

PRINT & PLAY EDITION

# TRACE

*Cards for Making Learning Visible*



*A cooperative reflection card game for youth work and education*

80-CARD CORE DECK · YOUTHPASS LENSES · FACILITATOR MANUAL · WORKSHEETS



Co-funded by the European Union

POWER OF PLAY · FUNDACJA MŁODZI DLA EUROPY



# TRACE

## Cards for Making Learning Visible

### Facilitator Manual · Print & Play Edition

Created within the project "Power of Play" · No. 2024-3-PL01-KA210-YOU-000286642

This pack contains everything needed to facilitate TRACE and to print a complete physical prototype: the learning approach, preparation, rules, facilitation guidance, the two Youthpass extension packs, and the print-ready card decks and worksheets.

| Deck            | Cards         | For                                    |
|-----------------|---------------|----------------------------------------|
| TRACE Core      | 80            | Universal reflection – use this first  |
| Key Competences | 48 (+6 blank) | Young participants · 8 Key Competences |
| ETS Competences | 54            | Youth workers · 9 ETS competence areas |

#### Recommended first use

Print the Core deck and the Learning Trace sheet. Run the 25-minute Daily TRACE format for two or three days before introducing any Youthpass competence cards. Experiences should come first; competence labels should come later.

#### Files in this print-and-play pack

- TRACE\_Rulebook.pdf – this manual (rules & facilitation).
- TRACE\_Cards\_1\_Core.pdf – the 80-card core deck (9 cards per A4 sheet).
- TRACE\_Cards\_2\_KeyCompetences.pdf – Key Competences lens (48 + 6 blank).
- TRACE\_Cards\_3\_ETSCompetences.pdf – ETS Competences lens (54 cards).
- TRACE\_Worksheets.pdf – reproducible worksheets to photocopy.

## One-page quick start

|                              |                                                                                                                                  |
|------------------------------|----------------------------------------------------------------------------------------------------------------------------------|
| <b>Purpose</b>               | Help participants identify a concrete moment, understand its meaning, name learning, find evidence and decide a next step.       |
| <b>Best group size</b>       | 4–7 participants per reflection group.                                                                                           |
| <b>Time</b>                  | 25–35 minutes for the standard format; 7–90 minute alternatives are included.                                                    |
| <b>Minimum materials</b>     | Moment, Lens, Mirror, Next Step and Choice cards; one Learning Trace sheet per participant; pens.                                |
| <b>Facilitator principle</b> | Do not interpret participants for them. Ask, clarify, mirror and protect choice.                                                 |
| <b>Success condition</b>     | Every participant leaves with one honest learning trace or a private reflection. There are no winners, scores or “best” answers. |
| <b>Youthpass timing</b>      | Introduce competence cards only after participants have collected several concrete learning traces.                              |

## The TRACE reflection pathway

Each round walks one real moment through five stages. The game always begins with an experience — participants should not start by choosing a competence label and then searching for a story that fits it.

| Stage                       | Guiding question                                                                                   |
|-----------------------------|----------------------------------------------------------------------------------------------------|
| T — Tell the moment         | Choose one concrete moment. Describe what happened without trying to summarise the whole activity. |
| R — Reflect on its meaning  | Explore emotions, choices, needs, assumptions, group dynamics, values or surprises.                |
| A — Associate with learning | Name what was discovered, practised, changed or understood.                                        |
| C — Capture evidence        | Identify an action, decision, product, feedback, changed behaviour or other observable sign.       |
| E — Extend into action      | Decide how to use, practise, test or deepen the learning next.                                     |

|            | Example                                                                                             |
|------------|-----------------------------------------------------------------------------------------------------|
| Experience | “During the navigation task, I did not understand the route and asked the group to stop.”           |
| Learning   | “I realised that asking for clarification can strengthen the whole group rather than slow it down.” |
| Evidence   | “Two other participants then said they were also confused, and we checked the map together.”        |
| Next step  | “Tomorrow I will ask a clarifying question earlier instead of waiting.”                             |

## PART I

# Foundations & preparation

## 1. Purpose and learning outcomes

TRACE is a cooperative card-based reflection game. It helps learners move beyond general comments such as “it was good” or “I learned teamwork” and describe a specific experience, the meaning they made from it, the evidence of learning and a realistic next step.

### Main learning outcomes

- Recall and describe concrete moments rather than evaluate a whole day in general terms.
- Recognise emotions, choices, assumptions, values, strengths and challenges in an experience.
- Name learning in the participant’s own words.
- Distinguish a claim about learning from the evidence that supports it.
- Use peer reflection without turning peers into judges or advisers.
- Plan a small transfer or next step, and build a written learning trail that can later support Youthpass self-assessment.

### What TRACE is not

- Not a psychological assessment or therapeutic intervention.
- Not a competition; it does not rank participants.
- Not an exam about Youthpass terminology.
- Not a replacement for a facilitator’s duty of care or for professional support.
- It does not automatically prove a competence has been developed; it helps a learner describe their own evidence.

## 2. Who can use TRACE

| Setting                     | Possible use                                                                                           |
|-----------------------------|--------------------------------------------------------------------------------------------------------|
| Youth Exchanges             | Daily reflection groups, midpoint review, final Youthpass preparation.                                 |
| Youth-worker training       | Professional reflection after methods, practice sessions, expeditions, simulations and team processes. |
| Youth Participation         | Reflection on decision-making, civic action, responsibility, community impact and follow-up.           |
| Volunteering / solidarity   | Regular mentoring, individual reflection and learning documentation.                                   |
| Schools / adult / community | Use the core deck without the Youthpass extensions.                                                    |
| Trainer / facilitator teams | Team reflection after sessions, programme review and professional development.                         |

TRACE can be used from approximately age 13 upwards, provided language and facilitation are adapted. It works with participants who have different reflection experience, language levels and learning preferences. Use stable small groups of 4–7 for daily reflection; divide large groups and give each a facilitator or prepared peer host.

### 3. Safety, inclusion and ethical use

Reflection can become personal. Participant choice is part of the rules, not an exception.

#### Non-negotiable participant rights

- The right to pass a question without explanation.
- The right to exchange a card.
- The right to write or draw privately instead of speaking.
- The right to choose a less personal moment.
- The right to ask that peers listen without giving advice.
- The right to decide what is recorded and included in Youthpass.

#### Group agreement (agree these five before the first game)

- 1 Speak from your own experience.
- 2 Listen without interrupting.
- 3 Ask before giving advice.
- 4 Do not retell another person's story outside the group without permission.
- 5 Challenge ideas respectfully; do not diagnose, label or ridicule people.

