

## IV TOOLS AND TIPS FOR SELF-ASSESSMENT AND DESCRIBING COMPETENCES

Compiled by Anita Silva

"In theory; theory and practice are the same;  
but in practice they are very different."

Commonly attributed to Yogi Berra

**Knowing** what one knows is a tricky thing; we have already established that. **Writing** what one knows may be even trickier, especially if the person is, say,


- a young person;
- not used to explaining their own competences;
- having to write about them instead of just demonstrating them;
- not specifically asked about it.

It is challenging, right? It takes good writing skills to produce a description that is concise but also complete (no one wants to read a novel about your competences). It should be realistic but also compelling. Isn't it like asking a participant to have the analytical capacity of Freud and the writing skills of Tolkien?

Well, while it's challenging, we believe young people can do it. But they may need a bit of help in the beginning. Happily, this is the original objective of youth work - to support young people in their development - and we are serious believers in young people's capacities.

Therefore, the million-euro question is:

How can you as a youth worker; trainer or mentor support learners in becoming more aware of their learning outcomes and make them more visible for others through Youthpass?



This chapter is all about these **hows**. We have put together some practical ideas on how you can support participants or youth groups in writing powerful self-assessments and have fun while doing so. This section contains step-by-step descriptions of interactive **methods** designed to help you introduce participants to the – for some, scary - world of writing a self-assessment while deepening their own reflection and allowing them to continue improving their writing skills. It also offers **tips and tricks** to make your facilitation work smoother and more efficient. Lastly, we propose different kinds of **resources** to use in this process.

Of course, the efficiency of these tools largely depends on how you implement them. It is up to you to reflect about what aims you and the participants have and want to achieve and to adapt the tools that will help you, and them, obtain the desired results. For that, it is important to take into consideration your participants' age and background as well as the time and space you make available for supporting them in writing their self-assessment.

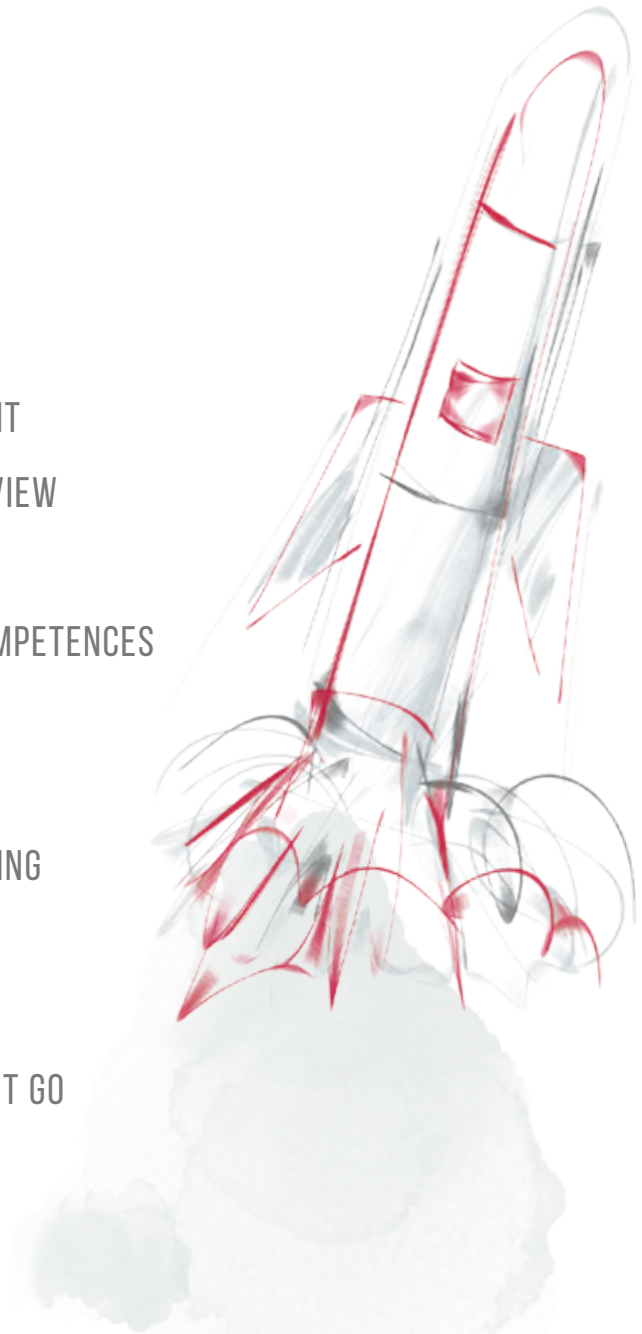
Each exercise is designed to help learners to discover new ways to explain their acquired competences. This means that sometimes you will have to ask the participants to focus on one specific competence or learning experience and use that as a base for the exercise itself.



Ready? Let's go!

## 1. METHODS

1. TWO SIDES OF THE COIN
2. THE CHEAT SHEET
3. CONNECTING THE DOTS
4. YOU NEED ME - I AM WORTH IT
5. LEARNING OUTCOMES INTERVIEW
6. PYRAMID OF LEARNING
7. CARD GAME: NAME YOUR COMPETENCES
8. SHOW ME YOUR STARS
9. DREAM JOB
10. THREE CHAIRS OF MY LEARNING
11. TAKE IT TO A NEW LEVEL
12. LEARNING WITH EMOTIONS
13. SHOULD IT STAY OR SHOULD IT GO



## 1. TWO SIDES OF THE COIN

What participants know is very important. But do you realise that what they do not know is also very valuable? Employers, for example, are always looking for what makes a candidate special. One way to work this out is by exploring candidates' strengths and weaknesses during job interviews. Are your learners prepared to explain their own limitations in a reflected way? This exercise can help.



### GROUP SIZE

Any



### DURATION

20-40 minutes

### RESOURCES & PREPARATION (SPACE, MATERIAL, EQUIPMENT, PEOPLE)

- Paper coins (see handout)
- Pens



### OBJECTIVES

- To help participants articulate what they have learned and what competences they still need to develop
- To reflect on the importance of acknowledging what they do not know

### DESCRIPTION OF THE METHOD STEP BY STEP

Learning outcomes are like the two sides of a coin. For everything we learn, there is something we have yet to discover. Being aware of what we do not know is a great way to discover new learning paths and generate curiosity, and that is important if we want to keep learning. This exercise is meant to help participants do that.

## INSTRUCTIONS

- Give one paper coin to each person and ask to write one thing they have learnt on one side.
- Explain at this point that they will later discuss what they have written, but they can keep the coins for themselves in the end.
- Once they have finished, ask them to write a “however” sentence on the other side of the coin, explaining something relevant that they have not learned yet or need to improve on. Example: Side 1 - I learned about EU institutions; side 2 - However, I am still curious to know more about how the different institutions cooperate.
- Hand out two more coins to each participant. Ask them to do the same with these additional coins, identifying other things they have learned on side 1 and the related challenges on side 2.
- Finally, invite the participants to read out what they wrote.

## DEBRIEFING QUESTIONS

- Real coins have a monetary value. Do you think the things you wrote down have value?
- What side has more value? Side 1 or 2? Why?
- Is it important to think about what we don't know yet? Why?
- Are there sentences on your coins you would like to use in your Youthpass?

## THINGS TO KEEP IN MIND

### Ideas for adaptation

- If some participants find it difficult to see or write, you can use real coins. Just hand out a coin and ask them to feel one side of the coin. Then, share with them that learning outcomes are like coins because they have a specific value. Ask them to tell you one thing they have learned. Then ask them to feel the other side. Because it is a different side, invite them to share something they do not yet know about the topic they mentioned previously.

Meanwhile, you can write down what they say. During debriefing, you can read your notes out to them and ask them if they want to include anything in their self-assessment.

### Tips and tricks

- If you have time, you can ask participants to write down how they can develop that competence further. Example: Side 1 = I have learned how to write my own reflections; side 2 = However, I still need to develop that skill further. I can take a creative writing course to gain more confidence and improve my writing skills.
- You can also propose transferring these short sentences to their self-assessment immediately, selecting the competence box that fits best.

### Risks, difficulties, etc.

Participants may feel vulnerable writing about things they haven't learned yet or are unsure about. Because of this, it is important to:

- Make sure you let them know that it is ok to have questions and admit what they do not know. During the process, you may choose to fill in a coin of your own and share your own learning and learning needs with them.
- Do not collect the coins in the end. Treat them as personal material, like a diary, that they should keep for themselves.

CREATED BY

Anita Silva



I learned

€

I learned

€

however

€

however

€



## 2. THE CHEAT SHEET

Remember when you used to sit down for an exam with little notes in your pocket with information you'd need for that exam? Of course you don't! It's called cheating and you'd never do that! ;) This, though, is a cheat sheet that helps participants find the right words to write down what they already know in nice complete sentences. It's cheating time!

Seriously though, sometimes cheat sheets are a good way to study, and here the idea is to give participants some simple words that can help them start to articulate what they have already learned. Or if they already know what competences they've developed, this may help them to note them down using clearer and more concise language.



### GROUP SIZE

Any



### DURATION

30 minutes

### RESOURCES & PREPARATION (SPACE, MATERIAL, EQUIPMENT, PEOPLE)



- Paper
- Pens
- Flipchart, whiteboard or similar, or photocopies of the cheat sheet



### OBJECTIVES

- To help participants articulate their learning outcomes in writing.

