Backstage preparation   Igniting passion   Awareness of learning   Directing & planning   Reflection on learning

② Youthpass octa-competences
A 3D model of an octopus to reflect on learning tasks and outcomes according to the eight key competences

Aims
· To give basic information about learning competences and Youthpass
· To provide a space for participants to reflect on learning within a
  youth project

Group
· Any

Needs
Space:
· Large room to place the octa-competences 3D model (octopus)
· Meeting area for each pair to work on the learning outcomes

Time
· 90 mins

Materials:
· Flip-chart sheets (to build octopus)
· Tape
· Three red paper signs: knowledge, skills, attitudes
· Eight green signs with the eight key competences
· Markers
· Post-it notes
· Computer equipment (computer, data projector and internet connection)
  to show the Youthpass website and resources
· Printouts of sample Youthpass certificates

Preparation:
· Place a chair upside down on top of another chair.
· Wrap the chair on top in flipchart paper to build the head of the octopus.
· Cut out eight paper strips of the same length to make the eight arms of the
  octopus.
· Stick the eight paper strips on the lower part of the head.
· Draw the face of the octopus and other features (heart, colours, etc.).

Step by step
· Place the 3D octopus in the seminar room.
· Introduce the concept of competences to the participants by explaining the three elements of a
  competence: knowledge, skills and attitudes.
· Put the red pieces of paper with the titles 'knowledge, skills and attitudes' on the head, arms and heart
  respectively and explain why: knowledge is related to the head/brain, skills are action-related and
  therefore belong to the arms, and attitudes can be found in the heart along with values and emotions.
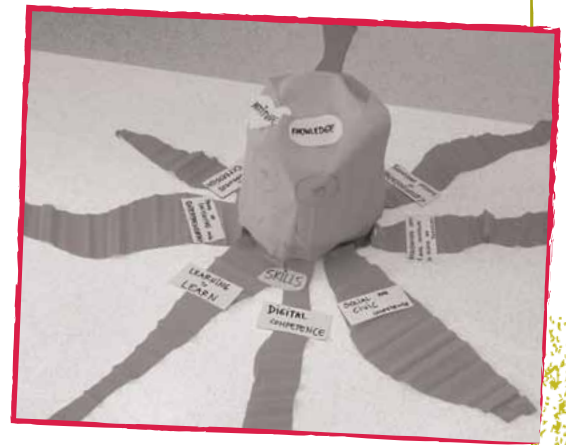
· Place each of the eight green signs with the key competences on each arm.
· Ask participants to discuss in pairs or in small groups what learning outcomes can be achieved regarding the eight key competences.
· Ask them to write learning outcomes on the Post-it notes and stick them onto the octopus arm/competence it might belong to. Allow time for explanations and reading of the Post-it notes.
· After the readings, summarise the Post-it notes on the arms and ask for questions and clarifications, if necessary.
· Encourage participants to get to know other participants' projects or experiences, give suggestions and ask questions.
· Finally, introduce the technical aspects of Youthpass: the 'where, what, how and why' specifics for the different actions. If available, use computers to show the Youthpass.eu webpage or hand out Youthpass certificate samples.
· Allow time for questions and answers.

Debriefing
· Did you find it useful to understand what competences were?
· Explain why you decided to stick your Post-it on this 'arm' (mention name of the competence).
· Did you find it easy to decide to put it on a specific arm?
· Was there more than one option for any of your Post-its?
· Can it be related to other competences? Explain.

Adaption
The 3D model used to explain the competences is suitable for people with sensory obstacles or visual impairment. It is useful to convey the concept of the eight competences in a visual and accessible way to youngsters who do not share the same language or language level.

Tips
As all the arms look the same, it can be helpful to differentiate them by using eight different colours, patterns, pictures, icons, etc.

Created by Santa Grinberga and Ieva Grundsteine for a Latvian NA training course for youth exchange coordinators.