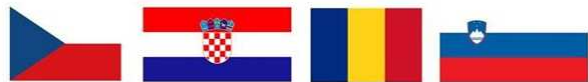


LUBLA presents



youth exchange



The international youth exchange Zero2Hero, organised by non-formal group of young people LUBLA, was approved by Dům zahraniční spolupráce in Prague with a number 2015-2-CZ01-KA105-014076.

## Zero2Hero

When: 23th – 30th August 2015

Where: Kunčice, Czech republic

Countries: Croatia, Romania, Slovenia and Czech republic

Participations: 8 participants + 1 leader

Age limit: limit of Erasmus+ program is 13 – 26 years old,  
but we recommend an age of 14 – 19 years old

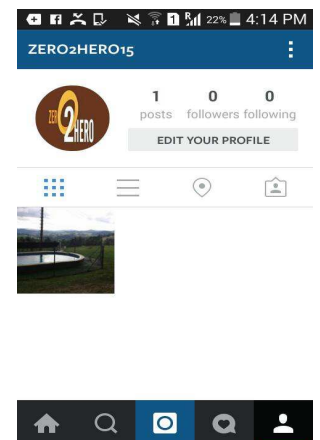
Media: [www.facebook.com/groups/1096727987023330/](https://www.facebook.com/groups/1096727987023330/) aso.

International youth exchange Zero2Hero brought thirty two participants from four countries, Croatia, Slovenia, Romania and Czech republic, together to learn in a beautiful surroundings of Jeseniky mountains about personal development, information and media literacy, creative work with informations and leadership.

A PISA research shows, that high-school students are under median in comparison with other countries of European union in the field of information literacy, and have problems also in other fields. What could be one of the reasons, why young people left schools early and have problems by their job searching and starting their own careers. All participants are as well youth leaders and youth workers, so they can use obtained knowledge and skills in their work with children and youth and help them improve their lifes, going through thier schools and by searching their jobs.

There were used a lot of methods during the project in filed of information literacy (Big6, Bloom's taxonomy, storytelling, leasons preparations, thinking hats, World café), media literacy (data mining of social networks, PR and maketing by online tools, internet safety discussions, media institutions excursion, movie as a learning tool), creative works with informations (free writing, T-graf, five leaves, abecedary, postcard inspiration, acrostic, infografic or collage) in cooperation with digital skills improvement (interactive devices experiences sharing, using GPS navigation, audiobook creating), and personal development and leadership (imagination, MBTI test, presentation skills praxis, Belbins team roles, argumentation battle of speakers, panel discussion) in unique enviroment of interculture learning (culture evenings of all countries, excursions, social evening by bonfire and sausages grilling, experiential education).

The participants worked with worksheets like with a summary of theories and methods as a support for their praxis, that you can have in your hand right now. We add a comentary to each work list, so now its very ease to use it afterwards, not even for participants itselfes, but of course for all interested people too. So if you are interested, read next pages.



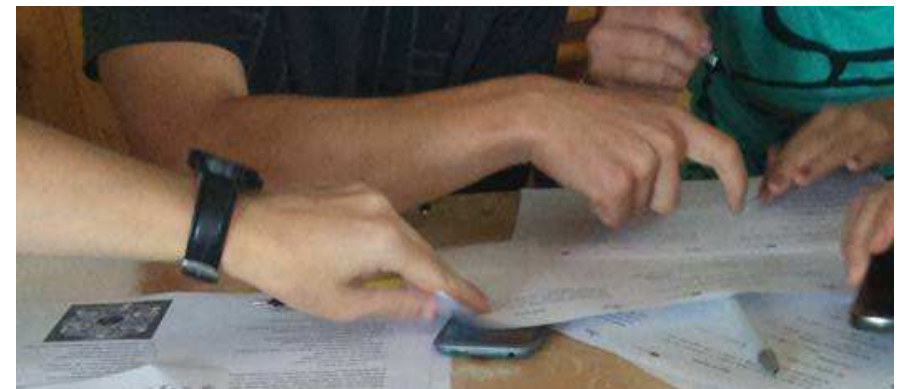
### Goals of the project

1. Understanding importance of life-long learning and proactive attitude to own education (formal, nonformal and informal education) in your persons' own development. Based on getting to know and understanding of own personality, development a strenght of personality and elimination weknesses, which bulit a complex growing of personality (physics, mental and spiritual).
2. Understanding, aplication and often using principles of information and media literacy for getting a habit of using an effective work with information in daily life in all its parts (getting, understanding, keeping and presenting an information) and orientation in media world.
3. Adoption creative work with information methods, that support creativity and imagination of young people with their better and more effective using of gained information.
4. Know and can aply methods of leadership for personal development, ability to pass gained information and skills and abilities forward, can lead a small group of people and make a colective from them by group dynamicy with using presentation skills and ability to talk infrotn of bigger group of listeners.

5. Understaning and developing of healthy life-style as a common part of everyday life of young people fighting with an obese, unhealthy catering and constantly sitting at home or school by computer, television, homeworks aso.