## DESCRIPTION OF THE METHOD STEP BY STEP



- On a flipchart or a cheat sheet for each person (see table below), write words in different categories to help participants construct their sentences.
- Show the flipchart (or distribute the cheat sheets) and explain this to the participants: "You know you have learned things, but 'learning' is a word that sometimes limits your options. This flipchart helps you to explore other aspects of your learning experience."
- Then, ask participants to write complete sentences about their own learning outcomes using the verbs and expressions in the table.
- Each column in the table is an independent list. This means that participants can use the 1st expression in the 1st column and combine it with the 3rd expression in the 2nd column and the 5th expression in the 3rd column.

step 1

step 2

step 3

step 4

Example: "I explored decision-making in a group with an international group of young people during a three-day camp. We had to decide everything together and we learned how to do that without arguing. That will enable me to become a better team member in the future."

## DEBRIEFING QUESTIONS

- Did you manage to write some sentences about your learning outcomes?
- Did the table help you with that process? How exactly did it help you?
- Do you feel this sentence clearly describes your learning outcomes?
- Are there words or expressions in this table you can use to explore other learning outcomes?



## THINGS TO KEEP IN MIND



For some participants, the words in the table may be new. If this is the case, make sure you take the time to explain their meaning before the exercise starts.

Obviously, you can adapt the table to your own language and choose other words that make more sense in your context.

## ADAPTED BY

Anita Silva





## The Cheat sheet

I explored...  
I discussed...  
I acknowledged...  
I questioned...  
I failed...  
I enjoyed...  
I reflected...  
I confirmed...  
I discovered...  
I read...  
I felt...  
I dreamed...  
I heard...  
I experienced...

Because...  
By doing...  
With...  
Without...  
While...  
At...  
When...  
About...  
Through...  
After...  
When...  
In spite of...  
That...

That is relevant for...  
That will allow me to...  
That will show in...  
That will be useful for...  
That will enable me to...  
That showed me...  
That motivated me...  
That stopped me...  
That made clear for me...  
That changed...  
That increased...  
That improved...  
That revealed...  
That created...

### 3. CONNECTING THE DOTS

When writing a self-assessment days or weeks after a learning experience, the memory of that experience will have most certainly faded. Using the groups' memory can be useful to recall important elements of that experience. This exercise is designed to help participants assist each other in remembering details of their learning path that can be useful when they write their self-assessments.



#### GROUP SIZE

Three to twelve



#### DURATION

approx. 40 minutes  
(depending on group size)

#### RESOURCES & PREPARATION (SPACE, MATERIAL, EQUIPMENT, PEOPLE)

- Large poster or roll of paper
- Pens
- Highlighters



#### OBJECTIVES

- To allow participants to use each other's words and memories to make sense of a specific learning experience (e.g., a youth exchange).

## DESCRIPTION OF THE METHOD STEP BY STEP



- Prepare a large empty poster for the group and give one pen to each participant. The pens should all be of different colours.
- Ask participants to write keywords somewhere on the poster, in rounds as described below. Allow two to four minutes per round.
- During the 1st round, ask them to write down words relating to topics they learned about in that specific learning experience (e.g., teamwork, tolerance, creativity...).
- During the 2nd round, ask them to write down words about things they have experienced, such as activities, or things they tried (e.g., cooking together, horseriding, playing games...).
- During the 3rd round, ask them to write down words about things they actually learned (working in a multicultural team, being patient, speaking better English...). Note: You can reduce or increase the number of rounds to cover, e.g., "things that changed in you", "things you missed", etc. Facilitate the process by helping participants remember different moments in the process (preparation sessions before departure, during the activities, during the breaks, etc.).
- After the last round, ask participants to connect different words (theirs or others') on the poster, creating a maze or drawing a line with their own highlighters. Each participant should select any words on the poster that they feel are relevant to their learning path, even if those words were written by someone else. They can connect them in any way they want, as long as they make sense to them.
- Afterwards, ask each participant to use the words they connected in a written text that should be written on a separate piece of paper. Allow 15 to 20 minutes for this step.
- Optionally, you can ask young people to read their texts out loud, or to use the poster as inspiration for creating their Youthpass.

step 1

step 2

step 3

step 4

step 5

step 6

step 7

step 8



### DEBRIEFING QUESTIONS

- How did it feel recalling the memories from your learning experience?
- Did it help to use other people's words?
- Looking at your text now, how do you feel about your learning experience?
- What can you use from this text for your Youthpass?

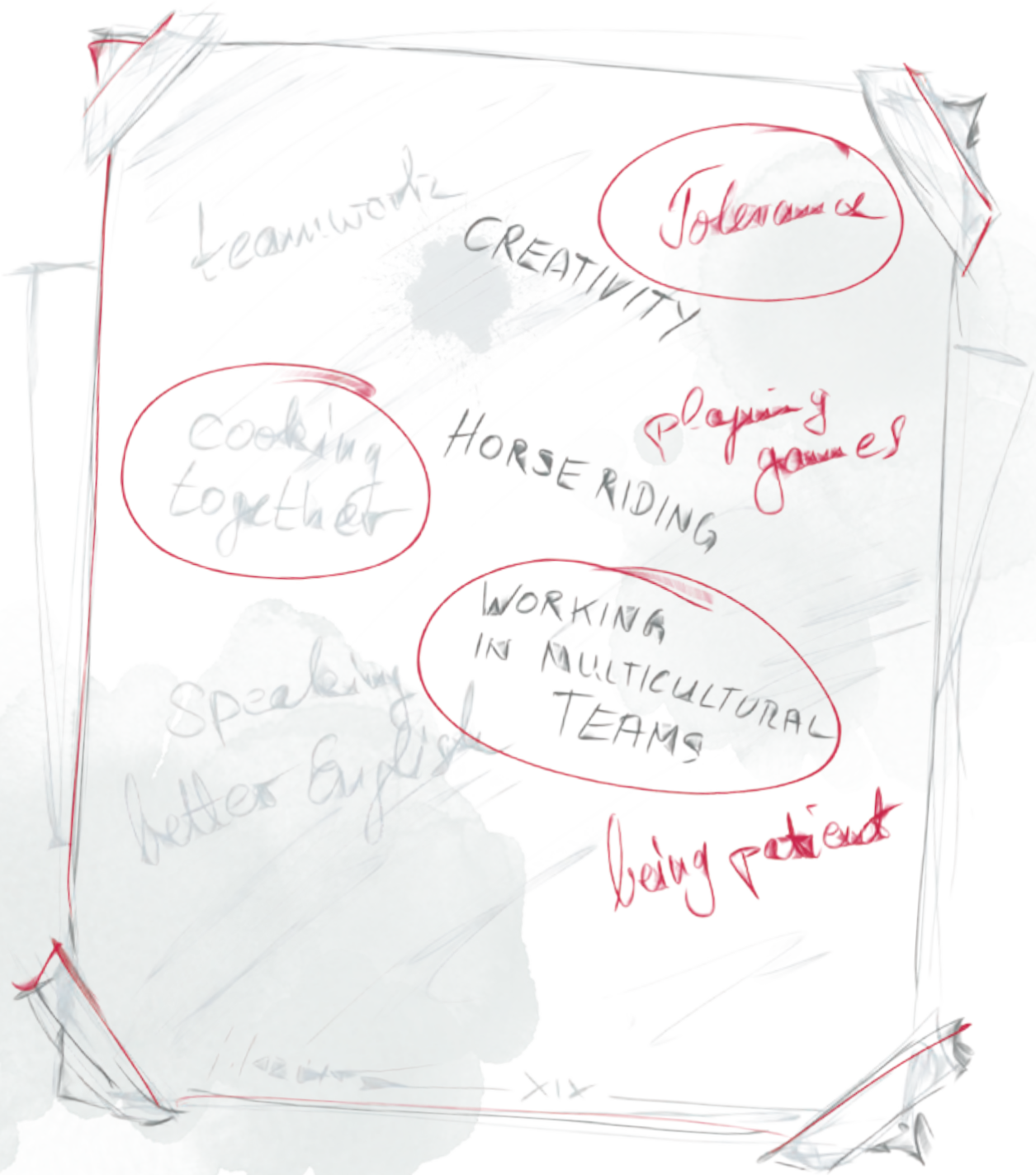
### THINGS TO KEEP IN MIND



If participants are having trouble writing, instead of asking them to write words that relate to their learning experience, you can provide a pile of cards with keywords on them and ask them to either choose from them or suggest new cards. In the end, instead of each participant writing their own text, you could also ask them to speak about the cards they found relevant while you take notes on their behalf. Once they feel more confident about their conclusions, help them to write their text.

### CREATED BY

Anita Silva



Teamwork

Tolerance

CREATIVITY

Cooking together

HORSE RIDING

playing games

WORKING IN MULTICULTURAL TEAMS

Speaking better English

being patient

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## 4. YOU NEED ME - I AM WORTH IT

Even when people know what they have learned, it is sometimes hard to imagine what value that knowledge or skill may have for others. This exercise invites participants to see things from the perspective of an employer or a future colleague and imagine how they would value the competences the participants have gained.