#### Facilitator response to strong emotions

| Action                    | Guidance                                                                                                  |
|---------------------------|-----------------------------------------------------------------------------------------------------------|
| Pause                     | Slow the game and offer a choice: continue, take a break, write privately or stop.                        |
| Do not investigate        | Do not use the group to explore trauma, abuse or a crisis in detail.                                      |
| Check immediate safety    | Follow project safeguarding and emergency procedures where relevant.                                      |
| Offer appropriate support | Speak privately and connect the participant with the responsible person or qualified service when needed. |
| Protect confidentiality   | Do not promise absolute secrecy when there is a serious safeguarding concern.                             |

#### Inclusive facilitation checklist

- Read cards aloud when useful; never assume everyone can read small print.
- Allow extra thinking time and silence.
- Offer drawing, objects, movement and writing as equal forms of expression.
- Avoid forcing eye contact or public speaking; explain abstract words with examples.
- Use translation, bilingual pairing or simplified cards where appropriate.
- Do not make participants disclose an identity, diagnosis, migration experience or difficulty.

## 4. Components and preparation

### TRACE Core — 80 cards

| Cards         | Purpose                                                  |
|---------------|----------------------------------------------------------|
| 18 Moment     | Help the participant select a concrete experience.       |
| 18 Lens       | Deepen interpretation of the moment.                     |
| 12 Mirror     | Structure safe peer reflection.                          |
| 12 Expression | Offer creative and non-verbal reflection pathways.       |
| 12 Next Step  | Turn learning into future action.                        |
| 8 Choice      | Protect autonomy, pace and emotional safety (see below). |

### Choice cards (the safety & pace layer)

Any participant may play a Choice card at any time, without explanation: Pass (skip the question), Exchange (take another card), Private (answer by writing or drawing for yourself), Own Question (use your own prompt), Ask the Group (invite the group to reflect with you), Save for Later (keep the card for another time), One Word (answer in a single word) and Pause (take a quiet moment first). Naming these as cards makes opting out feel normal rather than like avoidance.

### Depth of Moment cards (gentle → deep)

Each Moment card shows a small depth marker in the lower corner: ●○○ gentle, ●●○ reflective, ●●● deeper or more vulnerable. Use it to match the group's readiness and trust: open new groups with gentle and reflective Moments, and offer deeper ones only once safety is established. Participants may always exchange a Moment that feels too much.

### Optional Youthpass lenses

- Key Competences — 48 (+6 blank) cards for young participants, built on the eight Key Competences for Lifelong Learning. Each area is marked with a short monogram (e.g. ML, DIG) shown on the deck cover.
- ETS Competences — 54 cards for youth workers, built on the nine ETS competence areas (monograms such as FL, CM).
- Treat these as a lens you add after Core play, not a test — see section 6.

### Also useful

- One Learning Trace sheet or notebook per participant; pens, pencils, optional drawing materials.
- A personal envelope, folder or clip for collected Learning Traces.
- A timer that is visible but not intrusive; optional objects or natural items for Expression cards.

### Preparing the room

- 1 Create circles of 4–7 chairs or comfortable places on the floor.
- 2 Place Moment cards face-up in the centre.
- 3 Place Lens, Mirror and Next Step cards in separate face-down piles.
- 4 Keep Expression and Choice cards visible and reachable.

- 5 Give each participant a Learning Trace sheet before the game begins.
- 6 Avoid a classroom arrangement in which the facilitator becomes the examiner.

**Suggested introduction script**

"TRACE is not a test and there are no correct answers. We will each choose one real moment, look at it from a new angle and capture one thing we learned or want to explore. You decide what to share. You can pass, exchange a card or answer privately at any time. Peers will ask questions and mirror what they hear, but they will not judge or diagnose."

## PART II

# Rules & ready-to-run formats

## 5. Standard Daily TRACE

|                   |                                                          |
|-------------------|----------------------------------------------------------|
| <b>Purpose</b>    | Daily or evening reflection during a multi-day activity. |
| <b>Time</b>       | 25–35 minutes.                                           |
| <b>Group size</b> | 4–7 participants.                                        |
| <b>Materials</b>  | Core deck, Learning Trace sheets, pens and timer.        |

### Set-up

- 1 Place 8–12 Moment cards face-up. Rotate the selection each day.
- 2 Shuffle Lens and Mirror cards and place them face-down.
- 3 Place all Next Step and Choice cards face-up.
- 4 Keep Expression cards nearby; participants may use them instead of or alongside speaking.
- 5 Give each person one Learning Trace sheet.

### The eight steps

1

#### Arrive

2 min

Invite one slow breath, a stretch or a brief check-in. Ask participants to bring their attention back to one moment from the activity or day.

2

#### Choose a Moment

2 min

Each participant silently chooses one face-up Moment card. Two people may choose the same card; a participant may also create their own moment prompt.

3

#### Draw a Lens

1 min

Each participant draws two Lens cards and keeps one; the unused card returns to the bottom of the pile. Choice cards may be used immediately.

4

#### Tell and reflect

2 min / person

The participant describes what happened and responds to the Lens. The facilitator may ask one clarifying question: "Can you give a concrete example?"

5

#### Receive a Mirror

1 min / person

Another participant draws or chooses one Mirror card and offers the question or observation. The learner decides whether and how to respond.

6

#### Name learning and evidence

2–3 min

The learner completes: "I noticed / realised / practised... I know this because..." Peers may suggest wording, but the learner decides what is accurate.

7

**Choose a Next Step****1–2 min**

The learner chooses a Next Step card and completes the sentence. The step should be small enough to test during the project or shortly after.

8

**Close****3 min**

Invite each person to share one word, gesture or sentence about what they are taking from the round. Collect no forms unless participants explicitly agree.

**Optional cooperative objective — the Learning Trail**

To add a feeling of a game without competition, after each round participants place an anonymous token on one of five pathway spaces: courage, cooperation, awareness, creativity or responsibility. The shared objective is to visit all five during the project. No individual is ranked.

## 6. Short, medium and extended modes

Use the format that fits the time and energy available. The Daily TRACE Circle (the full standard procedure above) is the recommended stable format.

### Activity Echo

7–10 min · Pairs

- 1 Spread six Moment cards face-up.
- 2 Each person chooses one Moment card and draws one Lens card.
- 3 Partners speak for 90 seconds each.
- 4 Each completes one sentence: "I am leaving this activity with..."

