

## 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

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I learned

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I learned

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however

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however

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