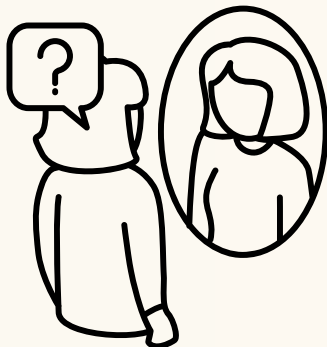


# COLLECTION OF METHODS

## Learning & reflection



# As Light As Creativity

**Target Group / Age:** Anybody

**Group Size:** 10-12

**Duration:** 45-60min

**Materials Needed:** A box/bucket/basket - sheets of paper and felt-pens of different colours

## Instructions:

### 1a) Catch my sock!

Everyone brings a clean pair of socks, ties them into two small balls, and gives them to the leader in a basket.

Participants stand randomly, not in a line or circle, and each secretly chooses their “forever catcher” so that everyone is someone’s catcher. The leader throws the first sock to their catcher, who passes it on, and so on. The last catcher throws it into the basket. Each throw is announced by naming the catcher. Gradually, more socks are added, creating funny chaos as people try to catch and pick up fallen socks.

### 1b) Let’s count together!

Participants stand randomly with their backs to each other. One person starts counting “1.” Within five seconds someone else continues, and so on, until reaching a number three higher than the number of participants. If two or more people speak at once, the counting restarts. After five seconds of silence, someone must continue.

# Catch my sock!

**Target Group / Age:** anybody

**Group Size:** 10 - 30

**Duration:** 45 - 60 min

**Materials Needed:** A box/bucket/basket, one pair of clean fresh socks for each participant

## Instructions:

Everyone brings a clean pair of socks, ties them into two small balls, and gives them to the leader in a basket. Participants stand randomly, not in a line or circle, and each secretly chooses their “forever catcher” so that everyone is someone’s catcher. The leader throws the first sock to their catcher, who passes it on, and so on. The last catcher throws it into the basket. Each throw is announced by naming the catcher. Gradually, more socks are added, creating funny chaos as people try to catch and pick up fallen socks.

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# From doodles to noodles?

**Target Group / Age:** Youngsters/Youth leaders

**Group Size:** 6-20

**Duration:** 20 min

**Materials Needed:** a sheet of paper, pen, soft music

## Instructions:

Participants sit in a circle with a sheet of paper and felt pen, close their eyes, and relax to soft music. They open their eyes and doodle freely, then pass the sheet to the person on their left. Each adds new doodles to the sheet they receive. When everyone gets their original paper back, they close their eyes briefly, open them, and look for shapes in the doodles, outlining or thickening lines. If the page is too messy, they can turn it upside down and draw what they see.

# It takes two to tango!

**Target Group / Age:** Anybody

**Group Size:** equal number (2,4,6,8,10...)

**Duration:** 10min

**Materials Needed:** -

## Instructions:

Participants stand and explore balance by shifting weight gently without moving their feet, focusing on breathing. Then they pair up, face each other, and lean lightly together at the solar plexus, keeping straight posture and space between toes for balance. When comfortable, one person leads the shared movement, then they switch roles.

# As Light As Creativity

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**Duration:** 45-60min

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# Storify your learning

- Target Group / Age:** Erasmus+
- Group Size:** Even number
- Duration:** 30min each day
- Materials Needed:** Phone, fun props (optional)

## Instructions:

The main idea of this activity is to support participants in their Youthpass process during an Erasmus project.

In the evening or morning (depending on when the Youthpass reflection takes place), participants pair up and create an “Insta story” about their learning. Their task is to reflect on the current or previous day – what happened, what they learned, and what they take away from it. You can provide guiding questions based on the day’s experiences to help structure their reflection.

Each participant creates their own digital story using photos and videos with short narrative descriptions, adding hashtags to express their feelings of the day. The stories should present their learning outcomes and key takeaways.

All daily stories can be collected on a Padlet board so participants can view and get inspired by each other’s reflections.

# Supporting formulating learning outcomes

- Target Group / Age:** 18+ youth professionals who then will be able to use it with young people aged between 13 - 30 years old
- Group Size:** 16-60
- Duration:** 3h
- Materials Needed:** Printed handouts of different methods from this resource:  
<https://www.youthpass.eu/en/publications/valuedbyyou/>

## Instructions:

1. Introduction to working with personal learning outcomes and documenting learning – everything is introduced at this stage.
2. Learning outcomes interviews take place in trios.
3. Participants use different methods for the self-assessment part of their Youthpass certificate:

# Supporting formulating learning outcomes

- The Two Sides of the Coin
- Connecting the Dots
- Learning with Emotions
- Learning Outcomes Interview
- Name Your Competences
- Introducing the 8 Key Competences
- The Many Why's – “Why is this outcome important to me?” (reflect on your learning outcomes)

4. Using the method The Cheat Sheet, everyone adds their learning outcomes to the Flower of Competences. This should be done after consulting someone about how the learning outcome is formulated.