Use when a full daily session is not possible.

### Three-Card TRACE

12–15 min · Pairs or triads

- 1 Each learner chooses one Moment, one Lens and one Next Step card.
- 2 Participants share in turn; listeners may ask one open question.
- 3 Each learner writes one evidence sentence before closing.

### Silent TRACE Gallery

25–40 min · 6–30 participants

- 1 Place Moment and Lens cards around the room.
- 2 Participants move silently, choose one of each and write or draw their response.
- 3 They post an anonymous sentence or symbol on a group wall if they choose.
- 4 Finish with voluntary pair sharing and one Next Step card.

### Creative TRACE

25–45 min · 4–12 participants

- 1 Each participant selects a Moment and an Expression card.
- 2 Allow 5–10 minutes to create a drawing, object composition, frozen image, sound or metaphor.
- 3 Peers use Mirror cards to explore meaning.
- 4 Learners write one sentence translating the creative expression into learning.

### Midpoint Learning Map

45–60 min · 4–30 participants

- 1 Participants review all Learning Traces collected so far.
- 2 They cluster them under: self, relationships, practical abilities, values/attitudes, challenges and questions.
- 3 Each identifies one recurring pattern and one underexplored area.
- 4 Choose a Next Step for the remaining days.

Do not introduce competence labels unless the group is ready.

## Final Story Circle

45–75 min · 4–8 participants

- 1 Each participant selects one early trace and one recent trace.
- 2 They tell a “before – turning point – now – next” story.
- 3 Peers use Mirror cards to name change they heard.
- 4 The learner records one final evidence statement and one transfer plan.

## Solo TRACE (journaling)

10–20 min · Individual

- 1 Draw or choose one Moment, one Lens and one Next Step card.
- 2 Write freely in a notebook or on a Learning Trace sheet — no sharing required.
- 3 Optionally use a Mirror card to question your own story.
- 4 Keep the trace in your personal folder for a later Harvest.

Good for mentoring, distance learning or quiet processing.

## Online / remote TRACE

20–40 min · Video call · 3–12

- 1 Share the deck on screen, or send a card list; each person picks a Moment.
- 2 Use breakout rooms in pairs for Lens and Mirror, then reconvene for Next Steps.
- 3 Everyone writes their own Learning Trace; Choice cards work exactly the same.
- 4 Use the chat for One Word or anonymous responses.

## Youthpass Harvest

60–90 min · Individual + pairs

- 1 Use the detailed procedure in Section 9.
- 2 Participants connect selected traces to the relevant extension pack and prepare self-assessment statements.

## Closing ritual

However you play, close deliberately. Go once around the circle and let each person share, in one word or one sentence, either how they feel now or the one Next Step they will carry. A consistent closing signals safety and gives the session a clear ending.

## Card spreads to try

- Three-card trace — Moment → Lens → Next Step, for a quick complete cycle.
- Week in five — five Moments from the past week, then one Lens for the pattern.
- Turning point — one Moment with two different Lens cards, to see it from two sides.
- Peer pair — one Moment each; swap, and answer with a Mirror card for your partner.

## 7. Facilitator guidance and troubleshooting

### Useful questions

- What specifically happened? What did you do, say or decide?
- What made that moment important to you? What changed between the beginning and the end?
- How do you know this was learning rather than only an interesting experience?
- What could another person have observed? Where else might this be useful?
- What is the smallest next step you can actually test?

### Questions to avoid

- “Why are you like that?” · “Didn’t you learn that you should...?”
- “Was that because of your culture / personality / diagnosis?”
- “Who was responsible for the problem?” · “Are you sure that is the competence you developed?”
- “Can you tell us the full personal story?”

### Common difficulties

| Difficulty                                 | Response                                                                                                                           |
|--------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------|
| “Nothing important happened.”              | Offer smaller prompts: a tiny decision, a short interaction, something noticed in the body. Let the person use an Expression card. |
| Answers stay general.                      | Ask for one scene: Where were you? Who was present? What did you do? What happened next?                                           |
| Participants repeat the programme.         | Redirect from “what we did” to “what happened for you during it”.                                                                  |
| Peers give advice.                         | Remind them to use Mirror cards and to ask permission before suggesting.                                                           |
| One person speaks too long.                | Acknowledge the importance and offer continuation after the round. Protect equal access to group time.                             |
| Silence feels uncomfortable.               | Name that thinking time is allowed. Use writing first, then optional sharing.                                                      |
| A competence label is forced.              | Return to the evidence. A trace may connect to several areas — or to none the learner wants to document.                           |
| Reflection becomes evaluation of trainers. | Record programme feedback separately. TRACE focuses on the learner’s experience.                                                   |
| Participants are tired.                    | Use Activity Echo, drawing, gestures or a one-card closing rather than forcing a full round.                                       |

## 8. Adaptations for different settings

### Lower language confidence

- Use fewer cards and explain them with examples; allow answers in another language.
- Use sentence starters: “I noticed...”, “I tried...”, “I know because...”, “Next I will...”

- Prioritise Expression cards and concrete evidence over abstract competence vocabulary.

### Neurodiversity and different processing

- Share the steps and time structure in advance; allow card selection before the session.
- Offer writing, drawing, movement and object-based options; avoid rapid round-robin pressure.
- Permit headphones, movement breaks or alternative seating where feasible.

### Outdoor, online and large groups

- Outdoor: use clips or sleeves so cards do not blow away; laminate; use audio capture.
- Online: share card images or codes before breakouts of 3–5; allow cameras off and text responses; avoid recording reflection.
- Large groups (20–40): stable small groups, one deck or mini-decks each, common 3-minute opening and 5-minute closing; invite process insights, not personal stories, in plenary.

## PART III

## Youthpass extensions

Youthpass is a process of recognising and describing learning. TRACE supports that process but does not replace official Youthpass guidance, certificate creation or dialogue with the learner. The learner remains the author of their self-assessment.

### Core principle

A competence area is a lens, not a box that must contain the experience. One experience may relate to more than one area; participants need not use every area; evidence matters more than impressive terminology; and the participant decides which connection is meaningful.

