
PRE-SELECTION ACTIVITY (I)

“European Creative Hackathon to Transform Us” is an Erasmus + project designed to improve the training of students, the methodologies and educational offer of the schools involved and their environment.

How are we going to achieve this?

Involving students, teachers, families and administrations in the field of entrepreneurship.

Sometimes when we talk about entrepreneurship, we only think of a businesswoman, a businessman, when we all have the ability to undertake and change our environment. To undertake is to carry out a new idea or activity that will bring with it a positive impact on the environment.

Everybody has a great entrepreneur inside because we all have a critic of our environment, school, town ... Although there are not so many who try to change or to contribute so that what can be improved is transformed.

With this project, we want to establish the foundations for all of us to break that resistance to act and together we can undertake ideas and actions whose sum is the transformation of our school and our peoples.

For this we are going to know the EntreComp framework. We will be able to recognize this in our daily work. Sometimes this will require us to reflect on our actions. We are going to do all this from activities and practical workshops that will produce products and results that will surely surprise us.

In addition, this experience will be carried out in 4 different countries, so to the above we are going to add a cultural component that will enrich us all because the visions will be diverse.

After the presentation, let's move on to the first activity.

Who is going to involve in the project?

The answer is ALL. We are going to give the opportunity to participate to all the students and the selection will not be made for academic aspects but rather for the entrepreneurial potential that we observe and evaluate from some activities.

The first activity will take place today.

1-. The activity

When we have to do group work, we must remember two main aspects:

1. The activity, problem or challenge that they have proposed us.
2. Who make up the group

Normally we focus on the first point, while the second point is barely addressed, that is, we usually act in the same way regardless of the partners who constitute the group.

So, to avoid this today, the task will have two parts:

- A. First, we are going to learn to manage and get the best of the group we are in.
- B. Once organized we will try to overcome the challenge posed (to make a logo) by giving our best version.

Remember that both parts will be evaluated and your actions can be chosen and selected to participate in the next trips that we will make to Romania, Portugal or Italy.

1.1 Activity first part (1st session)

The final product that we are going to ask you is that you present a logo that represents our European project, but that logo you must think, design and make as a group. For this reason, the first part of the activity is to organize ourselves as a group.

Behind a bad final work or a group failure there is a bad distribution of responsibilities and roles. Sometimes we strive to do a part or take responsibility for an activity for which we are not prepared or other members of the group have better skills. This happens by not stopping to think and analyze ourselves as a group and this is precisely the first part of the activity.

- 1) **Self evaluation:** each student must fill in an assessment form (look at and use the other document “role self-assessment”) based on their perception. Once the evaluation is finished, they must identify themselves with the roles offered. The roles will be presented by areas : (Based on The Belbin roles)

- Mind area (It would include the necessary imagination, creativity, strategy, vision, specific knowledge, etc for any activity). Three roles are distinguished:

7. Brain 8.- Specialist 9.- Evaluator

- Social area (it would include group cohesion, search for resources, organization, group management, etc). Three roles are distinguished:

4.- Team worker

5.- Resource investigator

6. Coordinator

- Action area (it would include actions such as starting to work, implementing, completing and presentation). These roles are distinguished

1.- Shaper

2.- Implementer

3.- Finisher

2) **Discussion.** The members in the group present to their classmates which role is the most similar to them. The classmates must either confirm or share a different view.

a.- A speaker

b.- A leader of the project

c.- An activity planner

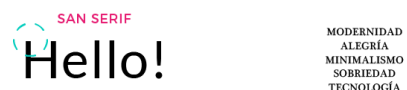
1-2.- Second part of the activity: (2nd session)

Each group must design a logo which will represent our Erasmus + Project.

We will give them some recommendations for them to design a communicative, strong and meaningful logo.

a.- Name: even though the project already has a name, the logo can contain its acronym or part of the name of the project. If you decide to introduce some of these, remember the rules: easy to read, pronounce and remember, it must be emotional, original and creative, it must be linked to the topic we are dealing with.

b.- Logo: it must be a hint of what the project is about. Because of this, when choosing between different options, you must think about the following: what values and messages we intend to transmit, whether it is simple and direct, the image is easily recognizable, it is creative and original.