### GROUP SIZE

Any



### DURATION

30 minutes

### RESOURCES & PREPARATION (SPACE, MATERIAL, EQUIPMENT, PEOPLE)



- Learning diaries
- Pens and paper



### OBJECTIVES

- To acknowledge the value of what participants have learned so they can create a self-assessment others will want to read and value

## DESCRIPTION OF THE METHOD STEP BY STEP



Ask participants to choose a competence they developed in their project and complete one or more of the following sentences:

- An organisation/company could use my competence in ... because it would improve their...
- I will be a valuable team member because now I can...
- I will be paid to do... because my employer will gain...
- I will be able to study... because I already know/can....
- I will be a better citizen because... and that is useful for...

## DEBRIEFING QUESTIONS



- What value does your newly gained competence have to others?
- How can you express that when writing your Youthpass?
- How can you show evidence of this competence?
- Can you provide an example of a situation where you used it?

## THINGS TO KEEP IN MIND



Other sentences can be created if they fit your participants' contexts better. If writing is difficult, the exercise can also be done orally.

## CREATED BY

Anita Silva

## 5. LEARNING OUTCOMES INTERVIEW

A good talk is sometimes all you need to clarify your ideas. This method allows participants to verbalise important aspects of their learning.



### GROUP SIZE

Three or more



### DURATION

90 minutes

### RESOURCES & PREPARATION (SPACE, MATERIAL, EQUIPMENT, PEOPLE)



- Paper
- Pens
- Interview guide



### OBJECTIVES

- To assist learners in formulating their learning outcomes
- To share and exchange learning outcomes

## DESCRIPTION OF THE METHOD STEP BY STEP



- Make clear that not all the questions in the guide have to be used. The questions are there to inspire the interviewer and suggest possible questions if needed. The interviewer can add other questions if they wish.
- The interview involves three participants each with a different role: the interviewer, the interviewee and the reporter. During the exercise, each participant has a chance to switch roles. The reporter writes down the outcomes of the interview in such a way that the interviewee can use these notes as a basis for writing down their learning outcomes.
- One interview takes around 20 minutes.

step 1

step 2

## DEBRIEFING QUESTIONS

- How did it feel acting out different roles (interviewer, interviewee, reporter)?
- How do you feel about articulating your learning outcomes now?

## CREATED BY

Paul Kloosterman



## Learning outcomes interview questions

Can you describe the moment(s)?

What made these moment(s) special?

What was your role in that moment?

What did you do?

What does that say about you?

WHICH MOMENTS  
DID YOU REALLY  
ENJOY DURING  
THE PROJECT?

What did you like?

What were you good at?

How did you contribute to the team?

What kind of roles did you take?

Do you see yourself as a team player? Why?

If your team were a ship's crew, what  
crew member would you be? Chef,  
captain, deckhand, helmsman...?

What does that say about you?

WHEN YOU  
WORKED IN A  
TEAM...

WHEN WERE YOU  
REALLY PROUD OF  
YOURSELF?

What happened?

What role did you take?

What did you do?

What made it feel good?

What does that say about you?

*Learning Outcomes interview*



WHICH THINGS  
IN THIS PROJECT  
HAD YOU NEVER  
DONE BEFORE?

How did it go?

How did it feel?

Did you surprise yourself?

Will you do those things again?

Would you do it different then?

What does that say about you?

Learning Outcomes Interview

WHAT WILL YOU  
DO NOW THE  
PROJECT IS OVER?

Are there new things you want to try out?

Which issues do you want to work on?

What will you transfer from the  
project to other jobs?

What did you discover about yourself?

What does that say about you?

WHAT WOULD  
YOU SAY ABOUT  
YOUR ROLE IN THE  
PROJECT...

... to your grandmother?

... to your old elementary school teacher?

... to the butcher?

... to your three-year-old nephew?

... if you were interviewed on national TV?

WHICH  
CHALLENGING  
MOMENTS WERE  
THERE?

Can you describe those moments?

What made them challenging for you?

How did you overcome the challenges?

Looking back, would you do the same again?

What does that say about you?

## 6. PYRAMID OF LEARNING

This tool helps participants organise their learning into levels and formulate sentences using a list of action verbs.



### GROUP SIZE

For individual work with one participant,  
or for a group divided into pairs



### DURATION

90-120 minutes

### RESOURCES & PREPARATION (SPACE, MATERIAL, EQUIPMENT, PEOPLE)



- Flip chart paper
- Marker pens
- Handout with action words



### OBJECTIVES

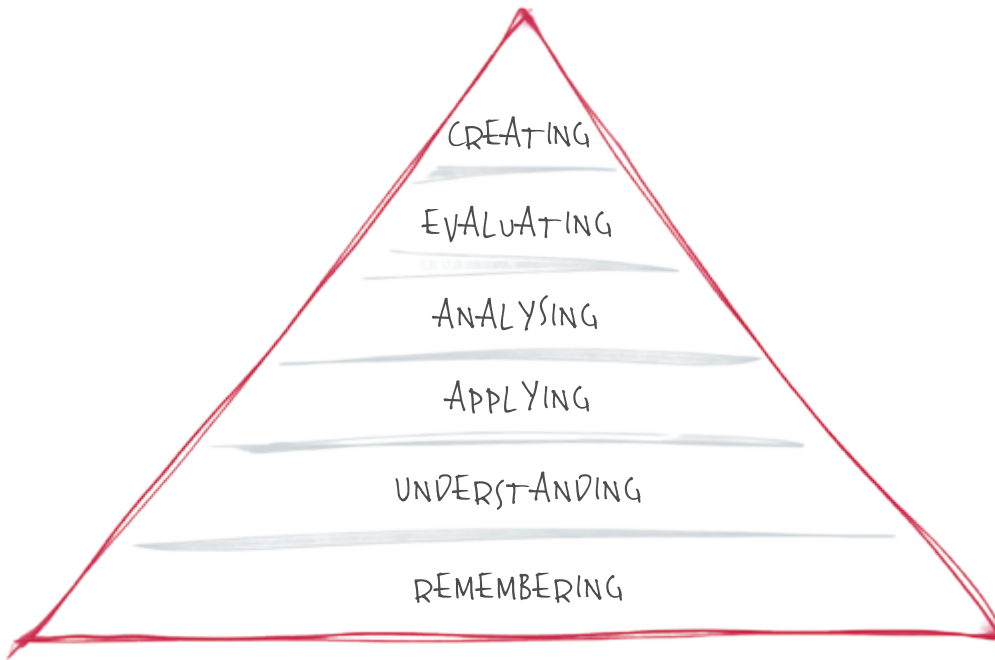
- To identify learning outcomes following the revised Bloom's taxonomy of learning outcomes
- To learn to formulate learning outcomes using the suggested list of action verbs

### DESCRIPTION OF THE METHOD STEP BY STEP



This exercise is based on Bloom's taxonomy of learning outcomes and helps participants work out at what level their learning outcomes are after the project and find the appropriate words to describe them.

According to the model there are six levels of learning (see diagram below). For each level there are suggested "action verbs" that can be used to describe the learning outcome (see the handout with action verbs).



Revised Bloom's taxonomy of learning outcomes

After identifying several key learning areas in the project (e.g., using other exercises like CARD GAME "Name your competences" or the learning outcomes interview), draw the Bloom's pyramid of learning on the flip chart paper and explain its levels:<sup>21</sup>

<sup>21</sup> Additional information about Bloom's Revised Taxonomy is available here: <https://cft.vanderbilt.edu/guides-sub-pages/blooms-taxonomy/> or <http://www.celt.iastate.edu/teaching/effective-teaching-practices/revised-blooms-taxonomy/>

### Remembering

Explain that this stage is about being able to recall an experience and/or to reproduce information (e.g., I have read about and remember the basic information about the stages of team development).

Level 1

### Understanding

This stage describes the ability to demonstrate a deeper understanding of one's learning area (e.g., I can recognise the stages of team development in our team work during the training course).

Level 2





### Applying

Level 3

This stage is about applying knowledge in a real-life situation (e.g., I can apply and use my knowledge about team development stages in my team and help us move through these stages in a planned and conscious way).

### Analysing

Level 4

This stage involves gaining a deeper understanding of the learning area, usually due to an extended reflection about the experience (e.g., I can accurately analyse the reasons for the challenges my team face when starting a new project. I can recognise the patterns in our behaviour that move us forward or block us).

### Evaluating

Level 5

This stage is about critical reflection and the ability to argue the pros and cons of a certain approach based on one's experience (e.g., I can reflect upon and understand why stages of team development in international groups do not necessarily have the same sequence and duration as in my local team).

### Creating

Level 6

This is about creating something new, one's own theory or approach (e.g., Based on my experience I have created new ways of helping international teams work better).

Now, ask participants to return to their own learning outcomes and cluster them according to the above stages. If you are using cards, you could ask them to place the cards where they believe their learning has actually happened. Alternatively, ask them to draw connecting lines or write down their main learning outcomes on the Pyramid drawing.