### Recommended timing

| Phase               | Use of TRACE                                                                                          |
|---------------------|-------------------------------------------------------------------------------------------------------|
| Before the activity | Introduce learning goals and the idea of collecting evidence. Do not teach all definitions as a test. |
| First days          | Use the core deck only. Build trust and collect concrete traces.                                      |
| Midpoint            | Review patterns. Optionally introduce the competence overview cards.                                  |
| Later days          | Use a few competence prompts connected with the day's content.                                        |
| End                 | Run Youthpass Harvest and help participants write selected learning outcomes.                         |
| Follow-up           | Invite participants to refine statements and connect learning with future pathways.                   |

### Key Competences extension (young participants)

Eight Key Competences for Lifelong Learning. Deck: 8 overview, 24 reflection, 8 evidence and 8 transfer cards. Best used after participants have several Learning Traces from real experiences. The eight areas: Multilingual; Personal, social and learning to learn; Citizenship; Entrepreneurship; Cultural awareness and expression; Digital; Mathematical, science, technology and engineering; and Literacy.

### Key Competence Mapping (30–45 min)

- 1 Place the eight overview cards face-up around the room or table.
- 2 Participants select two or three of their strongest Learning Traces.
- 3 They place each trace near any area that might help describe it (a trace may sit between areas).
- 4 Choose one area to explore first and draw one related Reflection card; answer individually, then discuss in pairs.
- 5 Choose the Evidence card and complete "I know this because..."; choose the Transfer card and decide how the learning could be used.
- 6 Keep, change or reject the competence connection. No facilitator approval is needed.

### ETS Competences extension (youth workers)

Nine areas of the ETS Competence Model for youth workers to work internationally. Deck: 9 overview, 27 reflection, 9 evidence and 9 transfer cards. The nine areas: Facilitating learning; Designing programmes; Managing resources; Collaborating in teams; Communicating meaningfully; Displaying intercultural sensitivity; Networking and advocating; Assessing and evaluating; and Being civically engaged.

### **Professional Practice Mapping (45–60 min)**

- 1** Place the nine overview cards face-up.
- 2** Select two Learning Traces: one showing a strength and one showing a challenge or question.
- 3** For each trace, identify one or more possible competence areas and draw a related Reflection card, connecting the training experience with real youth work practice.
- 4** Use the Evidence card to identify observable practice, feedback, a decision, a product or a change in behaviour.
- 5** In peer-coaching pairs, the listener asks: “What would this look like in your next activity with young people?”
- 6** Use the Transfer card to write one professional experiment with a timeframe; decide what to include in the Youthpass self-assessment.

## 9. Youthpass Harvest and writing learning outcomes

Purpose: transform collected Learning Traces into selected, evidence-based self-assessment statements (60–90 minutes; individual work, peer dialogue and optional facilitator support).

| Step             | What to do                                                                               |
|------------------|------------------------------------------------------------------------------------------|
| 1. Review        | Read all traces without competence cards. Mark moments that still feel important.        |
| 2. Select        | Choose three to six traces showing meaningful learning, change, insight or direction.    |
| 3. Cluster       | Group related traces; several small moments may support one larger outcome.              |
| 4. Map           | Use overview cards to identify possible competence areas; keep only helpful connections. |
| 5. Deepen        | Use one Reflection card for each selected competence area.                               |
| 6. Evidence      | Complete “A concrete example is...”, “I noticed this when...” or “Feedback showed...”    |
| 7. Transfer      | Explain where the learning can be used and what still needs development.                 |
| 8. Draft         | Write in first person, using specific actions and context.                               |
| 9. Peer check    | A partner checks clarity, ownership and evidence — not grammar alone.                    |
| 10. Final choice | The learner decides what is accurate and appropriate to include.                         |

### A practical sentence structure

| Part              | Sentence starter                                                      |
|-------------------|-----------------------------------------------------------------------|
| Context           | During / while / when...                                              |
| Action or insight | I practised / learned / realised / improved / became more aware of... |
| Evidence          | I noticed this when / a concrete example was / feedback showed...     |
| Meaning           | This helped me understand / made it possible to...                    |
| Transfer          | I will use this / continue developing this by...                      |

#### Example — young participant

“While preparing our intercultural evening, I practised explaining an idea in English and checking whether others understood it. A concrete example was when I changed my wording and used a sketch after two group members looked confused. This helped us divide responsibilities more clearly. I want to use the same strategy when working with international volunteers at home.”

#### Example — youth worker

“During the practice session, I became more aware of how quickly I fill silence when a group is reflecting. I noticed this after my peer observer recorded that I asked three questions without giving participants time to answer. In the next session I used a visible pause and received more varied responses. I plan to continue practising slower facilitation and include silent writing before group sharing.”

## 10. Printing and assembly

- 1 Print card pages at 100% scale on A4 paper. Do not use “fit to page” unless your printer clips the cut lines.
- 2 For a durable prototype use 200–300 gsm card, laminate, or place cut cards in standard sleeves with blank playing cards behind them.
- 3 Each sheet holds nine cards (poker size,  $\approx 63 \times 88$  mm). Thin cut lines run along every card edge and out into the margins; slice along them. Cards touch and the outer edge is bled, so a slightly off cut shows a neighbouring colour, never a white strip, and the front and back lines sit in the same place so the two sides stay aligned.
- 4 Keep card codes visible and use separate envelopes or rubber bands for each card type.
- 5 Print only the core deck for the first test; add one extension when the group and purpose require it.
- 6 Card pages are arranged for two-sided printing: each sheet’s front is immediately followed by its back. Print the deck file double-sided (duplex), flip on the long edge — no reloading or manual flipping. The cover / legend is the last page; single-sided printing also works (backs are optional).

### Suggested print specifications

|                             |                                                                                              |
|-----------------------------|----------------------------------------------------------------------------------------------|
| <b>Prototype card size</b>  | $\approx 63 \times 88$ mm (poker size) on the nine-card A4 layout.                           |
| <b>Paper</b>                | 200–300 gsm uncoated or silk card; alternatively use sleeves.                                |
| <b>Corners &amp; finish</b> | Rounded corners improve durability; a matt finish reads better under training-room lighting. |
| <b>Accessibility</b>        | Strong contrast and a written type label on every card — colour is never the only cue.       |
| <b>Packaging</b>            | Give the core deck and each extension a separate box or band.                                |

## Credits, sources and version

|                         |                                                 |
|-------------------------|-------------------------------------------------|
| <b>Game title</b>       | TRACE — Cards for Making Learning Visible       |
| <b>Project</b>          | Power of Play · 2024-3-PL01-KA210-YOU-000286642 |
| <b>Funding</b>          | Co-funded by the European Union (Erasmus+)      |
| <b>Concept / author</b> | Mateusz Górecki                                 |
| <b>Organisation</b>     | Fundacja Młodzi dla Europy                      |
| <b>Contact</b>          | mlodzidlaeuropy@gmail.com                       |

The reflection questions and game mechanics in TRACE are original educational content. The names and intended Youthpass uses of the competence frameworks are aligned with the official sources below; the framework descriptions on the cards are concise, participant-friendly paraphrases, not replacements for the full official definitions.