*We meet Erasmus+ goals for youth Exchange in:*

1. Personal development – identity of youth, self-presentation, interculture learning
2. Information and media literacy - digital and PC competencies, manipulation,
3. Creative work with information – early school leaving, new forms of education
4. Leadership - enterpreneurship
5. Healthy live-style – sports, interpersonal communication





## Model of information literacy Big6

Big6 is a six-stage model to help anyone solve problems or make decisions by using information. Using the Big6 information literacy process, you will identify information research goals, seek, use, and assemble relevant, credible information, then to reflect — is the final product effective and was my process efficient. ([big6.com](http://big6.com))

### 1. Task Definition

- 1.1 Define the information problem
- 1.2 Identify information needed
  - What is my current task?
  - What are some topics or questions I need to answer?
  - What information will I need?

### 2. Information Seeking Strategies

- 2.1 Determine all possible sources (brainstorm)
- 2.2 Select the best sources
  - What are all the possible sources to check?
  - What are the best sources of information for this task?

### 3. Location and Access

- 3.1 Locate sources (intellectually and physically)
- 3.2 Find information within sources
  - Where can I find these sources?
  - Where can I find the information in the source?

### 4. Use of Information

- 4.1 Engage (e.g., read, hear, view, touch)
- 4.2 Extract relevant information
  - What information do I expect to find in this source?
  - What information from the source is useful?

### 5. Synthesis

- 5.1 Organize from multiple sources
- 5.2 Present the information
  - How will I organize my information?
  - How should I present my information?

### 6. Evaluation

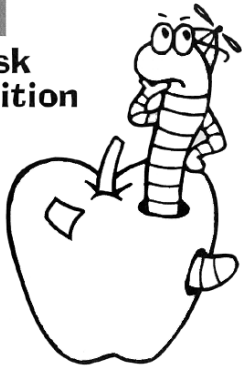
- 6.1 Judge the product (effectiveness)
- 6.2 Judge the process (efficiency)
  - Did I do what was required?
  - Did I complete each of the Big6 Stages efficiently?





# #1 Task Definition

- What's the task?
- What types of information do I need?



# #2 Information Seeking Strategies

- What are possible sources?
- Which are the best?



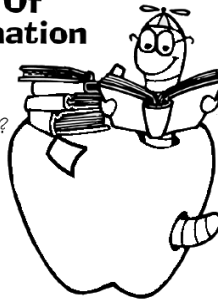
# #3 Location And Access

- Where is each source?
- Where is the information in each source?



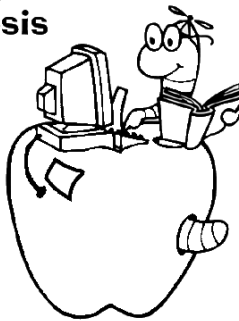
# #4 Use Of Information

- How can I best use each source?
- What information in each source is useful?



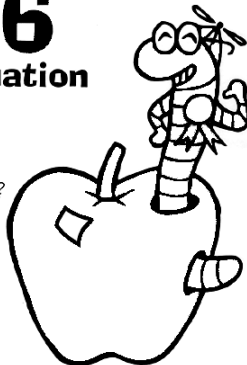
# #5 Synthesis

- How can I organize all the information?
- How can I present the result?