SENTIDO METAFÓRICO	ANIMALES EMBLEMÁTICOS	OBVIO... SI LO CONOCES
APPLE La manzana representa a Newton; y el mordisco, el afán de descubrir y crear.	LINUX El creador del software libre tomó y adoptó una foto de un pinguino de internet.	BMW BMW -Fabrica de Motores de Baviera- empezó en la aviación; de ahí la hélice.
DOVE Esta marca cosmética es de origen militar. De ahí la paloma de la paz (dove, en inglés).	FERRARI El cavallino rampante era el escudo de un piloto italiano, héroe en la guerra.	BIC El niño BIC fue creado por el diseñador Savignac para atraer a los escolares.
RALPH LAUREN Su icono es un jugador de polo, deporte exclusivo para la gente elegante.	LACOSTE El tenista Henri Lacoste, creador de la marca, eligió por emblema un cocodrilo.	TÍO PEPE José Ángel de la Peña, el Tío Pepe, era el tío del fundador de González Byass.
CRUZCAMPO El personaje alegre y optimista aparece sonriente y en actitud de celebración.	CLESA ¿Qué mejor que una vaca para representar una compañía lechera?	PEUGEOT El león es el escudo del Franco Condado, región original de la fábrica gala.
CORONEL TAPIOCCA El coronel Tapiocca es un personaje de Tintín, símbolo de aventuras y viajes.	PUMA El logo del calzado deportivo se inspiró en la agilidad y velocidad de este felino.	MSN La mariposa del portal de servicios de internet MSN refleja libertad y apertura.
PLAYBOY Para su creador Hugh Hefner, el conejo tiene obvias connotaciones sexuales.	OSBORNE El toro de esta marca de brandy de Jerez es un icono nacional en España.	FRIGO Armoniza la forma de un corazón con la textura cremosa de un helado.
PORSCHE Uno los escudos de Baden-Württemberg -astas de ciervo- y Stuttgart -caballo-.	NESTLÉ Lleva el apellido (nido, en alemán) y el escudo del creador de la marca de lácteos.	GOODYEAR Ch. Goodyear patentó la vulcanización del caucho y creó el logo del pie alado.
KELME Una garrá representa la marca de ropa deportiva con sede en Elche (Alicante).	RED BULL La lucha de los toros rojos refleja la fuerza de esta bebida energética.	JAVA Cup of Java en argot es taza de café. Los creadores de la marca bebieron muchas.
TIMBERLAND El árbol simboliza la dureza de este calzado de aventura. En inglés, timber es madera.	BACARDI Los murciélagos que había en las caves donde envejecía el ron son su emblema.	AGIP Las seis patas del perro suman las cuatro del coche y las dos de la moto.
MICHELIN El muñeco Bibendum es tan neumático como los productos de la empresa.	JAGUAR El sonido de su motor es comparable al rugido del veloz y ágil felino.	FABER-CASTELL Fuerza, precisión y tradición, como los dos caballeros combatientes.

c-. Color: We must know that some specific colours imply some cultural values, social meaning or even psychological features. We should at least use 3 colours. The choice must be adapted to the logo and be meaningful.

d-. Font: The font and lines also give information about the logo so it must be kept in mind.

Recommendations when starting to work:

- **Brainstorming** for a general idea around which the logo is about. (your project leader must establish some guidelines for you to project ideas and) - 5 minutes
- **Drafts** (sketches) based on what you decided on the idea above. You can work individually, in pairs... the coordinator must pace the work organization. When you work on the draft (sketch), don't forget what you want to transmit (what and why). - 8 minutes -
- **Presenting drafts** (sketches) within the group and selection of the finalist(s). - 4 minutes -
- **Time to improve the draft** (sketch). The draft (sketch) must be improved by everyone in the group (use of lines, colours...)
- **Presentation**

Besides, we must record each step until reaching the final version. The speaker must take notes and structure the points so that the presentation and justification of the logo will be the most appropriate. (the rest of the group shares and helps) - 5 minutes -

You can find these infographics (or similar) in your languages easily on the web. We think that these are very useful to guide our students in their creative way.