[1] Youthpass — Key Competences: [youthpass.eu/en/help/faqs/keycompetences/](https://youthpass.eu/en/help/faqs/keycompetences/)

[2] Youthpass — Certificates and competence frameworks: [youthpass.eu/en/about-youthpass/certificates-and-languages/](https://youthpass.eu/en/about-youthpass/certificates-and-languages/)

[3] Youthpass — Working with Youthpass in different phases: [youthpass.eu/en/help/faqs/yp-different-phases/](https://youthpass.eu/en/help/faqs/yp-different-phases/)

[4] SALTO Training & Cooperation Resource Centre – Competence Model for Youth Workers to Work Internationally, revised edition March 2023.

## Project partners

TRACE was developed within the Erasmus+ project “Power of Play” by the partner organisations below.



## Funding

### Co-funded by the European Union

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MOMENT

A moment when I  
felt useful.

TRACE

M01



MOMENT

A moment when I  
was confused.

TRACE

M02



MOMENT

A small success that  
mattered to me.

TRACE

M03



MOMENT

A moment when I  
needed support.

TRACE

M04



MOMENT

A moment when I  
supported  
somebody.

TRACE

M05



MOMENT

Something that  
surprised me.

TRACE

M06



MOMENT

A moment when I  
changed my opinion.

TRACE

M07



MOMENT

A mistake or  
difficulty from which  
I learned.

TRACE

M08



MOMENT

A moment outside  
my comfort zone.

TRACE

M09





# TRACE

TRACE CORE

MOMENT



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# TRACE

TRACE CORE

MOMENT



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MOMENT



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MOMENT

A moment when the group influenced me.

TRACE

M10



MOMENT

Something I noticed about myself.

TRACE

M11



MOMENT

Something I would do differently.

TRACE

M12



MOMENT

A moment when I took responsibility.

TRACE

M13



MOMENT

A moment when I remained silent.

TRACE

M14



MOMENT

A decision that affected the activity or group.

TRACE

M15



MOMENT

An interaction I still remember.

TRACE

M16



MOMENT

Something that gave me energy.

TRACE

M17



MOMENT

Something that took away my energy.

TRACE

M18





# TRACE

TRACE CORE

MOMENT



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# TRACE

TRACE CORE

MOMENT



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TRACE CORE

MOMENT



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# TRACE

TRACE CORE

MOMENT



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LENS

What does this moment show you about yourself?

TRACE

L01



LENS

What emotion was present, and what did it tell you?

TRACE

L02



LENS

Which of your choices influenced what happened?

TRACE

L03



LENS

What assumption did you bring into the situation?

TRACE

L04



LENS

What was difficult to notice at the time?

TRACE

L05



LENS

What might another person have observed?

TRACE

L06



LENS

What did you do differently from usual?

TRACE

L07



LENS

What helped you respond?

TRACE

L08



LENS

What stopped or limited you?

TRACE

L09



# TRACE

TRACE CORE

LENS



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TRACE CORE

LENS



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LENS



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LENS

Which value was important in this situation?

TRACE

L10



LENS

What strength did you use?

TRACE

L11



LENS

What limitation or learning edge did you notice?

TRACE

L12



LENS

What did you learn about the group?

TRACE

L13



LENS

What might the group have learned from you?

TRACE

L14



LENS

What did you need at that moment?

TRACE

L15



LENS

What question remains unanswered?

TRACE

L16



LENS

Why was this moment meaningful?

TRACE

L17



LENS

How has your understanding changed?

TRACE

L18



# TRACE

TRACE CORE

LENS



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TRACE CORE

LENS



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TRACE CORE

LENS



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MIRROR

I noticed that you...

TRACE

MR01



MIRROR

A strength I heard in  
your story was...

TRACE

MR02



MIRROR

What skill or attitude  
might be hidden in  
this experience?

TRACE

MR03



MIRROR

What made this  
different from how  
you acted before?

TRACE

MR04



MIRROR

What did your action  
make possible for  
others?

TRACE

MR05



MIRROR

Which part of this  
situation are you  
most proud of?

TRACE

MR06



MIRROR

What might another  
person have learned  
from you?

TRACE

MR07



MIRROR

What part of your  
learning might you  
be underestimating?

TRACE

MR08



MIRROR

What evidence  
shows that learning  
happened?

TRACE

MR09



# TRACE

TRACE CORE

MIRROR



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# TRACE

TRACE CORE

MIRROR



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# TRACE

TRACE CORE

MIRROR



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# TRACE

TRACE CORE

MIRROR



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TRACE CORE

MIRROR



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TRACE CORE

MIRROR



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TRACE CORE

MIRROR



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MIRROR



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TRACE CORE

MIRROR



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MIRROR

What name would  
you give this  
learning?

TRACE

MR10



MIRROR

Where else could  
this be useful?

TRACE

MR11



MIRROR

What could be your  
next small  
experiment?

TRACE

MR12



EXPRESSION

Explain the moment  
using three objects.

TRACE

X01



EXPRESSION

Draw the moment  
without using words.

TRACE

X02



EXPRESSION

Create a title for this  
experience.

TRACE

X03



EXPRESSION

Show the experience  
as a frozen image.

TRACE

X04



EXPRESSION

Choose a weather  
forecast for your  
learning.

TRACE

X05



EXPRESSION

Describe the  
experience as a  
journey.

TRACE

X06



# TRACE

TRACE CORE

MIRROR



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# TRACE

TRACE CORE

MIRROR



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# TRACE

TRACE CORE

MIRROR



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# TRACE

TRACE CORE

EXPRESSION



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# TRACE

TRACE CORE

EXPRESSION



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EXPRESSION



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EXPRESSION



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EXPRESSION



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EXPRESSION



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EXPRESSION

Use one gesture and explain it.

TRACE

X07



EXPRESSION

Create a six-word story.

TRACE

X08



EXPRESSION

Compare your learning to an animal or natural element.

TRACE

X09



EXPRESSION

Draw a before-and-after image.

TRACE

X10



EXPRESSION

Choose or create a sound that represents the experience.

TRACE

X11



EXPRESSION

Build the experience using available materials.