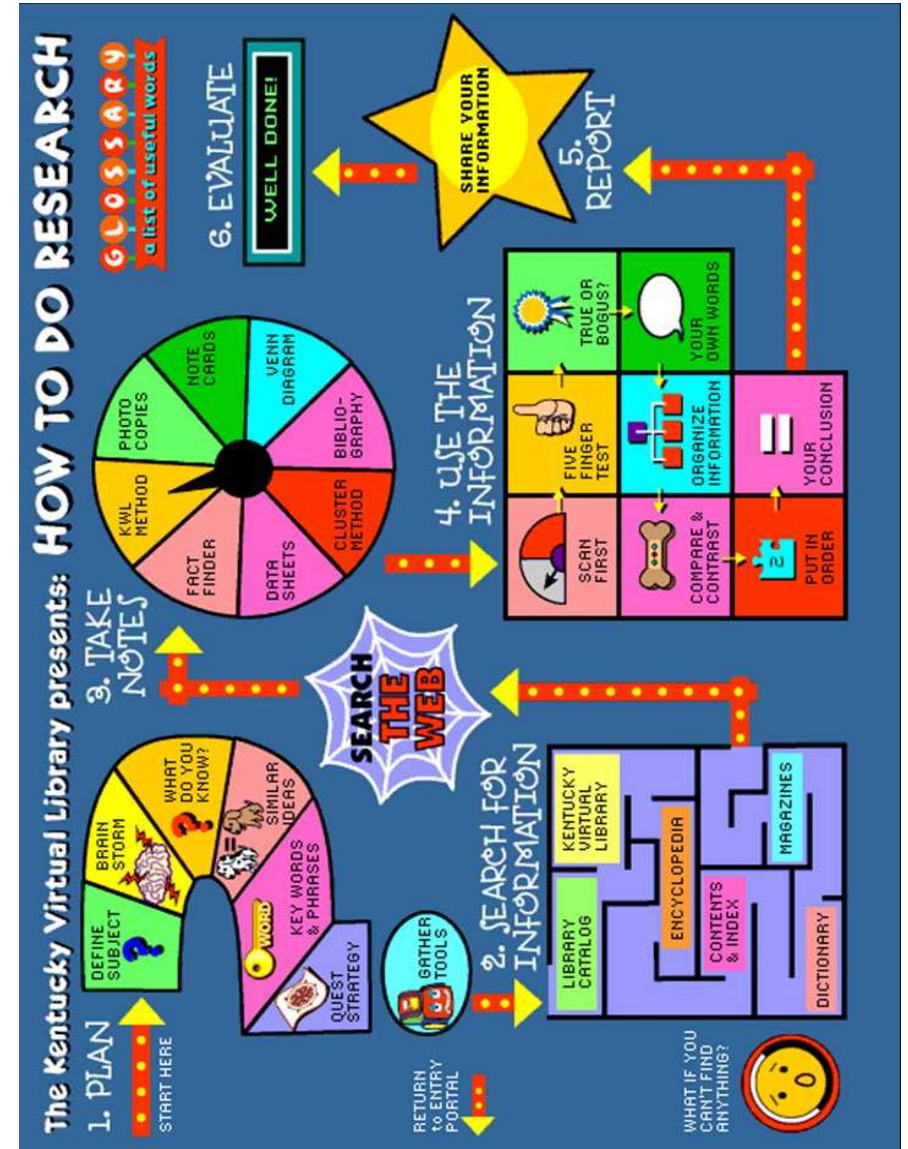


# #6 Evaluation

- Is the task completed?
- How can I do things better?



## Big6 game for adults



## Big6 worksheet

Try to figure out some simple problem or information, you want to know and use Big6 model to solve it. Use instruction and questions from theory-sheet.

My seeking information: \_\_\_\_\_

1. Task Definition

2. Information Seeking Strategies

3. Location and Access

4. Use of Information

5. Synthesis

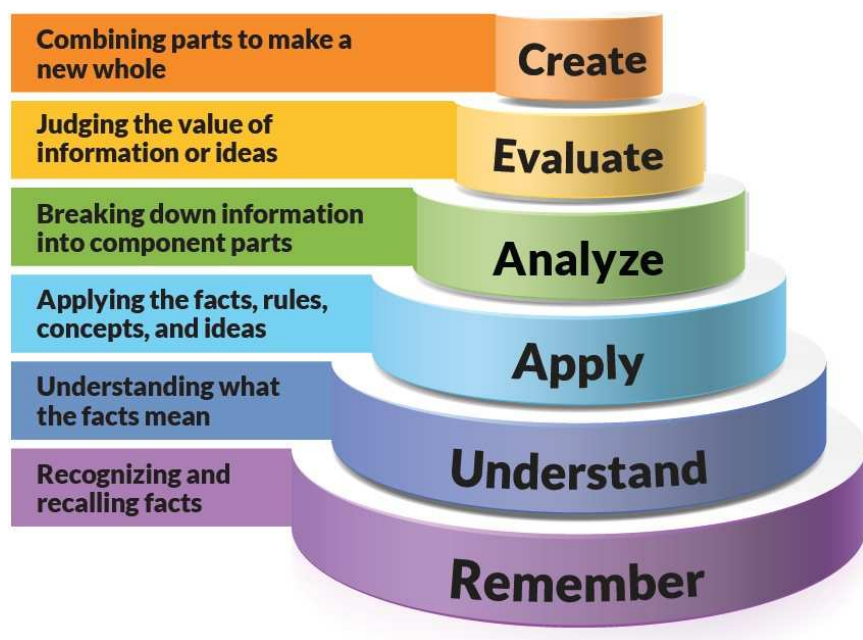
6. Evaluation

## Big6 quest

Prepare and write down a lesson for kids (f.e. for your scout patrol) about whatever you like (recommandation: about using apps and interactive devices in education at your scout patrol meeting) using Big6 model to it.

## Bloom's Taxonomy of Learning Domains

Bloom's Taxonomy was created in 1956 under the leadership of educational psychologist Dr Benjamin Bloom in order to promote higher forms of thinking in education, such as analyzing and evaluating concepts, processes, procedures, and principles, rather than just remembering facts. It is used when designing educational, training, and learning processes.



**Remember:** Recall or retrieve previous learned information  
 → Quote prices from memory to customer. Recite the safety rules.

**Understand:** Get the meaning, translation and interpretation of instructions and problems. Say it in own words.  
 → Rewrite the principles of test writing. Explain in one's own words the steps for performing a complex task.

**Apply:** Use a concept in a new situation or unprompted use of an abstraction. Applies what was learned in the classroom into novel situations in the work place.

→ Use a manual to calculate an employee's vacation time.

**Analyze:** Separates material or concepts into component parts so that its organizational structure may be understood. Distinguishes between facts and inferences.

→ Troubleshoot a piece of equipment by using logical deduction. Gathers information from a department and selects the required tasks for training.

**Evaluate:** Make judgments about the value of ideas or materials.  
 → Select the most effective solution. Hire the most qualified candidate. Explain and justify a new budget.

**Create:** Builds a structure or pattern from diverse elements. Put parts together to form a whole, with emphasis on creating a new meaning or structure.

→ Write a manual. Design a machine to perform a specific task. Integrates training from several sources to solve a problem.