5. Plenary session focusing on formulating learning outcomes and reflecting on the experience of using the methods.

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# Me as a youth worker/facilitator of learning

**Target Group / Age:** Youth professionals

**Group Size:** 8+

**Duration:** 90min

**Materials Needed:** Facilitation of learning handout

## Instructions:

1. In small groups of four, participants create three living statues representing the competences needed to facilitate learning (knowledge, skills, attitude). Use the morning activities as a reference, focusing on the role of the youth worker.
2. Present the statues in plenary and discuss the observations.
3. Introduce the Youth Work Competence Model developed by SALTO-YOUTH Training and Cooperation Resource Centre: <https://www.salto-youth.net/rc/training-and-cooperation/tc-rc-nanetworktcs/youthworkers-competence-model/> (<https://www.salto-youth.net/rc/training-and-cooperation/tc-rc-nanetworktcs/youthworkers-competence-model/>)
4. Focus on facilitation of learning: 20 minutes of individual or duo self-assessment using the model.
5. Short reflection in plenary.

# Skills Summary

**Target Group / Age:** 14+

**Group Size:** Max. 8

**Duration:** 45-60min

**Materials Needed:** Projector, pens, paper, access to smartphone or other online device

## Instructions:

- Create an account on [www.skillssummary.ie](http://www.skillssummary.ie) (preferably before the workshop, as registration may take time depending on participants' abilities).
- Introduction and context: highlight that we develop skills through all experiences, not only at work.
- Review content from young people who gained skills through youth work.
- Discuss case studies – it's often easier to reflect on someone else's experience before looking at your own.
- Reflect individually: where have I learned my skills, and where can I further develop them?
- Use [www.skillssummary.ie](http://www.skillssummary.ie) to measure and track progress.

1. Having relevant case studies, i.e. choosing stories that are like the participants
2. Giving enough time for them to focus on themselves
3. Offering 1:1 session to anyone who might want one

# Moving Debates

<b>Target Group / Age:</b>	Anyone
<b>Group Size:</b>	10-20
<b>Duration:</b>	15-30min
<b>Materials Needed:</b>	List of questions to be debated

## Instructions:

- Place two signs, AGREE and DISAGREE, on opposite sides of the room.
- Ask participants to stand in the middle.
- Read a statement and give them a moment to reflect.
- Those who agree move to the “Agree” side; those who disagree move to the “Disagree” side.
- Participants explain their opinions and try to persuade others to change sides, creating a natural debate.
- Anyone convinced by another’s argument may move closer to the opposite side – changing sides is always possible.

# Reflection on Lifelong learning

- Target Group / Age:** Young people aged 14–25
- Group Size:** 6–25 participants (works best with 10–20)
- Duration:** 45–60min
- Materials Needed:** 8 competence cards (one per competence) or a printed handout, Sticky notes (2–3 colours), Pens, Flipchart or wall space, Timer, Optional: dots or small stickers for voting, printed reflection sheets

## The 8 Key Competences for Lifelong Learning:

1. Multilingual competence
2. Personal, social and learning to learn competence
3. Citizenship competence
4. Entrepreneurship competence
5. Cultural awareness and expression competence
6. Digital competence
7. Mathematical competence and competence in science, technology and engineering
8. Literacy competence

# Reflection on Lifelong learning

## Instructions:

### 1. Warm up: What counts as learning? (5 minutes)

Ask participants:

- “Where do you learn outside school?”
- Collect 5–10 quick examples (sports, social media, jobs, volunteering, hobbies, family, travel).

### 2. Introduce the 8 Key Competences (5 minutes)

Show the list on a slide or flipchart. Keep it simple:

“These are 8 areas where we develop skills for life. Today we will map what we already have and what we want to grow.”

### 3. Competence Gallery Walk: Real life examples (10–15 minutes)

Put the 8 competence cards on the wall (one corner each).

Give each participant 8 sticky notes.

Task: For each competence, they write one real example from their own life.

Prompt starters (write on board):

- “I used this when...”
- “A moment I learned this was...”
- “I improved this through...”

They stick their notes under the matching competence.

# Reflection on Lifelong learning

## Instructions:

### 4. Cluster and highlight patterns (5–8 minutes)

As a group, quickly read a few notes per competence.

Facilitator clusters similar examples (teamwork, school, job, hobbies).

Ask:

- “Which competences show up the most?”
- “Which ones feel less visible?”