## DEBRIEFING QUESTIONS



After they have placed the learning outcomes on the pyramid, encourage participants to explain their choices. You can ask level-specific questions such as

- What is the most crucial information and knowledge that you are able to reproduce in this area of learning?
- How are you able to demonstrate this deeper understanding? Can you give me an example?
- Can you be more specific about your ability to apply what you have learnt? Could you apply that ability in other situations?
- Can you give me an example of a good analysis you made in that area?
- What are your experiences in thinking critically in relation to this learning area?
- What did you manage to create in relation to this learning area? How did you manage to do that?

After this step, distribute the handout with the action verbs and the formula for writing learning outcome statements (for more information, see section III.4 “I am preparing for validation”) and let your participants do the exercise for all the learning areas you have talked about. Provide additional assistance if needed.

Clear  
“action”  
verb

+

related  
object of  
learning

+

the context  
where learning  
has been  
acquired.

=

Learning  
outcome  
statement

ADAPTED BY

Darko Marković



## LEVEL 1. REMEMBER

Choose	Draw	Locate	Omit	Read	Repeat
Count	Identify	Match	Outline	Recall	Reproduce
Define	Label	Memorize	Point	Recite	Select
Describe	List	Name	Quote	Recognize	State

## LEVEL 2. UNDERSTAND

Associate	Discuss	Extrapolate	Interpret	Represent	Tell
Classify	Distinguish	Generalize	Interrelate	Restate	Translate
Compute	Estimate	Give Examples	Judge	Rewrite	
Convert	Explain	Illustrate	Match	Select	
Defend	Express	Indicate	Paraphrase	Show	
Demonstrate	Extend	Infer	Predict	Summarize	

## LEVEL 3. APPLY

Add	Classify	Dramatize	Interpolate	Organize	Show
Apply	Complete	Examine	Judge	Paint	Sketch
Calculate	Compute	Explain	Manipulate	Prepare	Solve
Change	Discover	Generalize	Modify	Produce	Subtract
Choose	Divide	Graph	Operate	Select	Use

#### LEVEL 4. ANALYZE

Analyze	Combine	Diagram	Illustrate	Relate	Utilize
Arrange	Compare	Differentiate	Infer	Select	
Breakdown	Design	Discriminate	Outline	Separate	
Categorize	Detect	Distinguish	Point out	Subdivide	
Classify	Develop	Identify	Point out	Survey	

#### LEVEL 5. EVALUATE

Appraise	Conclude	Critique	Grade	Measure	Support
Assess	Contrast	Defend	Judge	Rank	Test
Compare	Criticize	Determine	Justify	Rate	

#### LEVEL 6. CREATE

Choose	Design	Formulate	Make	Propose	Role Play
Combine	Develop	Generate	Organize	Rearrange	Tell
Compile	Devise	Group	Originate	Reconstruct	Transform
Compose	Do	Hypothesize	Plan	Reorganize	
Construct	Drive	Integrate	Prescribe	Revise	
Create	Explain	Invent	Produce	Rewrite	

## 7. CARD GAME: NAME YOUR COMPETENCES

If writing about a learning experience becomes a problem, help your participants assign names to their competences and make self-assessment an easier process.



### GROUP SIZE

For individual work with one participant,  
or for a group divided into pairs



### DURATION

60-90 minutes

### RESOURCES & PREPARATION (SPACE, MATERIAL, EQUIPMENT, PEOPLE)



- One deck of competence cards per participant (see handout), ideally copied onto cardboard



### OBJECTIVES

- To help recognise and name the competences developed during the project
- To provide a basis for documenting learning outcomes further in the Youthpass certificate

### DESCRIPTION OF THE METHOD STEP BY STEP



*Version 1*

Spread all the cards in the deck out on a table so the competence words are visible. Invite the participant to think about a non-formal learning activity (or youth work project) in which they took part and pick up the cards denoting the competences developed during the activity. If some competences are missing, they can use "joker" (blank) cards and write down these competences on them.

*Version 2*

Give the whole deck of cards to the participant and ask them to cluster the cards into three piles: "developed during the project", "not developed during the project" and "not sure". When this is done, first check the "not sure" section to see if there is a competence that

should be put in the “developed during the project” cluster. Then, look at that cluster and see if an important competence is missing (one that was not in the deck). If yes, use the blank cards to add them.

## DEBRIEFING QUESTIONS

Once the cards have been sorted, invite the participant to reflect on their interpretation of each competence and remember the moments or situations when they developed this competence or when it first manifested. Take notes and give them to the participant at the end of the exercise.

This exercise can continue with “Show me your STARS” or “Pyramid of learning” from this Handbook.

## THINGS TO KEEP IN MIND

The “Competence cards” handout should be copied in a larger format (e.g., A3), ideally on cardboard. This will allow you to create a real deck of cards.

## CREATED BY

Darko Marković

## FURTHER SOURCES, LINKS AND REFERENCES

If you prefer ready-made decks of cards that can be used for the same purpose, they can be bought online from various providers, e.g., <http://www.kwaliteitenspel.nl/en/>



**ACCOUNTABILITY**

**DEVELOPING  
OTHERS**

**NETWORKING**

**RELATIONSHIP  
BUILDING**

**ACCURATE SELF-  
ASSESSMENT**

**EMPATHY**

**NUMERICAL  
REASONING**

**RISK TAKING**

**ACHIEVEMENT  
FOCUS**

**FLEXIBILITY**

**OPEN-  
MINDEDNESS**

**SELF-  
AWARENESS**

**ADAPTABILITY**

**GIVING/RECEIVING  
FEEDBACK**

**OPENNESS FOR  
LEARNING**

**SELF-CONFIDENCE**

**ANALYTICAL  
REASONING**

**ICT SKILLS**

**ORAL  
COMMUNICATION**

**SENSITIVITY  
TO DIVERSITY**

**ARTISTIC  
EXPRESSION**

**INFLUENCING**

**ORGANISATIONAL  
AWARENESS**

**STRATEGIC  
THINKING**

**ATTENTION  
TO DETAIL**

**INTEGRITY**

**ORGANIZATIONAL  
SKILLS**

**STRESS  
MANAGEMENT**



**AUTONOMY**

**INTERCULTURAL  
SENSITIVITY**

**PERSEVERANCE**

**TAKING  
INITIATIVE**

**CLIENT  
ORIENTATED**

**LEADERSHIP  
SKILLS**

**PLANNING**

**TAKING  
RESPONSIBILITY**

**CONCERN  
FOR QUALITY**

**LISTENING**

**POLITICAL  
LITERACY**

**TEACHING/  
TRAINING SKILLS**

**CONFLICT  
MANAGEMENT**

**MANAGING  
BUDGET**

**PRESENTATION  
SKILLS**

**TEAM WORK**

**CREATIVITY**

**MANAGING  
OWN EMOTIONS**

**PRIORITIZING**

**TIME  
MANAGEMENT**

**CRITICAL  
THINKING**

**MANAGING  
OWN LEARNING**

**PROACTIVITY**

**TOLERANCE  
OF AMBIGUITY**

**DEALING  
WITH CHANGE**

**MOTIVATING  
OTHERS**

**PROBLEM  
SOLVING**

**WORKING  
UNDER PRESSURE**

**DECISION  
MAKING**

**NEGOTIATING**

**PROJECT  
MANAGEMENT**

**WRITTEN  
COMMUNICATION**

## 8. SHOW ME YOUR STARS

How can you prove you know something? “Star” it to show what tasks, actions and results you experienced in a given learning situation.



### GROUP SIZE

Individual work or group work of any size



### DURATION

90-120 minutes

### RESOURCES & PREPARATION (SPACE, MATERIAL, EQUIPMENT, PEOPLE)



- Handout with the STAR model



### OBJECTIVES

- To assist in documenting learning outcomes in a format that is understood by the employers
- To practice perspective-taking skills (seeing things from the employer's perspective)
- To improve self-presentation skills in an interview setting

## DESCRIPTION OF THE METHOD STEP BY STEP



Explain your participants that in this exercise, they learn how to present the competences gained in the project (e.g., that they have identified in other exercises such as Name your competences, Learning outcome interview, Cheat sheet, etc.) in a format commonly used when applying for a job. The main aim of this exercise is to present competences with evidence (concrete examples) that can be used not only in Youthpass certificates but also in CVs (skills and competences section), in their cover or motivation letters, and during job interviews.

step 1

Explain to the participants that in a real-life job search it is vital to start from the vacancy notice and look carefully at the required skills/competences (typically, these include communication skills, teamwork, working under pressure, problem-solving, etc.). So this exercise will not just help them fill in their Youthpass self-assessment, it will also improve their ability to present themselves in a good light as they look for a job.

step 2

Next, explain that in the recruitment process employers very often use the so-called competence-based approach (also known as “behavioural interviewing”) to look for the best fit between your competences and those the job requires. Employers will ask whether candidates are able to provide evidence for their claims; in other words, they will ask them to give examples of concrete situations where they have shown or developed specific competences (e.g., “Please describe a situation when you have successfully worked in a team. Or tell me about the situation when you needed to manage your priorities and did it well.”). It is important to bear in mind that most employers know very little about youth work. Advise to keep the use of jargon to a minimum and to always ask themselves if what they write will be understood by someone who has never done a youth exchange or volunteered under a European youth programme, or who has never heard of youth work.

step 3

Finally, present your participants with the STAR model from the handout and ask them to write a short paragraph for each competence they believe they developed during the project.

step 4



## DEBRIEFING QUESTIONS

- What was it like to work with the STAR model?
- To what extent did you manage to keep the perspective of the employer in mind?
- How understandable are your descriptions to someone with no youth work experience?
- How could these descriptions be improved?
- How do these competences fit in best with the Key Competences framework in the Youthpass self-assessment?
- To what extent could you use the STAR approach during a job interview?