### **Bloom's Taxonomy worksheet**

Write examples of activities for every level of Bloom's Taxonomy (f.e. create: make a presentation, make a blog, draw a cartoon, ...).

Remember:

Understand:

Apply:

Analyze:

Evaluate:

Create:

### **Bloom's Taxonomy quest**

Write down your preparation of one lesson for kids (f.e. for your scout patrol) on random topic using Bloom's Taxonomy model.

## Internet safety

Security on the internet today is a big issue, includes communication, data sharing, legislative and technological solutions, digital footprint, cyberbullying, social networking issues.

**Password** option is one of the important parameters of safety. It is good to know that there are a few basic methods that reveal passwords. 1. Dictionary methods that guess passwords usually elected (s movie characters, elementary series of digits or letters) or a combination thereof. 2. Brute force, that gradual tests all possible combinations. 3. Guess passwords based on user knowledge (hobby, family, ...). For optimal password length is considered more than 8 characters contains uppercase letters, numbers, and possibly some other characters (,?!).

**Digital tracks.** Almost any of our stay on the Internet creates a set of information that we leave behind. For example in the form of contributions in discussions, social networks, electronic stores or indoor records in visited sites (the log files). The biggest risks are identity theft, loss of privacy and an extremely well-targeted advertising based on the knowledge of the recipient, that can be easily manipulated. To minimize the risks is good to use different nicknames on different sites, have multiple e-mail addresses for different activities and minimize publication of personal data.

## Internet safety quest: a detective at social networks

With friends from your group use the internet and find as much as you can a dirty, unpleasant, embarrassing or slag information about one person from another team (would be nice to ask him or her to agree with it and do not be pissed of after, but it is up to you, how much you want to be mean). ☺

Use leaders laptops or computers.



## Leadership

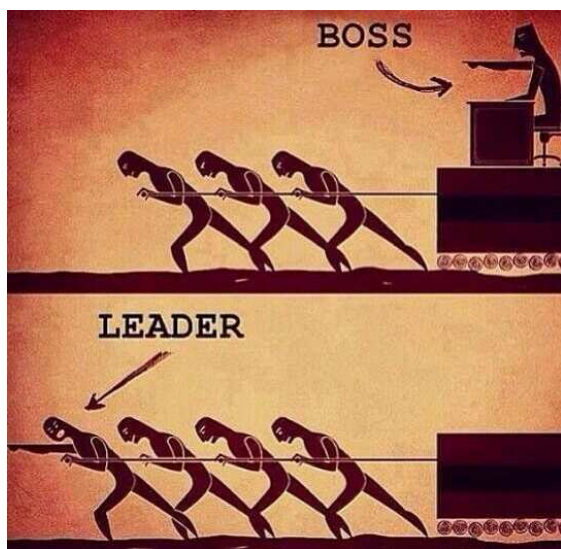
*Leadership is the art of getting someone else to do something you want done because he wants to do it.*

*Dwight D. Eisenhower*

An effective leader is a person who does:

1. Creates an inspiring vision of the future.
2. Motivates and inspires people to engage with that vision.
3. Manages delivery of the vision.
4. Coaches a team to more effectively achieve the vision.

Leadership brings together the skills needed to do these things.



From CHYTKOVÁ, Dagmar. *Kreativní práce s informacemi* [online]. Brno: Flow, 2013, s. 90 – 94. ISBN 978-80-905480-1-5. Available: <http://www.slideshare.net/CEINVE/kreativni-prace-s-informacemi>.

**The IMPACT of Scouting and Guiding in Europe**

*Skills for life: a holistic solution*

Many of the skills required by the job market are developed through Guiding and Scouting

Over 2 million children and young people in Europe develop their skills thanks to Scouting and Guiding educational programmes.

teamwork  
problem solving  
decision-making  
communication  
interpersonal skills  
confidence  
autonomy

## Storytelling

It is the process of telling a story. Always there is a narrator and a listener. The story should have a sequence, intriguing storyline with gradations and interesting point. When you tell a story, you also need to focus on other issues: the language used on the voice, movements, gestures, pictures etc. People like to listen to stories, enjoy watching how someone did something. But you must believe, you must feel that you know what you're talking about. If your audience will believe you, you can get people directly to your point as desired with respect to the topic of the presentation and objectives.

Look at the example. Which mini-story by E. M. Forster do you like more?

A) A king died and a queen died too.

B) A king died and a queen died too of a grief.

The first states bare facts. The second plot suggests, adds emotion and leaves room for the listener's imagination.

With emotion and works with video Strength of words:

<http://youtu.be/Hzgzim5m7oU>

## Storytelling quest

1. Use a method of storytelling to make a story from your life and tell it to a friend (someone you are in couple for this activity.)
2. Record a short video of your friend telling his / her life story. Use your phone, camera or video camera.