TRACE

X12



NEXT STEP

Tomorrow I will experiment with...

TRACE

N01



NEXT STEP

I want to pay more attention to...

TRACE

N02



NEXT STEP

I will ask somebody for...

TRACE

N03



# TRACE

TRACE CORE  
EXPRESSION



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# TRACE

TRACE CORE  
EXPRESSION



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TRACE CORE  
EXPRESSION



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EXPRESSION



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TRACE CORE  
EXPRESSION



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TRACE CORE  
EXPRESSION



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# TRACE

TRACE CORE  
NEXT STEP



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# TRACE

TRACE CORE  
NEXT STEP



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# TRACE

TRACE CORE  
NEXT STEP



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NEXT STEP

I want to practise...

TRACE

N04



NEXT STEP

I want to contribute  
by...

TRACE

N05



NEXT STEP

In my organisation,  
school or  
community, I could  
use this by...

TRACE

N06



NEXT STEP

I need to learn more  
about...

TRACE

N07



NEXT STEP

My smallest realistic  
next step is...

TRACE

N08



NEXT STEP

Someone I want to  
talk to about this is...

TRACE

N09



NEXT STEP

By next week I will...

TRACE

N10



NEXT STEP

A habit I want to  
begin or let go of is...

TRACE

N11



NEXT STEP

I want to ask for help  
with...

TRACE

N12



# TRACE

TRACE CORE

NEXT STEP



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NEXT STEP



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# TRACE

TRACE CORE

NEXT STEP



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Y  
CHOICE

## PASS

I choose not to answer this question.

TRACE

C01

Y  
CHOICE

## EXCHANGE

I choose another card.

TRACE

C02

Y  
CHOICE

## PRIVATE

I answer by writing or drawing for myself.

TRACE

C03

Y  
CHOICE

## OWN QUESTION

I choose my own reflection question.

TRACE

C04

Y  
CHOICE

## ASK THE GROUP

I invite the group to reflect with me.

TRACE

C05

Y  
CHOICE

## SAVE FOR LATER

I keep this card for another time.

TRACE

C06

Y  
CHOICE

## ONE WORD

I answer in a single word.

TRACE

C07

Y  
CHOICE

## PAUSE

I take a quiet moment before I answer.

TRACE

C08



TRACE CORE  
CHOICE



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CHOICE



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CHOICE



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CHOICE



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CHOICE



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# Trace Core

80 cards · the universal reflection deck



## What's in this deck

|                                                                                   |            |          |
|-----------------------------------------------------------------------------------|------------|----------|
|  | Moment     | 18 cards |
|  | Lens       | 18 cards |
|  | Mirror     | 12 cards |
|  | Expression | 12 cards |
|  | Next Step  | 12 cards |
|  | Choice     | 8 cards  |

## Print & cut

- Paper A4, print at 100% (Actual size).
- Turn off “fit / shrink to page”.
- Card 250–300 gsm, or use sleeves.
- 9 cards per sheet · cut along the lines.
- Size 63 × 88 mm (poker / sleeve).

## Double-sided (duplex)

- Pages are paired: front, back, front, back...
- Just print the file two-sided (duplex).
- Flip on the long edge — no reloading or
- manual flipping; each card lands on one sheet.
- Single-sided is fine too — backs are optional.

## How the cards flow



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ML

#### OVERVIEW

Using different languages and communication strategies to understand and express meaning across situations.

TRACE

ML-O

ML

#### REFLECTION 1

When did you adjust the way you communicated so that another person could understand?

TRACE

ML-R1

ML

#### REFLECTION 2

What new word, expression, gesture or communication strategy did you use?

TRACE

ML-R2

ML

#### REFLECTION 3

When did communication become difficult, and what did you do next?

TRACE

ML-R3

ML

#### EVIDENCE

What action, message, conversation or feedback shows this learning?

TRACE

ML-E

ML

#### TRANSFER

Where could you use or further develop this communication learning?

TRACE

ML-T

PSL

#### OVERVIEW

Understanding yourself, relating to others, managing learning and well-being, and taking responsibility for development.

TRACE

PSL-O

PSL

#### REFLECTION 1

What did you discover about the way you learn?

TRACE

PSL-R1

PSL

#### REFLECTION 2

How did you respond to discomfort, stress, uncertainty or a strong emotion?

TRACE

PSL-R2



# TRACE

KEY COMPETENCES

Multilingual competence



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# TRACE

KEY COMPETENCES

Multilingual competence



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KEY COMPETENCES

Multilingual competence



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# TRACE

KEY COMPETENCES

Personal, social and learning  
to learn competence



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KEY COMPETENCES

Personal, social and learning  
to learn competence



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KEY COMPETENCES

Personal, social and learning  
to learn competence



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PSL

REFLECTION 3

What helped you cooperate with people who approach things differently?

TRACE

PSL-R3

PSL

EVIDENCE

What changed in your behaviour, self-awareness, learning strategy or cooperation?

TRACE

PSL-E

PSL

TRANSFER

What personal learning habit or relationship skill will you practise next?

TRACE

PSL-T

CIT

OVERVIEW

Participating responsibly in group and community life, understanding perspectives and contributing to fair and sustainable change.

TRACE

CIT-O

CIT

REFLECTION 1

When did you contribute to a shared decision?

TRACE

CIT-R1

CIT

REFLECTION 2

When did you speak up, listen or act for something important?

TRACE

CIT-R2

CIT

REFLECTION 3

What social, environmental or community issue became more meaningful to you?

TRACE

CIT-R3

CIT

EVIDENCE

What did you say, decide, organise or change that shows active participation?

TRACE

CIT-E

CIT

TRANSFER

How could you contribute in your group, organisation or local community?

TRACE

CIT-T



# TRACE

KEY COMPETENCES

Personal, social and learning  
to learn competence



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# TRACE

KEY COMPETENCES

Personal, social and learning  
to learn competence



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# TRACE

KEY COMPETENCES

Personal, social and learning  
to learn competence



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# TRACE

KEY COMPETENCES

Citizenship competence



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Citizenship competence



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KEY COMPETENCES

Citizenship competence



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ENT

OVERVIEW

Turning ideas and opportunities into value through initiative, creativity, planning, cooperation and responsible action.

TRACE

ENT-O

ENT

REFLECTION 1

When did you transform an idea into action?

TRACE

ENT-RI

ENT

REFLECTION 2

What resource, limitation or opportunity did you use creatively?

TRACE

ENT-R2

ENT

REFLECTION 3

When did you take initiative, make a decision or accept a calculated risk?