## ADAPTED BY

Darko Marković



## FURTHER SOURCES, LINKS AND REFERENCES

There is plenty of material and resources about STAR model online.



## STAR Model

### Situation:

Describe a situation in which you acquired/demonstrated this competence.

### Tasks:

What tasks did you have to accomplish in that situation?

### Actions:

What actions did you take?

### Results:

What were the outcomes?

## 9. DREAM JOB

Looking at your future self may help you better understand what you want to do or say today. This tool helps participants create a vision for themselves and understand where their project is in relation to that dream.



### GROUP SIZE

For individual work with one participant, or for a group divided into pairs



### DURATION

60-90 minutes

### RESOURCES & PREPARATION (SPACE, MATERIAL, EQUIPMENT, PEOPLE)



For this activity you need a comfortable place and something to write. Make sure you take notes for your participant during the exercise (where indicated) that you share with them at the end.



### OBJECTIVES

- To create awareness of the transferability of competences gained in youth work to employment or entrepreneurship
- To improve recognition of the value of competences gained in youth projects

### DESCRIPTION OF THE METHOD STEP BY STEP



*step 1*

Invite your participant to sit comfortably and close their eyes... and relax... and ask them to follow the rhythm of their own breathing. Invite them to turn their focus inwards, to connect to things that really matter to them.

Next, continue with the following instructions:

step 2

- Now in your mind... you may travel to the future... And I invite you to see yourself in your „Dream Job“... being very successful...
- Tell me... What do you see?
- Where is it happening?
- With whom do you work?
- What is your typical working day like?
- How do you see the results of your job?
- What are the skills needed to do it well? (WRITE THESE DOWN)
- What are the attitudes that are helping you to be so successful? (WRITE THESE DOWN)
- Now, from your Dream Job look at yourself in the past, in your youth projects... and non-formal education... what have you learnt in those activities... that is helping you now in your Dream Job? (WRITE THESE DOWN)

Now invite your participant to slowly come back to the present activity. Tell them to open their eyes.

step 3

## DEBRIEFING QUESTIONS

Ask your participant for quick feedback on how the exercise went. Then share your notes. Ask them to articulate in their own words what main competences they gained during the youth project, and what they still need to learn to get closer to their vision.

## CREATED BY

Darko Marković



## 10. THREE CHAIRS OF MY LEARNING

This method helps to visualise the three main elements of a given competence: attitude + skill + knowledge.



### GROUP SIZE

For individual work with one participant,  
or for a group divided into pairs



### DURATION

60-90 minutes

### RESOURCES & PREPARATION (SPACE, MATERIAL, EQUIPMENT, PEOPLE)



- Three chairs
- Three labels: "Knowledge", "Skills", "Attitudes"
- Clipboard with paper for taking notes



### OBJECTIVES

- To raise awareness of competences developed in the project; specifically, the knowledge, skills and attitudes behind those competences
- To provide a basis for self-assessment for the participant's Youthpass certificate

### DESCRIPTION OF THE METHOD STEP BY STEP



Step 1

Affix one label to each of the three chairs. Before you start with the exercise, ask the participant if they understand these three terms clearly. For example, in relation to team work, "Knowledge" would mean they understand that open communication is an important aspect for team work. "Skills" refers to their ability to express themselves openly and clearly. "Attitude" refers to their willingness to share their own or hear about other team members' perspectives.

Next, tell the participants that in this exercise they are invited to play the roles of Knowledge, Skills and Attitudes gained in their project. This will allow them not only to talk about their competences, but also to feel them.

Then follow the instructions from the handout.

### DEBRIEFING QUESTIONS

Ask your participants for a quick feedback on how the exercise went. Then share your notes. Ask them to articulate in their own words what main competences they gained during the project.

### THINGS TO KEEP IN MIND

During role play, ensure that participants stick with their roles and speak in the first person ("I...") rather than use "It...". During the interviews with the roles, create a relaxed atmosphere and stage the exercise like an informal chat. It should not feel like an interrogation or exam.

For further assistance in writing down learning outcomes, feel free to use other exercises from this handbook, like Cheat sheet or Pyramid of learning.

### ADAPTED BY

Darko Marković

Step 2

Step 3





*Important:*  
Keep a pen ready so  
you can take notes  
for your participant.

## Three chairs of my learning

*step 1*

First, **present the three chairs** that represent learning in the sense of Knowledge, Skills and Attitudes. Explain that in this exercise, the participant is asked to assume the roles associated with these three chairs.

*step 2*

Invite the participant to **assume the role of Knowledge** developed in the project (ask them to sit in the Knowledge chair). Then interview them in the role of Knowledge, asking the questions below (ensure that the participant sticks with the role and speaks in the first person (“I...”) rather than use “It...”). As you do this, take notes for your participant.

- Hello, Knowledge, good to meet you! What kind of knowledge are you?
- What other knowledge is there?
- How were you developed in this project?
- How do you make yourself visible to others?
- How can you be used in \_\_\_\_\_ (participant's name) life?

step 3

Thank Knowledge. Then ask the participant to **take the role of Skills** developed in the project. Proceed as above: interview Skills and take notes.

- Hello Skills, good to meet you! What kind of skills are you?
- What other skills are there?
- How were you developed in this project?
- How do you make yourself visible to others?
- How can you be used in \_\_\_\_\_ (participant's name) life?

step 4

Thank Skills and ask your participant to **take the role of Attitudes** developed in the project. Repeat the procedure and take notes.

- Hello, Attitudes, good to meet you. What kind of attitudes are you?
- What other attitudes are there?
- How were you developed in this project?
- How do you make yourself visible to others?
- How can you be used in \_\_\_\_\_ (participant's name) life?

step 5

Now ask your participant to **exit from the last role. Then summarise the outcomes** for them: "What we have discovered is that in this project you have gained... (list knowledge)... (list skills)... (list attitudes)... that can be useful for.... Is there anything you would like to add?"

step 6

Then **give your notes to the participant** and ask them to use them as a basis for filling in their self-assessment.

## 11. TAKE IT TO A NEW LEVEL

Assessing our learning is also about exploring the limits of our competences. Knowing to what extent we can perform a certain task or apply a certain skill is important to gain a realistic view about our abilities. So after assessing what your participants have learned, it is time to ask how far they are from being a Master Yoda.



### GROUP SIZE

Any



### DURATION

30 minutes

### RESOURCES & PREPARATION (SPACE, MATERIAL, EQUIPMENT, PEOPLE)



- Handout
- Pen



### OBJECTIVES

- To help participants discover the limits of their competences.
- To obtain a creative overview of their competences

### DESCRIPTION OF THE METHOD STEP BY STEP



step 1

- Ask participants to write down three things they learned during their learning experience (e.g., youth exchange, volunteering project or training course).

Introduce the exercise by explaining:

“After assessing what you know (e.g., I know how to work in a team) you may want to question in what situations you are good at it.”

Instruct participants to

1. note down one competence they believe they have developed at the top of the handout;
2. read the questions on the handout (see below) and answer those that they find triggering or inspiring.

#### DEBRIEFING QUESTIONS

- How did you feel during the exercise?
- Did it help you in any way?
- Can you apply the same exercise to other competences you have developed?
- Now you have done the exercise, what would you write differently in your Youthpass?

#### THINGS TO KEEP IN MIND



This exercise encourages participants to think outside of the box. This can confuse them as to its purpose. Some youth workers find it easier to explain this before the exercise starts, so the participants can cope with the questions that may seem strange to them.