## Six thinking hats

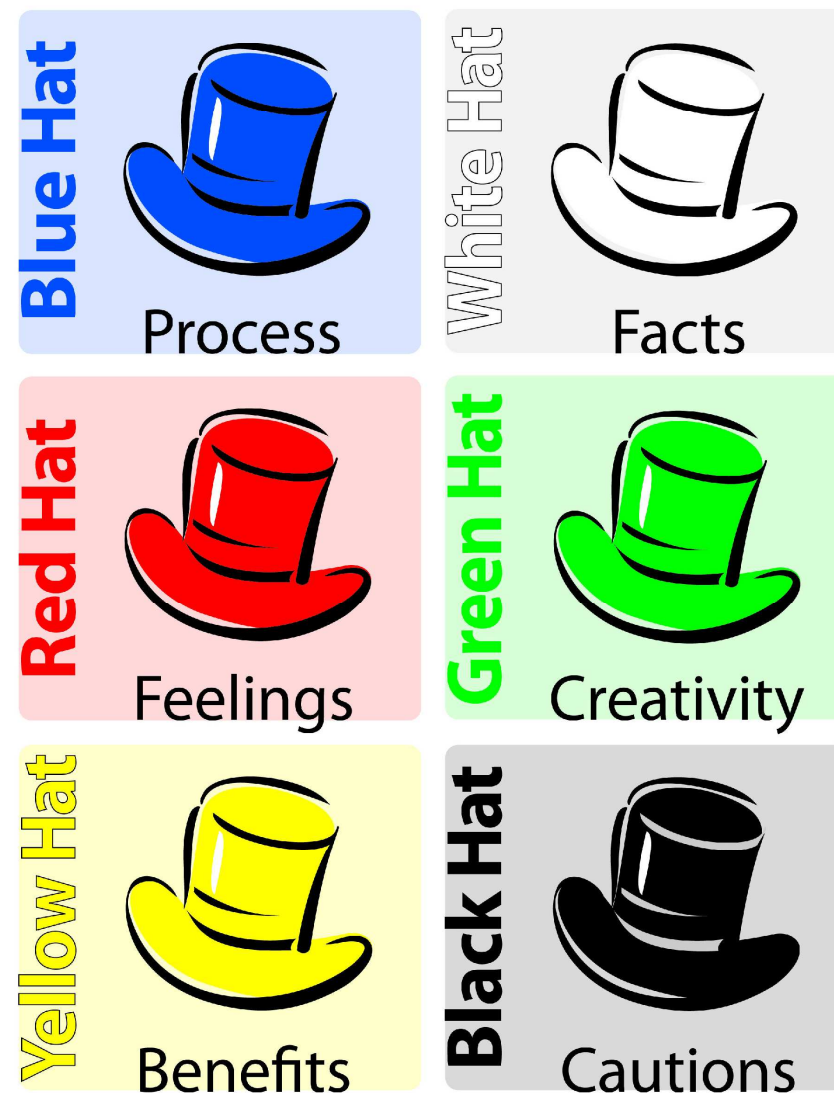
Six hats method of thought from Edward de Bono is a tool with which you can organize thoughts and think more efficiently.

The method shows need to focus on just one thing to separate emotion from logic, information from creativity and so on. Does not work only with pros and cons. The method consists in the fact that putting the hat (imaginary) are starting to think about just how lets hat. A hat allows you to think about just one particular way.

With this method, you can break away from the classical style of argumentation and convert it into a style mapping. First "sketch" a map, then set a "route".

	White - facts, impartiality
	Red - emotions, feelings, hunches, intuition
	Black - negative aspects, critical view
	Yellow - positive aspects, constructive opinions
	Green - creativity, new ideas, new ideas
	Blue – distance, organization, thinking about thinking

# Six Thinking Hats



## Six thinking hats quest

There will be a panel discussion using Thinking hats method for argumentation about different topics.

Six volunteers will come to the front and give six color hats. And then will be a debate about one topic star and those people will try to talk or respond to each other by their hat's color.



## Youthpass

*Youthpass is a European recognition tool for non-formal and informal learning in youth work.*

Youthpass is for projects funded by **Erasmus+** programme. With Youthpass the participants of these projects can describe what they have **done** and show what they have **learnt**. Through it the European Commission ensures that the learning experience gained through the Programme is recognised as an **educational experience** and a period of **non-formal learning**. Non-formal learning makes a major contribution to young peoples' lives in **personal development, active citizenship** and **employability**.

Youthpass is:

- a confirmation of participation of a specific activity
- a description of the activity
- an individualised description of activities undertaken and learning outcomes
- a certificate for people participating in Erasmus+ activities
- a tool, puts the Key competences for Lifelong Learning into practice
- firmly based on principles of non-formal education and learning
- supported by the Erasmus+ of the European Commission
- a way of improving visibility of learning in the Erasmus+ Programme
- an explanation of Erasmus+ Programme activities for others

Bergstein, Rita, Kristiina Pernits and Elsa González. *YouthPass* [online]. Bonn: YouthPass.eu, 2015 [cit. 2015-08-01].

Available: <https://www.youthpass.eu/>

Piece of Cake-Key Competences [online]. [S.n.]: Salto-youth, 2015 [cit. 2015-08-01]. Available: [https://www.salto-youth.net/downloads/toolbox\\_tool\\_download-file-822/Pieces%20of%20cake%20annex%201.pdf](https://www.salto-youth.net/downloads/toolbox_tool_download-file-822/Pieces%20of%20cake%20annex%201.pdf)

## 1. Communication in the mother tongue

Ability to express and interpret thoughts, feelings, facts and opinions by listening, speaking, reading and writing.