### 5. Self check: Strength and growth (10–12 minutes)

Give participants two colours of sticky notes or stickers:

- Colour A: Strength
- Colour B: Want to develop

Each participant places:

- 2 votes on competences they feel strong in
- 2 votes on competences they want to develop next

Quick reflection questions:

- “Why these strengths?”
- “What would make growth easier?”

# Reflection on Lifelong learning

## Instructions:

### 6. Action step: One tiny next move (8-10 minutes)

Participants choose one competence they want to develop. They write a simple action plan on a sticky note or worksheet:

- My competence:
- One small step in the next 2 weeks:
- Who or what can support me:
- How I will know it worked:

Optional pair share: participants tell a partner their step and get one suggestion.

### 7. Closing round: One takeaway (2-5 minutes)

Go around quickly:

- “One thing I realised about my learning is...”
- or
- “One competence I want to notice more is...”

# Digital Badges

<b>Target Group / Age:</b>	14+ including young adults; can also be adapted for learning difficulties
<b>Group Size:</b>	Any size
<b>Duration:</b>	30-60min
<b>Materials Needed:</b>	Reflection books produced by CILL; plus smartphone or laptop to log in to online portfolio. Coloured pens are useful.

## Instructions:

1. At the start of the youth exchange or training, each participant receives a personal reflection book explaining the learning process. On the first evening, they fill in the first pages about themselves, their ideas, expectations, and travel experience.
2. Participants are introduced to the learning objectives of the project and shown how to log in to the digital badge platform to upload learning evidence, directly linked to Youthpass competences.

# Digital Badges

## Instructions:

3. Each day, participants complete one page reviewing activities, new words, and skills developed. They reflect on themselves and others, and can upload evidence (short statements, photos, videos, etc.) at any time.
4. At the end of the project, participants fill in the final pages and review what they have uploaded to their online portfolios. This final review can be combined with other evaluation activities, allowing personal and group reflections to complement each other.
5. When the trainer or leader confirms the evidence provided, they issue the corresponding digital badges, leading to the final certificate of achievement (Youthpass certificate). Badges remain online and can be shared on LinkedIn or used as proof of learning in job applications.

# "Reflection Rhythms" cards developed by UniGrowth DC

**Target Group / Age:** 12+

**Group Size:** Any size

**Duration:** Flexible

**Materials Needed:** Deck of cards each with a quote associated with learning or reflection.

## Instructions:

Deck of cards each with a quote associated with learning or reflection. Participants just pick one that resonates with them most and reflect upon their experience with the help of it.

# The 4-Tool

- Target Group / Age:** Youth leaders
- Group Size:** 3-5
- Duration:** 10min
- Materials Needed:** A printed version of 'The 4-Tool: combine methods, themes and questions for creative evaluation.'

## Instructions:

1. Shuffle the method cards and place them in a stack in the middle.
2. Flip over one card at a time on the 4-Tool Board and place each next to a theme.
3. This creates four unique combinations – each with a method, a theme, and a set of questions to guide your evaluation.
4. If you don't like the combinations, simply draw four new cards and try again.

You can put in as much new or adapted evaluation methods (cards) as you like. Don't like certain methods, keep them out of the game!

# Learning Competences Exercises

**Target Group / Age:** 18-30

**Group Size:** 10-20

**Duration:** 60min

**Materials Needed:** Pens, paper, computer

## Instructions:

During volunteering projects mentoring meetings focus on exploring learning competences through fun, reflective, and creative activities. These tasks help young people connect with their experiences, recognize strengths, and build valuable skills. The examples below are from youth center Villa Elba's summer project "Summer for Success" and can be adapted to any theme.

Divide participants into small groups and assign each group one task:

- **Literacy:** Create a social media post for Villa Elba Global's Instagram about the first week of camps. Choose a photo and write a short caption sharing both facts (what happened) and feelings (how it felt).
- **Multilingual:** Make a list of favorite words or expressions in the different languages spoken in your group (including Finnish or Swedish). Share why these words are meaningful or fun.

# Learning Competences Exercises

## Instructions:

- **Math & STEM:** Canoeing is one of our favorite camp activities! But why do canoes float? Prepare a short, fun science-based explanation suitable for a curious child.
- **Digital:** Can you post a picture of a camper on your personal social media? Discuss online privacy and safety, and what precautions are needed when sharing photos of others.
- **Personal, Social & Learning to Learn:** Take turns choosing a “strength card” for another person and explain why you see that strength in them.
- **Citizenship:** Write down one small positive action you’ve done this week and reflect on how it might inspire others or improve your community.
- **Entrepreneurship:** Use materials from the activity box to design a simple and fun way to entertain a group of kids.
- **Cultural Awareness & Expression:** As a group, create a playlist that captures what “summer” means to each of you. Each song should reflect a memory, feeling, or tradition.