#### CREATED BY

Anita Silva

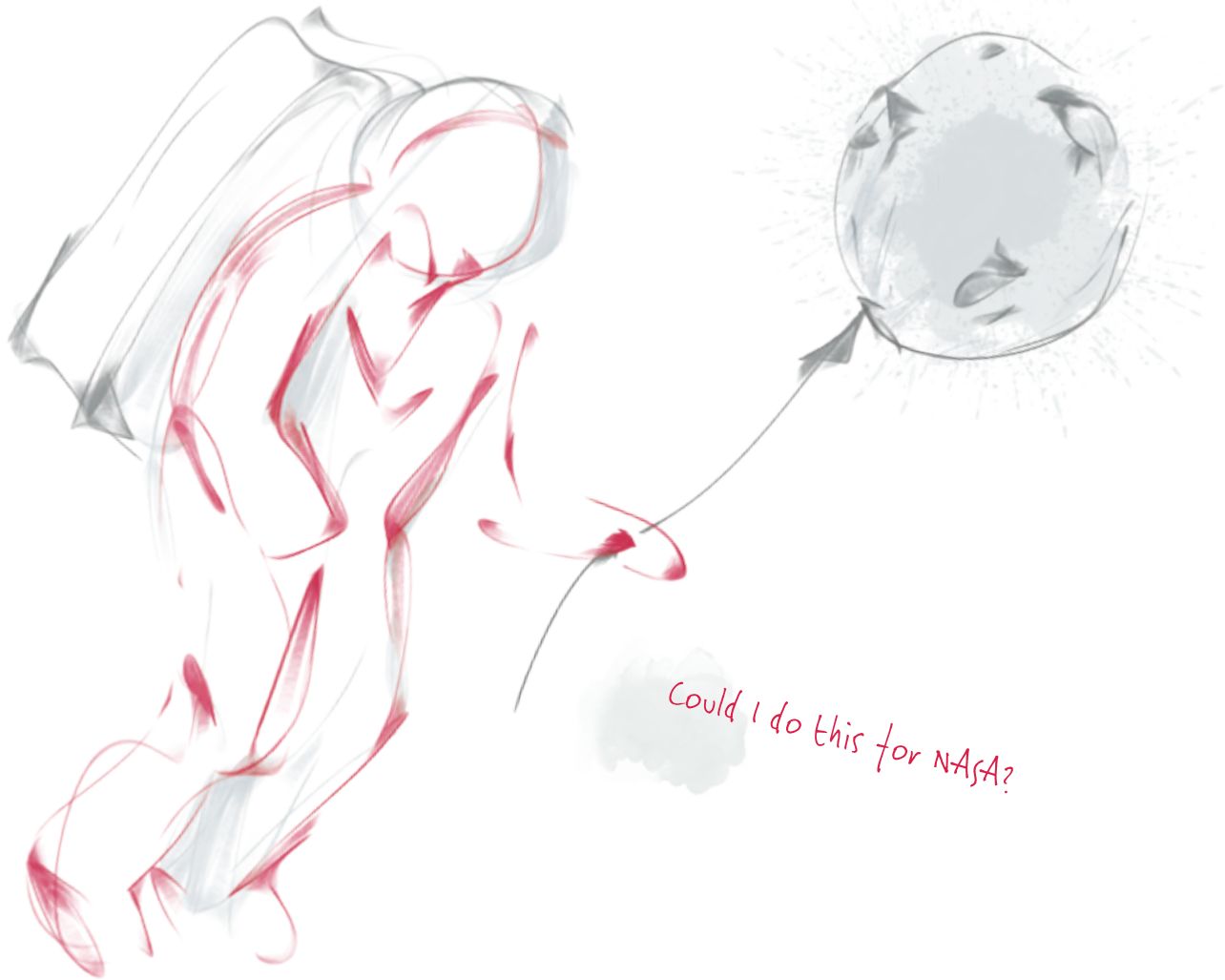
step 2

step 3





# Competence:



Could I do this for NASA?

Could I do this alone?

Could I be a hero in this?

Could I do this on the moon?

Could I do this with blind people?

Could I do this without preparation?

Could I do this in the desert?



## 12. LEARNING WITH EMOTIONS

Although emotions are an important part of learning, we sometimes forget to mention them or forget what we learned from them. A learner who was frustrated about a boring session or really excited during a fun exercise can look back and analyse their feelings at that moment. This exercise can encourage participants to think about how emotions influence our attitudes and consequently our behaviour.



### GROUP SIZE

Any



### DURATION

30 minutes

### RESOURCES & PREPARATION (SPACE, MATERIAL, EQUIPMENT, PEOPLE)



- Cut-out images (see handout)
- Pen and Paper



### OBJECTIVES

- Revisiting the emotions experienced during the learning experience and learning from them

### DESCRIPTION OF THE METHOD STEP BY STEP



Step 1

- Cut out the images in the handout and place them in an envelope.

Step 2

- Explain to participants that the aim of this exercise is to allow them to remember what emotions were present during their learning process and to help them write down what they have learned from those emotions.

### Instructions for participants:

Step 3

- Take the images in the envelope and choose a few that represent feelings or emotions that were present during your learning process. There is no limit on the number of pictures you can choose, and it does not matter if they represent positive or negative emotions.
- Write down a few sentences explaining how you felt and what you learned from these emotions.

### DEBRIEFING QUESTIONS

- What did you learn from that emotion?
- What will you do about it in the future?
- How much of this reflection is useful for others, such as a future employer?
- How can you express this in your Youthpass?

### THINGS TO KEEP IN MIND



Sometimes participants lack the words to express their emotions. Using drawings can be helpful to start this reflection, but eventually they will need to articulate their emotions in writing. If that is an obstacle, you can bring along a list of words related to emotions in the language of the group and share it with your participants.

### CREATED BY

Anita Silva



## Emotions:



HAPPY



TIRED



SURPRISE



SUSPICION



MAYBE



DOUBT



FEAR



ENTHUSIASM



CONFUSED



DISAPPROVAL



SARCASM



ANGER



ASLEEP



QUESTIONING



SMILE



SCARED



GLOOM



EAGER



SNEAKY



CRYING

## 13. SHOULD IT STAY OR SHOULD IT GO

It is very easy to misinterpret the purpose of a self-assessment, but not so easy to let the learner know that what they wrote in their self-assessment – after they tried their best – is not entirely adequate. Prevention is the buzzword here. This quiz is designed to be a fun exercise during which we can all laugh about possible self-assessment mistakes before they happen.



### GROUP SIZE

Any



### DURATION

30-50 minutes

### RESOURCES & PREPARATION (SPACE, MATERIAL, EQUIPMENT, PEOPLE)



- Paper and pens
- A bell or whistle or hammer (anything that can be used in a quiz when your team is ready to answer).
- Handout with questions
- Board or flipchart to write down the points of each team



### OBJECTIVES

- To help young people understand what not to write in a self-assessment
- To have fun while preventing inadequate content writing and demystifying the self-assessment process

### DESCRIPTION OF THE METHOD STEP BY STEP



This is a quiz you can play with individuals if you have a small group, or you can create teams if the group is too big. Ideally, you should not have more than five individual contestants or teams to make sure everyone gets to participate actively.

There are as many rounds as the number of sentences you want participants to reflect about, so one sentence = one round. For each round the procedure is:

- The game host reads the sentence out loud, followed by the question “Should it stay or should it go?” *step 1*
- The teams (or individuals) click the button (or ring the bell or blow the whistle or whatever they want to use to indicate they want to answer). If a team answers “it should stay”, this means they believe the sentence makes sense in a self-assessment. If a team answers “it should go”, they think the sentence is not appropriate for a self-assessment. *step 2*
- The host decides which team was first to answer and allows them to give their opinion first. *step 3*
- After the first team answers, any other teams that want to give it a try may also give their answer. Each time a team answers, they should explain why they believe theirs is the right answer. *step 4*
- The host reveals the right answer and explains why that particular sentence should or should not be part of a self-assessment. *step 5*
- The host writes down the points of each team for each round on the board or flipchart. *step 6*

#### Points system:

One correct answer = 10 points

Being the first to answer = +5 points

Having the most creative justification for their answer (even if the answer is wrong) = +5 points

#### Note:

The sentences proposed in this exercise were created to encourage reflection and debate. You and your learners do not always have to agree on your answers. Just let the debate flow and keep in mind that the purpose is to write a self-assessment.



## DEBRIEFING QUESTIONS

- What did this quiz teach you about self-assessment?
- What will you pay special attention to when writing your self-assessment?

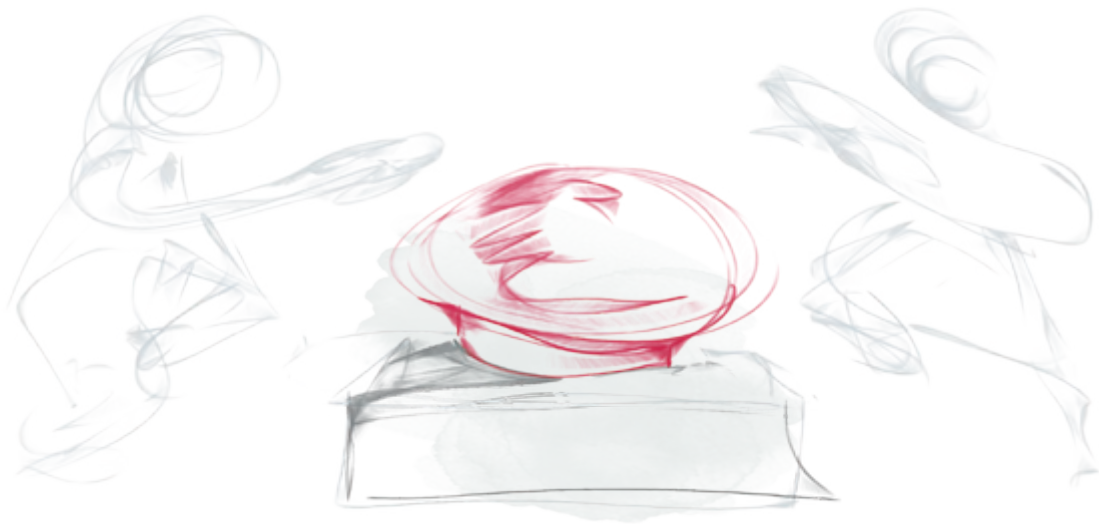
## THINGS TO KEEP IN MIND



You can make this quiz as simple or exciting as you wish. Dress up, create prizes, add features and special challenges, or simply ignore the quiz, sit down with participants and ask their opinion about each sentence.

## CREATED BY

Anita Silva





## sentences

Although I already speak three languages, during this project I improved my level of English.