Examples of activities:

- Write a poem of 6 lines
- Describe youth exchange in 5 lines in your own language
- Present yourself verbally to someone in 1 minute in your own language

*What difficulties did I experience in communicating?*

*How did I overcome those difficulties?*

*What opportunities did I have to use my mother tongue?*

*How well did others understand me?*

Bergstein, Rita, Kristiina Pernits, Elsa González. *YouthPass* [online]. Bonn: YouthPass.eu, 2015 [cit. 2015-08-01].

Available: <https://www.youthpass.eu/>

Piece of Cake-Key Competences [online]. [S.n.]: Salto-youth, 2015 [cit. 2015-08-01]. Available: [https://www.salto-youth.net/downloads/toolbox\\_tool\\_download-file-822/Pieces%20of%20cake%20annex%201.pdf](https://www.salto-youth.net/downloads/toolbox_tool_download-file-822/Pieces%20of%20cake%20annex%201.pdf)

## 2. Communication in foreign languages

Ability to understand, express and interpret in education, training, work, home, leisure activities according to one's wants or needs.

Examples of activities:

- Translate a word in 5 different languages
- Translate a sentence in the language in the hosting country
- Listen to the tape and pronounce the word you listen (in the language of the hosting country)

*How well did I use the host country's language?*

*What difficulties did I experience in communicating?*

*How did I overcome those difficulties?*

*How creative was I in explaining things if I did not find the correct word?*

*Did I learn something about cultural aspects of communication in the host country (use of nonverbal communication, taking turns in the conversation and meetings, directness/indirectness of communication, explicit messages or reading between the lines)?*

## 3. Mathematical competence and basic competences in science and technology

A. Ability to develop and apply mathematical thinking in order to solve problems in everyday situations.

B. Ability to use knowledge and methodology to explain a natural world (to identify questions, to draw evidence-based conclusions).

Examples of activities:

- Make a simple Sudoku
- Solve a mathematical puzzle (or another small problem)
- Make a shopping list of products what you can buy for 5 Euros in here.

*How did I solve problems/challenges related to the project when I faced them? Which skills did I use and improve?*

*Could I use logical thinking in specific situations? How did I use them?*

*How did I deduce logical conclusions based on practical arguments/experiences (deductive approach)?*

*How did I (learn to) use technology available for specific parts during the project – e.g. internet research, cameras, presentations?*

#### 4. Digital competence

Use of Information Society Technology (IST) for work, leisure and communication. Use of computers to retrieve, assess, store, produce, present and exchange information. To communicate and participate in collaborative networks via the internet.

Examples of activities:

- Take 3 photos and download them in the computer as quick as possible and write down the time (easier – take 3 detailed / zoomed photos of the flowers with the I-phone).
- Remove two rows in Tetris
- Draw a dog with the computer

*Did I use communication technologies and communication during the project? How and what did I learn?*

*What did I learn about computer use in other countries here?*

*How did I learn to use online resources for my project (websites, blogs, mailing lists, social networks like Facebook)?*

#### 5. Learning to learn

Ability to pursue and persist in learning, to organise one's own learning (through effective management of time and information). It means gaining, processing and assimilating new knowledge and skills as well as seeking and making use of guidance.

Examples of activities:

- Write down in 4 lines what was the last thing you learn about yourself?
- You've to learn how to make an origami in one minute
- How and where do you prefer to learn (photos of different environments )

*Which activities in the project motivated me most in my learning? Where did my skills and knowledge improve?*

*Which learning style do I prefer: learning by doing, by reading and thinking, by observing?*

*How did I explore different ways of learning compared to learning in school and university?*

*Why is this learning important for the next stages in my life?*

*How will I use what I learned?*



## 6. Social and civic competence

It's behaviour in social and working life and in diverse societies, to resolve conflict where necessary. It is linked to personal and social well-being. Knowledge of social and political concepts and structures and a commitment to active and democratic participation.

Examples of activities:

- Vote for the most active volunteer in the group
- Create an ecological present for someone
- Offer the others a help with 1 of the their Task

*How did I identify different habits in the host community?*

*How did I present my own cultural background in the host community? How did I experience theirs?*

*How did I improve my ability to work in a team?*

*What did I learn about cultural self-awareness: cultural values, norms, stereotypes, effect of communication with foreigners?*

*How much was I actively involved in the project?*

*When did I participate in decision-making within the project?*

*How did my knowledge of national or European policies and structures growth?*

## 7. Sense of initiative and entrepreneurship

Turn ideas into action (creativity, innovation, risk-taking, plan and manage). It's a foundation for more specific skills and knowledge needed by those establishing or contributing to social or commercial activity, including ethical values, promote good governance.

Examples of activities:

- Build an house with the materials you find in 3 minutes
- Do something useful for somebody else
- Do you have an idea of a personal project to implement during your project?

*When did I take risks? And what did I learn in the process?*

*What chances did I take to express my creativity, to use new knowledge and skills gained during the project?*

## 8. Cultural awareness and expression

Appreciation of the importance of the creative expression of ideas, experiences and emotions in a range of media, including music, performing arts, literature, and the visual arts.