TRACE

ENT-R3

ENT

EVIDENCE

What idea, decision, plan, prototype or result demonstrates this learning?

TRACE

ENT-E

ENT

TRANSFER

What idea could you test after the project, and what is the first step?

TRACE

ENT-T

CAE

OVERVIEW

Understanding and expressing ideas, identities, emotions and meaning through culture, creativity and different forms of expression.

TRACE

CAE-O

CAE

REFLECTION 1

Which cultural encounter made you reconsider an assumption?

TRACE

CAE-RI

CAE

REFLECTION 2

How did you express an idea or emotion creatively?

TRACE

CAE-R2



# TRACE

KEY COMPETENCES

Entrepreneurship  
competence



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# TRACE

KEY COMPETENCES

Entrepreneurship  
competence



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Entrepreneurship  
competence



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competence



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KEY COMPETENCES

Entrepreneurship  
competence



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# TRACE

KEY COMPETENCES

Entrepreneurship  
competence



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# TRACE

KEY COMPETENCES

Cultural awareness and  
expression competence



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# TRACE

KEY COMPETENCES

Cultural awareness and  
expression competence



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# TRACE

KEY COMPETENCES

Cultural awareness and  
expression competence



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CAE

REFLECTION 3

What did you discover about your own cultural perspective or identity?

TRACE

CAE-R3

CAE

EVIDENCE

What creative product, interpretation, interaction or changed perspective shows this learning?

TRACE

CAE-E

CAE

TRANSFER

How could you continue exploring or expressing this cultural or creative learning?

TRACE

CAE-T

DIG

OVERVIEW

Using digital technologies critically, responsibly, safely and creatively for learning, communication and participation.

TRACE

DIG-O

DIG

REFLECTION 1

Which digital tool did you use purposefully, and why was it suitable?

TRACE

DIG-R1

DIG

REFLECTION 2

When did you question the reliability, ethics, safety or impact of digital content?

TRACE

DIG-R2

DIG

REFLECTION 3

How did technology improve or limit participation and communication?

TRACE

DIG-R3

DIG

EVIDENCE

What digital action, product, decision or safety practice demonstrates this learning?

TRACE

DIG-E

DIG

TRANSFER

What will you do differently when using digital tools in the future?

TRACE

DIG-T



# TRACE

KEY COMPETENCES

Cultural awareness and  
expression competence



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# TRACE

KEY COMPETENCES

Cultural awareness and  
expression competence



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# TRACE

KEY COMPETENCES

Cultural awareness and  
expression competence



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# TRACE

KEY COMPETENCES

Digital competence



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# TRACE

KEY COMPETENCES

Digital competence



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# TRACE

KEY COMPETENCES

Digital competence



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KEY COMPETENCES

Digital competence



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# TRACE

KEY COMPETENCES

Digital competence



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STEM

OVERVIEW

Using logic, evidence, measurement, observation, systems and practical problem-solving to understand and act in the world.

TRACE

STEM-O

STEM

REFLECTION 1

When did you use logic, measurement, observation or experimentation?

TRACE

STEM-R1

STEM

REFLECTION 2

How did you solve a practical or technical problem?

TRACE

STEM-R2

STEM

REFLECTION 3

What evidence or data influenced your decision?

TRACE

STEM-R3

STEM

EVIDENCE

What calculation, observation, test, solution or result shows this learning?

TRACE

STEM-E

STEM

TRANSFER

Where could you apply this way of solving problems again?

TRACE

STEM-T

LIT

OVERVIEW

Understanding, interpreting and expressing ideas, information and meaning through spoken, written and other forms of communication.

TRACE

LIT-O

LIT

REFLECTION 1

When did you explain a complex idea more clearly?

TRACE

LIT-R1

LIT

REFLECTION 2

How did you interpret information, a story or another person's message?

TRACE

LIT-R2



# TRACE

## KEY COMPETENCES

Mathematical competence and  
competence in science,  
technology and engineering



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# TRACE

## KEY COMPETENCES

Literacy competence



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Literacy competence



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LIT

REFLECTION 3

What did you learn  
about structuring  
and expressing your  
thoughts?

TRACE

LIT-R3

LIT

EVIDENCE

What text,  
presentation,  
conversation,  
explanation or  
feedback shows this  
learning?

TRACE

LIT-E

LIT

TRANSFER

How will you  
strengthen the way  
you understand or  
express ideas?

TRACE

LIT-T



CREATE YOUR OWN

Write your own moment, prompt,  
evidence question or next step.

TRACE



CREATE YOUR OWN

Write your own moment, prompt,  
evidence question or next step.

TRACE



CREATE YOUR OWN

Write your own moment, prompt,  
evidence question or next step.

TRACE



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KEY COMPETENCES

Literacy competence



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KEY COMPETENCES

Literacy competence



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# TRACE

KEY COMPETENCES

CREATE YOUR OWN



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KEY COMPETENCES

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KEY COMPETENCES

CREATE YOUR OWN



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# Key Competences

Optional Youthpass lens · young participants · 48 + 6 blank



## What's in this deck

8 areas + 6 blank · 6 cards each · a lens for Core play

- ML Multilingual
- PSL Personal, social & learning to learn
- CIT Citizenship
- ENT Entrepreneurship
- CAE Cultural awareness & expression
- DIG Digital
- STEM Mathematical, science, technology & engineering
- LIT Literacy
- + Create your own (blank)

## Print & cut

- Paper A4, print at 100% (Actual size).
- Turn off “fit / shrink to page”.
- Card 250–300 gsm, or use sleeves.
- 9 cards per sheet · cut along the lines.
- Size 63 × 88 mm (poker / sleeve).

## Double-sided (duplex)

- Pages are paired: front, back, front, back...
- Just print the file two-sided (duplex).
- Flip on the long edge — no reloading or
- manual flipping; each card lands on one sheet.
- Single-sided is fine too — backs are optional.

## How the cards flow

Overview



Reflection



Evidence



Transfer



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FL

#### OVERVIEW

Supporting young people and groups to identify, direct, experience and reflect on learning in inclusive settings.

TRACE

FL-O

FL

#### REFLECTION 1

When did you adapt your facilitation to a learner or group need?

TRACE

FL-R1

FL

#### REFLECTION 2

How did you help participants recognise or direct their own learning?

TRACE

FL-R2

FL

#### REFLECTION 3

When did you step back and allow young people or the group to take responsibility?