I now feel more confident expressing my emotions.

I really liked the food at the venue.

During this activity I fell in love and that I will never forget.

## should it stay or should it go?

### should stay

A self-assessment identifies new things that you learned but also competences you improved. Having said that, it would be important to complete this text with an explanation about how you improved – in this case, your English.

### should stay

A self-assessment is not only about hard knowledge but about competence development as a whole. That means knowledge, skills and attitudes. Feeling more confident expressing your emotions is an important step in improving your communication skills, for example.

### should go

A self-assessment is not the same as an evaluation form. The idea is not to assess the quality of the venue but the quality of your own personal learning journey.

### should go

Although this is very touching, it is something you should write in your diary, not in a self-assessment you may later want to show to employers or teachers.



## sentences

I learned a lot of new things through games and I realised I learn better this way.

As I was the person responsible for buying the plane ticket(s), I learned a lot about travel planning.

The group was really nice and everyone had fun together..

As a youth worker I was happy to see that Peter was so involved in every activity. (Written by the youth worker in Peter's self-assessment)

## should it stay or should it go?

### should stay

Great! Realising how you learn better makes you a better learner. And by becoming a better learner you will always learn more. It is a positive spiral of competence development!

### should stay

Your self-assessment doesn't have to be only about your experience during the activities. What you learned during preparation and follow-up is equally important, so remember to mention it.

### should go

That's great news but it doesn't refer to any learning aspect.

### should go

If you are not the rightful owner of a self-assessment please refrain from writing in it. It's not yours! Doing that is like writing a private diary for someone else. It just doesn't make sense, right?

## sentences

I did this exercise where I had to empty a cup of water without touching it. I started trying with tape but that didn't work. Then I used a chair, but that broke the glass. With a new cup I used some ropes and then I managed the task. Through this I learned a lot about project management.

The facilitators said that it's important to be active in society and I agree with them.

After this project I was motivated to learn more French, so since I got home I have been taking weekly classes with two of my friends.

We learned a lot of things but I can't really remember them now.

## should it stay or should it go?

### should go

Sometimes, in non-formal learning and experiential learning settings we learn a lot from games and activities. A detailed description of these activities may not be relevant for the reader. Moreover, if the exercise prompts the learner to reflect about other, more complex, concepts (e.g., project management), it is important to show the link between the activity and the topic as well as how the learner reflected on that topic. Otherwise it is difficult to understand how an exercise with a cup of water helped the learner to develop project management competences.

### should go

It's not important who you agree with but what you believe in. In this case you could phrase the statement like this: "I learned that it is important to be active in society because..."

### should stay

Your learning journey does not end when you return home. If you kept on exploring a certain topic that was part of the project, this shows you have the capacity to pursue your learning objectives. That is a strong skill! (By the way, if you do not know where to put this, try the box entitled "Learning to Learn".)

### should go

A self-assessment is not about We but about You. Besides, there is no point writing about things you don't remember, right?

## sentences

My friend Peter, who also took part in this activity, learned many new dance steps.

I improved my active listening skills by taking part in two workshops about this topic and practicing with my colleagues. I became more confident using active learning techniques. Other participants mentioned that they noticed my improvements.

I didn't know much about marketing before this project but I attended a session on that topic and that really helped me understand it better. I still need an opportunity to practice it though. I hope it comes soon.

## should it stay or should it go?

### should go

In principle, what Peter learned should be in his self-assessment, not yours. For that reason, the sentence should go. However, if the next sentence is "And that motivated me to start dancing as well. I now dance three times a week and perform every week." Then it would be ok to use that sentence... right?

### should stay

This one is a winner. You explain what you learned, how you learned and you show evidence of your development. Well done!

### should stay

It is ok to say what you didn't know before or even what you still haven't manage to do. It shows that you are able to assess your learning needs and that is a valuable skill.

## sentences

My roommate snored very loudly. So in order to sleep, I had to imagine I was on a cruise and he was the sound of the Atlantic Ocean.

The team did a great job and were always there when we needed them.

Roses are red. Violets are blue. I learned English poetry. For me that was new.

My learning process about this topic was like a washing machine. Sometimes it felt too fast and I was getting dizzy with so much information, but now I feel I got rid of some old ideas and I have some bright new colourful concepts to show.

## should it stay or should it go?

### should go

Ok, unless you will use this self-assessment to get a job as a stand-up comedian, you should focus on your learning journey, not on your sleeping challenges.

### should go

Good for them. Good for you. Good for everyone! But your self-assessment is not about the team, it's about you.

### should stay

A bit of fun and creativity won't harm your self-assessment. Just make sure it is useful in case you want to show it to potential employers, teachers or others, and that it expresses your learning outcomes accurately.

### should stay

You can use images and metaphors to better explain your learning journey, just make sure that you don't get lost in the plot. It is fine to use your imagination but remember to mention what you have learned and how in concrete terms.



## 2. TIPS AND TRICKS

### WORK ON THE NEEDS

To effectively support someone in writing a self-assessment, it is important to understand what their writing skills are. Some young people are great writers and just need to understand what they are supposed to write about. Others may know exactly what they learned but do not have the right vocabulary or strong enough grammar to describe it. Understanding what writing skills the participants have will help you choose what methods to use and define what kind of support you can give. A good starting point is simply to ask participants what they believe they can already do, what their main challenges in the writing process are, and what kind of support could be useful for them.

### WHY ARE WE DOING THIS?

Besides knowing what kind of support your participants need, it is also important to know what their Youthpass will be used for. Is it just for self-development? Will it be used for employment purposes? Understanding how your participants intend to use this document will help you define, jointly with them, the most relevant content and the most adequate style of writing. For more information about this, see section III (How to support Youthpass self-assessment).

### DO THINGS STEP BY STEP. A BLANK PAGE IS WAY TOO FRIGHTENING.

Albus Dumbledore, the headmaster of Hogwarts School, had a Pensieve, a bowl where he could collect his thoughts with a simple movement of his wand. We all wish that writing a self-assessment were that simple. In reality, it is not like that at all; it is more like building a house. Before you start the construction project, it is a good idea to prepare the terrain and choose your tools. The same goes for writing a self-assessment. You need to understand the purpose of the self-assessment and what elements should be in it. Taking time to prepare the text

before actually starting will allow young people to build their self-assessment step by step, making it easier for them to express not just the easy thoughts, but also more complex and complete ideas. On how to prepare the writing process, check section II (Learning, reflecting and documenting your competences).

## WHO IS AFRAID OF THE EIGHT KEY COMPETENCES?

The eight key competences on the Youthpass self-assessment form are there to help participants assign their learning outcomes to commonly recognised categories. For some, it really does help to use these boxes while for others, it just makes everything more complicated. Our approach is simple: use the form if it is in your learners' best interest. If it looks too complicated and you don't have the time to explain what each competence means, the participants can use only some of the competence areas. Some participants might choose to use only the „specific competences“, „task-related competences“ or „professional competences“ (based on the type of their project), and not use the key competences at all. In these cases, not-used competences won't show up in the final document. To see some examples of what (not) to write in a self-assessment, take a look at the handout for the tool “Should it stay or should it go?”.

## MIND YOUR LANGUAGE

Writing a self-assessment is all about choosing the right words and structuring your text clearly to showcase your competences in a job application or job interview. As someone who supports this process for a young person or a group, it is important that you know about or have undergone these processes or at least know how they work. There are a lot of websites with tips – and even examples – on how to communicate in a professional context, write a presentation, or attend a job interview. While this should not be copy-pasted into a learner's self-assessment, it can inspire you - and them - to develop their own self-assessment in a more adequate way.

## “LEARN” IS AN OH-TOO-SMALL WORD

Or maybe it's too big. For sure, it is very easy to fall into the trap of only using this verb to express what you are competent at. Remind yourself and the learners that writing about what they explored, became curious about, reflected upon, discussed, failed at, etc. is just as important as the things they actually think they learned. Encourage learners to remember all these details and to explain their learning process. The exercise “The cheat sheet” may be helpful in exploring new ways to talk about your participants' learning journey.

## PROVIDE EVIDENCE

Just like a lawyer in court, a learner should convince their readers to believe in their claims. Help young people to provide evidence of the competences they developed by giving clear examples of situations when they have performed a certain task, exhibited a certain skill or demonstrated a particular value. The STAR approach can be helpful for this purpose. Learn more about it in Examples of self-assessment styles on pages 45-46 or use the exercise “Show me your STARS”.

## MAKE THE PROCESS ENJOYABLE

Writing words in a form may not be your participants' idea of a fun afternoon, so turn the exercise into a pizza party or have them do it on the beach. Whenever a step in the writing process is accomplished, celebrate! Finished a paragraph? Put on some special music! Wrote about your mistakes? Make a toast! Manage to get halfway? Get up and dance! Celebrating small victories is much more motivating than celebrating only at the end – because maybe then you are just celebrating that it's over.

## DON'T OVERDO IT

Lastly, remember that the goal here is for your learners to write a useful self-assessment, one that they feel proud of. There is no point in making this task so overwhelming that it becomes demotivating and a source of anxiety. Recognise your limits and the limits of the participants. Neither are you supposed to be a career advisor, nor will this young person make a career out of writing professional self-assessments.





