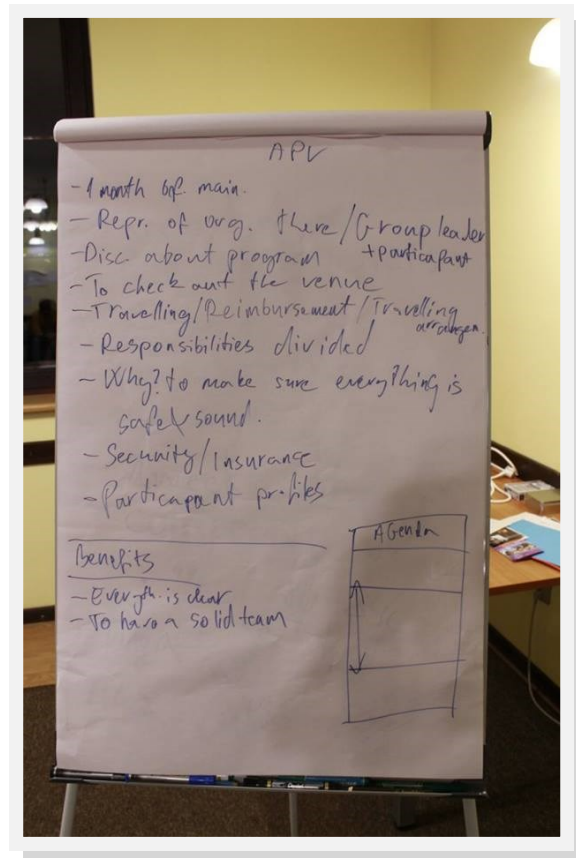
Time: 45 min

Steps

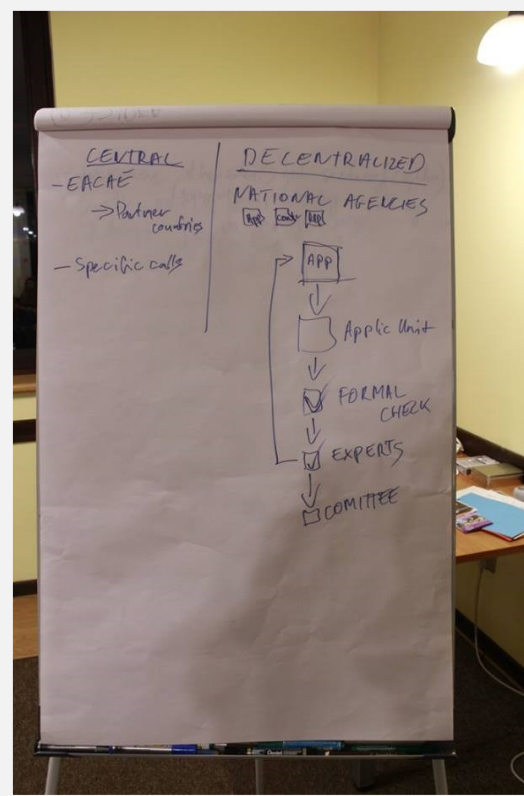
Short briefing on the place of APVs in the project structure, followed by a fishbowl exercise using the infopack of a real youth exchange and having 6 volunteers acting as group leaders of the youth exchange. Trainer briefs each participant about background and own agenda individually, then conduct the fishbowl exercise followed by a debriefing a Q&A time.

Conclusions about method:

The fishbowl exercise was met with positive feedback from the participants, debriefing was full with questions and presentation of own experiences. The exercise helped the newcomers to properly imagine the scenarios, possible problems and reaction by group leaders which are all present on APVs.



Work in groups—developing Youth Exchanges



The topics and working groups of the youth exchanges were developed by a joint effort of the participants, the team used an open space technique to narrow down the ideas for joint projects.

The process of project development was preceded by an intense discussion of the application form; participants were divided into three groups and met with each trainer in a human library style to discuss the particularities of the application form.

Following the preparatory session, each group elaborated a general idea, how they would develop the main parts. Following this process, the main parts were connected together and elaborated by working groups. The team elaborated a method combining open space and peer learning, where pairs of participants were responsible to develop each part of the form.



Live Action Role Play (LARP)

During our project we used the technique of LARP. "LARP" is an abbreviation from the term "Live Action Role-Playing". The game itself resembles a drama play, where the roles are given to the players, while the script and scenography is supervised by a person called the Game Master. The scenario is merely a starting point as the plot is created by the players through engaging into interaction and decision-making. Every player is given the information that is known by his or her character, including various connections with other characters and personal goals. Everyone is presented with a description of the setting where the game is taking place, as well as the situation they have found themselves in. Then the players act out their roles, trying to behave like their characters would in specific situations.



BEGINNER'S GUIDE

RPG - a game where the Players play fictional characters by describing their actions and behaviour; the whole game is led by the Game Master, who describes the situations and the whole story.

LARP (Live Action Role-Play) - a game where Players act out Roles, relying on improvisation; it usually describes some conflict and several different characters (Player Characters, Independent Characters) that are involved in it, and that have to solve the problem.

Game Master - the person who knows the whole plot, prepares and watches over the game, and helps the Players to solve problems with Mechanics.

Scenario - the description of the Setting of the LARP, its main conflicts, sub-plots and its characters.

Player - a person who takes part in the RPG or LARP and improvises his/her Role.

Role (Player Character) - a character in the LARP Scenario that is active during the game; a role that the Player acts out, relying on the Character Sheet; it is given to the Player by the Game Master.

Character Sheet - the general description of the Role that is given to a Player; it describes the Player Character and his/her Quests.

Independent Character - a character in the game that is not acted out by a Player; can be played by the Game Master or other people (for example: a messenger who delivers messages, and so on).



Live Action Role Play (LARP) PT2

Quest (Mission) - the aim that the Player Character wants to accomplish during the game (for example: finding some information, getting a specific item, resolving a conflict, and so on).

Setting - the description of time, place and everything else where the Scenario takes place, providing a background for the story.

No-Touch Rule - a general rule duringLARPs: you cannot touch other Players during the game (for personal/safety/other reasons).



Immersion - a state when the Player feels like he/she is one with his/her Role; not only acting out the role, but also thinking and feeling like the character that is played.

Propositions of LARP setting

Fantasy - a sub-genre of general fantastics and speculative fiction. It is usually associated with magical, medieval-like worlds inhabited by epic heroes, as well as with elves, dragons, dwarves and sorcerers.

Science fiction - a sub-genre of fantastics based on certain predictions involving the future development of science and technology, as well as their influence on human life. The action often takes place in the future in distant star systems, but it can also describe life on Earth of any historical era - in this case an alternative history can be presented. This genre often involves characters such as aliens and AI (artificial intelligence).



Post-apocalypse - a sub-genre of fantastics, which describes human life after some kind of nuclear or biological cataclysm. The characters have to struggle for survival in the destroyed world, which was once full of lively cities, but now is desolated. Usually the characters include lonely wanderers and scavengers, as well as regular people who have lost everything in the cataclysm.



Evaluation

Educational evaluation is a systematic and ongoing process which includes:

- Researching and collecting information, from different sources, about the learning process, the content, the methods, the context, the outcomes of an educational activity
- The organisation and analysis of that information
- The establishment of certain criteria (evaluation criteria)
- The discernment and judgement of the analysed information (according to the set evaluation criteria and at the light of the educational objectives).
- Drawing conclusions and recommendations which allow the re-orientation and eventual improvement of the educational activity

Definition taken from T-Kit on Educational Evaluation in Youth Work