Examples of activities:

- Make a sculpture to represent a project with plasteline
- Make a drawing of yourself
- Make a list of the 3 most popular songs which represent your country

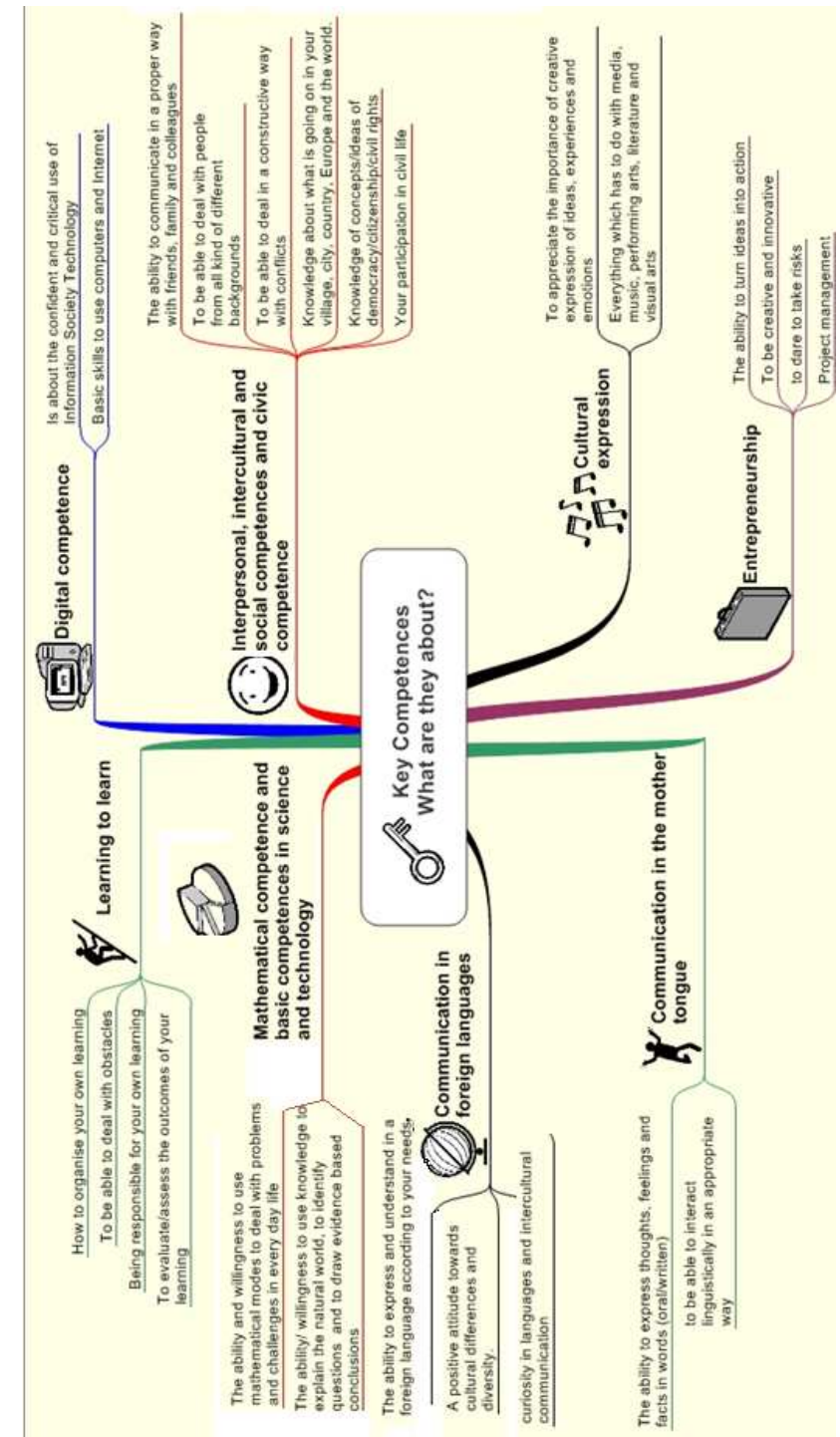
*Which differences and similarities did I identify between the host country's culture and my home culture?*

*Did I experience situations where I could not understand / deal with the host country's culture? How did I resolve this situation?*

Bergstein, Rita, Kristiina Pernits and Elsa González. *YouthPass* [online]. Bonn: YouthPass.eu, 2015 [cit. 2015-08-01].

Available: <https://www.youthpass.eu/>

Piece of Cake-Key Competences [online]. [S.n.]: Salto-youth, 2015 [cit. 2015-08-01]. Available: [https://www.salto-youth.net/downloads/toolbox\\_tool\\_download-file-822/Pieces%20of%20cake%20annex%201.pdf](https://www.salto-youth.net/downloads/toolbox_tool_download-file-822/Pieces%20of%20cake%20annex%201.pdf)



### Free / automatic writing

It is a technique in which the writer records all its associations without conscious control. The length is limited to five minutes (advanced maximum twenty minutes). It is necessary to write constantly, not allowed to stop. The writer writes a constant speed (but not in a hurry), and does not stop and is not checked.

If you do not know what to write, can repeat the last word or phrase and wait for the association, repeating the theme, eventually. naming a problem (for example. sentence "Now I do not know what to write").