### 3. OTHER RESOURCES TO KEEP EXPLORING THESE TOPICS

Do you love all things digital? Are you one of those people that see the end of each project as the beginning of a new journey? Great! We don't want you to end up empty-handed so here are a few resources that may be helpful to you along the way, whatever path you choose.

Just keep playing, keep reading and  
keep creating new resources.

#### KEEP PLAYING

Here are a few examples of games or gamified platforms you can use to explore learning achievements with your participants.

Learning Out of The Box Cards

- <https://www.youthpass.eu/da/youthpass/downloads/learning-out-of-the-box/>

Open Badges

- <http://openbadges.org>

## KEEP READING

Want to delve deeper into Youthpass? Here are some publications to explore.

Youthpass Unfolded

- <https://www.youthpass.eu/en/publications/youthpass-unfolded/>

One 2 One – Supporting learning face-to-face

- <https://www.youthpass.eu/en/publications/handbooks/>

Time to Show Off – Research Report

- <https://www.youthpass.eu/en/publications/others/>

Youthpass for ALL! Recognising the skills of young people with fewer opportunities

- <https://www.salto-youth.net/downloads/4-17-1949/YouthpassForAll.pdf>

Study on the impact of Non-Formal Education in youth organisations on young people's employability

- [http://issuu.com/yomag/docs/reportnfe\\_print](http://issuu.com/yomag/docs/reportnfe_print)

## KEEP CREATING

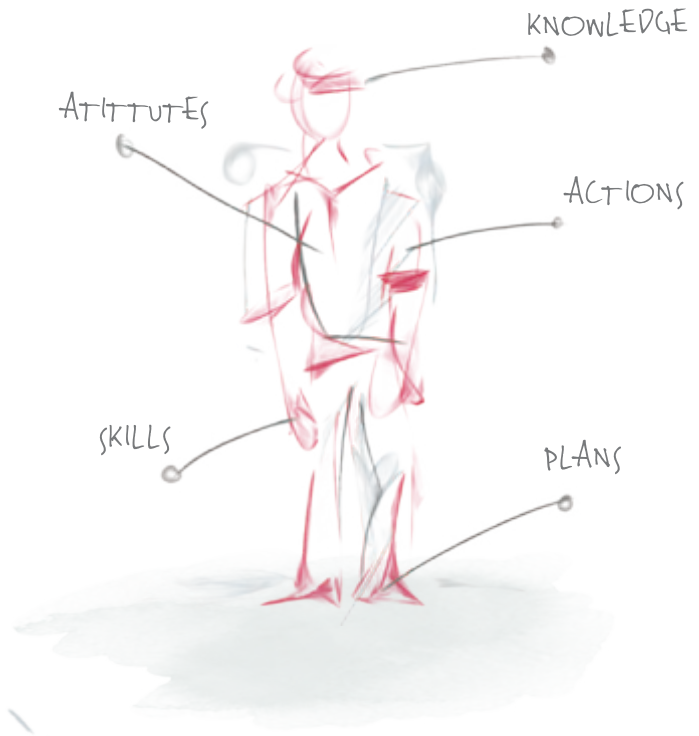
If you just can't stop yourself from creating new tools, here are a few online resources to help you.

### Use images

Present ideas visually. Visualise an individual or group learning process. Explore the use of Youthpass for each participant or present the newly gained competences. The web is filled with tools for creating impactful images and info graphics. Here are a few of our current favourites:

- <http://easel.ly>
- <https://www.canva.com>
- <http://piktochart.com>

An adapted template from [www.easel.ly](http://www.easel.ly) representing a self-assessment tool for a youth exchange:



## Use mindmaps

Mindmaps can help us “see” our thoughts in a more structured way, which can make articulating learning outcomes much easier. You can use them, together with your participants, as a tool for mapping learning objectives and outcomes, or just for listing all the different uses that can be assigned to a Youthpass. They can be used individually or collaboratively. Of course you don’t need an online tool to make a mindmap, but if you prefer screens to paper, these sites will make your day.

- <http://www.mindomo.com>
- <https://www.mindmeister.com>
- <http://mindmapfree.com>

## Use stories

There are stories that need to be told. Maybe one of your participants always dreamed of writing a book, or maybe they just want to blog. These tools will help them enhance their stories and transform any learning experience into an epic journey.

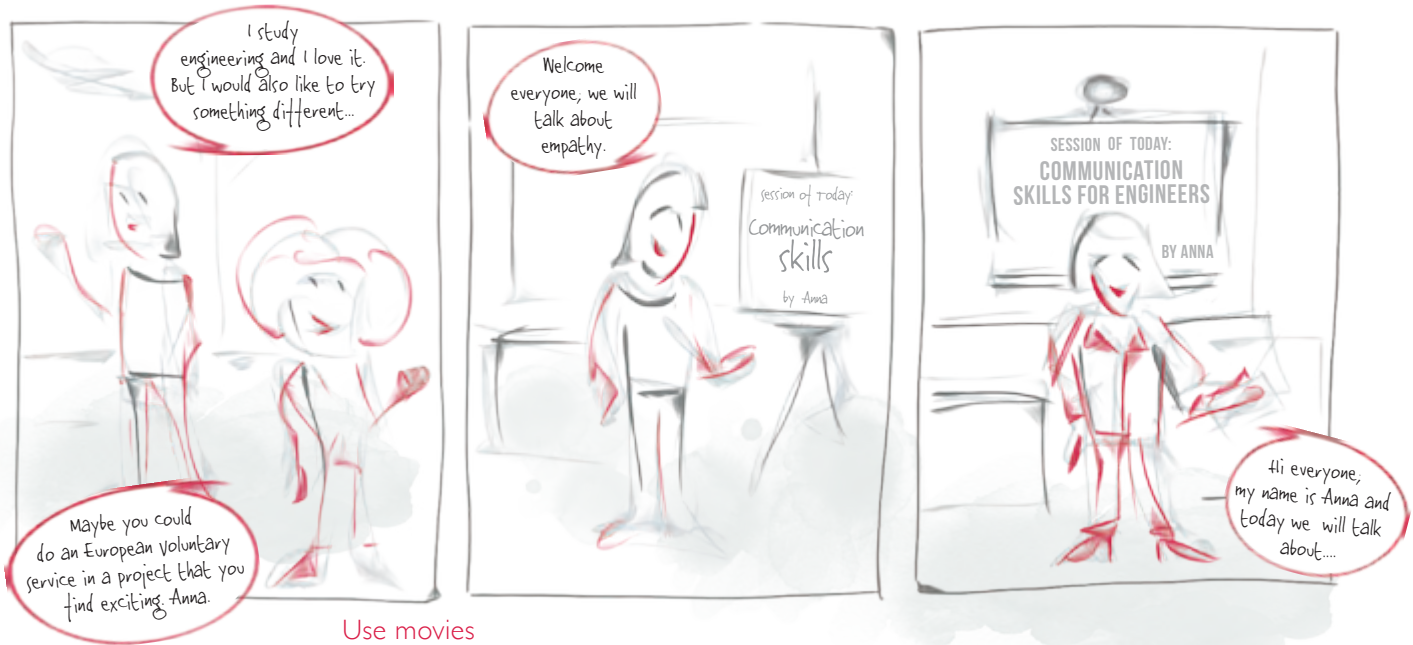
- <https://storybird.com>
- <http://www.dipity.com>
- <http://www.storyboardthat.com>
- <https://www.storyjumper.com/main/help>

An adapted example of a cartoon created with [www.storyboardthat.com](http://www.storyboardthat.com) as a self-assessment tool for a volunteering experience:

LAST YEAR I WAS LOOKING FOR A NEW LEARNING CHALLENGE SO I ASKED FOR GUIDANCE FROM THE YOUTH WORKER IN MY ORGANISATION.

I WENT TO BULGARIA AND WORKED IN A PROGRAM TO DEVELOP YOUNGSTERS' LIFE SKILLS. DURING THAT PROJECT I LEARNED A LOT ABOUT GROUP FACILITATION.

NOW, I'M HOPING TO PUT IN PRACTICE MY NEWLY GAINED SKILLS IN MY FUTURE JOB.



Use movies

Using photos or cartoons, you can make great videos with easy-to-use tools. Write the script to a learning journey; let learners create their own cartoons or film the “life” of a competence. Just keep the ideas rolling. Lights, camera, action!

- <http://www.powtoon.com>
- <http://animoto.com>
- <http://www.videoscribe.co>

## Use employment sites

From How-to-Make-a-CV webinars to career advice blogs, employment is the topic of the day. There are plenty of sites out there with great articles, tutorials, apps and other resources to inspire you and your participants to go further with that self-assessment just like a pro.

- <http://www.youthcentral.vic.gov.au/jobs-careers>
- <https://www.themuse.com/advice>
- <http://www.theguardian.com/careers>
- <http://www.skillsforemployment.org/>
- <http://www.workcoachcafe.com>
- <https://www.ivyexec.com>
- <https://www.visualcv.com>

## Use the Youthpass site

youthpass.eu is an online home where you are always welcome. It offers step-by-step instructions, FAQs and technical information along with some useful tips on how to support young people in writing their learning outcomes. Check it out.

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

Whatever resource you choose to use, remember the most important resource of all: the motivation to keep learning.



Enjoy the journey!