

Examples

The next part describes the 5 ateliers that were made at Brejning Efterskole during the 2. Meeting. The students have planned and evaluated independently, and the project plans are their own writing.

3a Music and dance atelier: Cultures combined in music and dance

In our workshop, they had to come up with ideas how we could combine the different cultures in music and dance. Because in dance and music you do not have to speak the same language. We worked together across cultures to come up with the perfect idea. In our workshop, they had to combine the different cultures.



Phase of Ideas:

- We made a brainstorm
- We picked out the realistic ideas
- Then we picked out the best ideas from that

Phase of planning:

- First we talked about the project tools we were going to use in our process (Project planner, goal hierarchy and time- responsibility and resource plan)
- After that we distributed the different tasks
- We practiced the music and the dance

Phase of Launching:

- We used our meeting hall as our HQ, and as a “scene”
- We had different kinds of performances for example, a group of girls from Guadeloupe danced their traditional dance called “Gwo ka”, a Danish and a Portuguese girl sang a duet and also some songs in Danish and Portuguese were sung
- All the performances were performed in front of many students, teachers and parents from the different schools + other invited guests

Phase of evaluation:

- We asked the school what they thought about the different performances
- We made consumer satisfaction analyses, to get to know what the other students thought about our project.

3b Sports atelier



Phase of Ideas:

At first, we learned how to brainstorm. You brainstorm by writing a main subject and then you come up with many ideas on how to do this. We chose to play football, rounders and basketball. We brainstormed to choose these games. Then we made a goal hierarchy, which explained in details how we would reach our main goal.

Phase of Planning

In the planning phase, we made a time, responsibility, and resource-schedule. It told us who on the team was in charge of what, and what they should get, and prepare, and when they should do so. After we had planned everything there was about the different games, we got the things needed and set up the games. We had also made a project planner that described our current condition, and the condition you want to be in when you have reached your goal.

Phase of Launching

At project launching we organized the teams at the game starts, and we made sure people followed the rule, so there would be some competition in it. Then we played the games with them, and we had a lot of fun doing so.

Phase of Evaluation

We thought the project was a great success, we felt like the people from Guadeloupe, and Portugal learned a great deal of things about how to make their own projects and their teachers seemed to do so as well. They definitely understood the reason why to use the tools.

[3c Cake atelier: Lesson plan for the cake-activity](#)



Phase of ideas:

In this phase we used the “post-it” method as well as brainstorming. We simply wrote ideas on a brainstorm poster and put the best on a board and voted. This resulted in five great projects.

In this phase we used the following tools:

- Brainstorming
- Post-it voting.

Phase of Planning

During this phase we went to a classroom, where my fellow facilitator and I went through some analyses in order to teach our fellow students about how to communicate and make time-schedules.

The planning phase required us to make use of the following project tools:

- Communication table
- Timetable
- Material list
- Budget (pre-made, we filled in)
- Risk analysis

Phase of Launching:

Time to bake! We landed on making at least one cake per country. We ended up making two from Portugal, one kind from Marie-Gallante, and one from Denmark.

We got into groups that contained at least two persons from each country. This resulted in us becoming better at English and especially cooperation.

The launching phase required us to make use of the following project tools:

- Timetable
- Material list
- List of locations

Phase of Evaluation

This is a part of the evaluation. We’ve also sent evaluation papers to Portugal and Marie-Gallante as well as made use of them ourselves. A lot of the evaluation has also been talking about what

was good and what was... less so. We did this using the so-called “Grannies Law”, where one mentions two things that was great and one thing that should be done better time.

During the evaluation phase we used the following tools:

- Evaluation papers (form)
- Grannies Law

All in all, I think that everyone did good, and I found that people had an awesome energy, but a lot of credit should go to our teachers, as they’ve set all of this in motion. I think that this project can become a great success, should the following years prove as successful as this.

3d Adventure race

Phase of ideas

In the first step you and your group has to sit down, take a piece of paper and write down every idea you can think of for a race. After you have done that take a look at the different things you wrote down, and decide what you want to do for the race.

What we did was that we sat down and wrote down every idea for what we wanted in this adventure race. We wanted a prize at the end, so we bought some bags of candy as the prize. We also wanted 6 different activities for the race, so we thought of every idea we could for every single thing in the race.



Phase of Planning

Now after you have decided what type of race you want to make, you have to start the planning process. In the planning process you have to decide where you want the race to start, where you want it to end, and what the participating people have to do during the race. During the planning process, you would have to make a time, recourse and responsibility plan and a project planner.

Then after we had all the ideas written down and we knew what we wanted to do, we started planning the race. We used a time; recourse and responsibility plan to organize everything in the race.

Phase of Launching

The launching phase is where the project is launched, and the race starts. This is when everything should be done, and people are out participating in your race.

When we launched the race, people met up at the starting point. At the starting point there were two people saying they had to go to the next place, but they weren't allowed to walk there so they had to jump.

Phase of Evaluation

In this step the team sits down and talks about how they thought the process went, and generally how the race went.

At the end we sat down and talked about what people thought of the race, we in our team asked each other what we thought of the race and how it went.

3e Beach party

Phase of Ideas

In step one we made a brainstorm to see which ideas we could use. One came up with the idea of planning a beach party. Then we figured out how to make a beach party and what we needed. Sand, volley net, a bar and cold drinks. Tools: Brain storm



Phase of Planning

After the phase of ideas we had to plan the event. We decided to make drawings so we could define how it should look like. We drew palms, a bar and the cold drinks. We used another form of brainstorm to make this happen. The mind-mapping.

Phase of Launching

In this phase we made palms at paper and we got sand from a farmer. 2 people made a playlist so we would always have music. We helped each other and in 5 hours we got done with the beach party project.

Phase of Evaluation

We all think that this idea of making a beach party was crazy but it was fun and fantastic opportunity for everybody.