

## 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...