**Quest:** Use this technique to describe your day today.

### T-graf

It allows you to compare two aspects of a single concept. You can search the pros and cons, arguments "for and against" or others. If you can see the text, where such a comparison is possible, use this method. Write down not even the thoughts and arguments of the author, but above your own.

**Quest:** Use this technique to describe your day today.

positives about today

negatives about today

### Cloverleaf of five

A simple and effective method to briefly summarize the topic, opinion or attitude.

1. Topic in one word (it's important to choose one key word).
2. The description of the topic in two words, the essential characteristics (appropriate to use adjectives).
3. Three words express the story (what's happening in the topic).
4. Sentence that describes the whole topic.
5. Synonym or metaphor for the topic / keyword

**Quest:** Use this technique to describe your day today.

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

### Abecedy

The first letters of words consists of alphabet letters. Since each letter is then recorded thoughts on the topic that the writer come up. Thoughts must start at a given letter of the alphabet. The goal is to try to fill the entire alphabet.

**Quest:** Use this technique to describe your day today.

A	N
B	O
C	P
D	Q
E	R
F	S
G	T
H	U
I	V
J	W
K	X
L	Y
M	Z

## Inspiration from a postcard

In this method, using visual template that helps you gather ideas for your topic. Most have proven pictures with motives entirely different from the topic. With this method, it always depends on your perspective because inspiration can be found everywhere. The method consists in the fact that you take any picture and writing down all the ideas that you think when asking a question: "What is the context of the picture with the my theme?", Ideas can be any really not good to limit your thinking. It is advisable to write down all the ideas.

**Quest:** Use this technique to describe your day today.



## Acrostic

Acrostic poetry is a form that is based on the fact that the initial letters of the verses form a word or phrase. Often it is eg. a password, a greeting, a name or a secret message. Eliminating initial fears of writing and enables the inclusion of personal feelings. The result may help clarify thoughts and emotions, but also philosophical considerations.

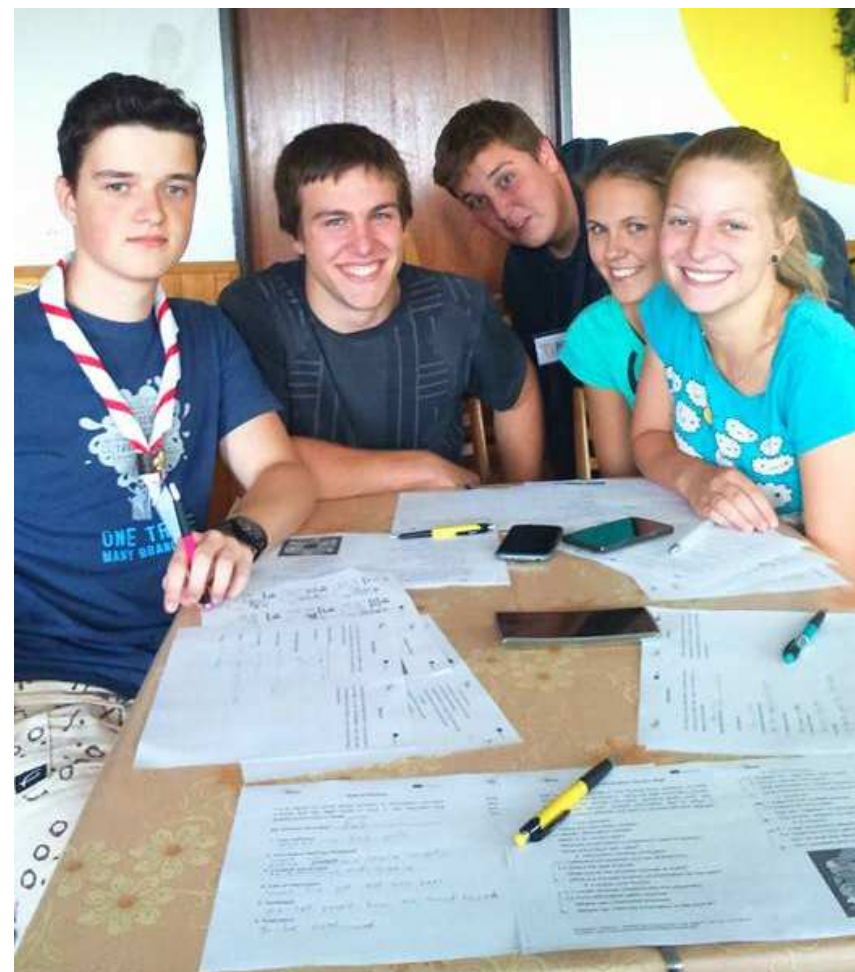
**Quest:** Use this technique to describe your day today. So invent one word, you'll use a a base and write acrostic to it, to suits for today.



## Infographics

Infographics is a new form of publishing information in graphical form. You can recognize it so that it contains a number of images, symbols, graphs, numbers and keywords or phrases. Form processing infographics delivers information compiled lucidity, clarity and intelligibility, because as they say „a picture is worth more than a thousand words“. You can also make it manually as a collage of clippings articles, descriptions, images and others together.

**Quest:** Use this technique to describe your day today and / or a whole project.



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