TRACE

FL-R3

FL

#### EVIDENCE

What participant response, behaviour, feedback or learning result shows the effect of your facilitation?

TRACE

FL-E

FL

#### TRANSFER

What will you test or change in your next facilitation situation?

TRACE

FL-T

DP

#### OVERVIEW

Creating purposeful, needs-based and coherent learning processes grounded in non-formal education values and context.

TRACE

DP-O

DP

#### REFLECTION 1

Which need, objective and method were clearly connected in your programme decision?

TRACE

DP-R1

DP

#### REFLECTION 2

When did you adapt a programme because the context or group reality changed?

TRACE

DP-R2



# TRACE

ETS COMPETENCES

Facilitating learning



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# TRACE

ETS COMPETENCES

Facilitating learning



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Facilitating learning



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Facilitating learning



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Facilitating learning



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# TRACE

ETS COMPETENCES

Facilitating learning



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# TRACE

ETS COMPETENCES

Designing programmes



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Designing programmes



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# TRACE

ETS COMPETENCES

Designing programmes



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DP

REFLECTION 3

How did participation, inclusion, digital practice, sustainability or community relevance influence your design?

TRACE

DP-R3

DP

EVIDENCE

What plan, sequence, adaptation, method choice or participant response demonstrates this competence?

TRACE

DP-E

DP

TRANSFER

What design principle will you apply in your next programme?

TRACE

DP-T

MR

OVERVIEW

Using time, people, energy, finances, materials, digital tools, partnerships and personal capacity responsibly.

TRACE

MR-O

MR

REFLECTION 1

How did you prioritise when time, energy or materials were limited?

TRACE

MR-R1

MR

REFLECTION 2

When did you recognise and use a resource already present in the group or community?

TRACE

MR-R2

MR

REFLECTION 3

What did you learn about your own limits, workload or self-management?

TRACE

MR-R3

MR

EVIDENCE

What allocation, schedule, decision, adaptation or result shows responsible resource management?

TRACE

MR-E

MR

TRANSFER

What resource-management practice will you introduce or improve?

TRACE

MR-T



# TRACE

ETS COMPETENCES

Designing programmes



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ETS COMPETENCES

Designing programmes



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# TRACE

ETS COMPETENCES

Designing programmes



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# TRACE

ETS COMPETENCES

Managing resources



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Managing resources



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ETS COMPETENCES

Managing resources



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CT

OVERVIEW

Contributing to shared work, responsibility, trust, feedback and decision-making within diverse teams.

TRACE

CT-O

CT

REFLECTION 1

How did you contribute to clarity of roles, responsibilities or decisions?

TRACE

CT-R1

CT

REFLECTION 2

When did you address disagreement, tension or unequal participation constructively?

TRACE

CT-R2

CT

REFLECTION 3

What did you learn about giving, receiving or using feedback in a team?

TRACE

CT-R3

CT

EVIDENCE

What team decision, behaviour, feedback or outcome demonstrates this learning?

TRACE

CT-E

CT

TRANSFER

What will you do differently in your next youth work team?

TRACE

CT-T

CM

OVERVIEW

Listening, expressing and adapting communication with attention to context, emotion, accessibility, dialogue and different channels.

TRACE

CM-O

CM

REFLECTION 1

When did active listening change your understanding or response?

TRACE

CM-R1

CM

REFLECTION 2

How did you adapt language, non-verbal communication or a digital channel to the audience?

TRACE

CM-R2



# TRACE

ETS COMPETENCES

Collaborating in teams



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ETS COMPETENCES

Collaborating in teams



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ETS COMPETENCES

Collaborating in teams



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# TRACE

ETS COMPETENCES

Communicating meaningfully



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Communicating meaningfully



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ETS COMPETENCES

Communicating meaningfully



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CM

REFLECTION 3

When did you communicate a difficult message with clarity and care?

TRACE

CM-R3

CM

EVIDENCE

What conversation, message, feedback or observed response shows effective communication?

TRACE

CM-E

CM

TRANSFER

Which communication habit will you practise in your work?

TRACE

CM-T

IS

OVERVIEW

Working respectfully with diversity, identity, ambiguity, power, bias and cultural perspectives while supporting human rights and inclusion.

TRACE

IS-O

IS

REFLECTION 1

When did you notice or question one of your own assumptions or biases?

TRACE

IS-R1

IS

REFLECTION 2

How did you respond to different values, identities or cultural interpretations?

TRACE

IS-R2

IS

REFLECTION 3

When did power, privilege, representation or inclusion influence your youth work decision?

TRACE

IS-R3

IS

EVIDENCE

What changed behaviour, intervention, feedback or decision demonstrates intercultural sensitivity?

TRACE

IS-E

IS

TRANSFER

What will you continue learning or changing to make your practice more inclusive?

TRACE

IS-T



# TRACE

ETS COMPETENCES

Communicating meaningfully



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ETS COMPETENCES

Communicating meaningfully



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ETS COMPETENCES

Communicating meaningfully



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# TRACE

ETS COMPETENCES

Displaying intercultural  
sensitivity



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Displaying intercultural  
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ETS COMPETENCES

Displaying intercultural  
sensitivity



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NA

#### OVERVIEW

Building relationships and partnerships, connecting youth work with wider systems and communicating for young people's rights and interests.

TRACE

NA-O

NA

#### REFLECTION 1

Which relationship, stakeholder or partnership strengthened your work?

TRACE

NA-R1

NA

#### REFLECTION 2

How did you communicate the value or needs of young people and youth work?

TRACE

NA-R2

NA

#### REFLECTION 3

When did you connect people, organisations, resources or opportunities?

TRACE

NA-R3

NA

#### EVIDENCE

What contact, partnership action, message, opportunity or response shows this learning?

TRACE

NA-E

NA

#### TRANSFER

Who will you contact or influence next, and for what purpose?

TRACE

NA-T

AE

#### OVERVIEW

Collecting and interpreting information to understand needs, learning, quality, change and impact, and using findings to improve practice.

TRACE

AE-O

AE

#### REFLECTION 1

What did you need to find out, and which method helped you do it?

TRACE

AE-R1

AE

#### REFLECTION 2

How did evidence or feedback change a programme or facilitation decision?

TRACE

AE-R2



# TRACE

ETS COMPETENCES

Networking and advocating



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ETS COMPETENCES

Networking and advocating



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Networking and advocating



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ETS COMPETENCES

Assessing and evaluating



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Assessing and evaluating



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ETS COMPETENCES

Assessing and evaluating



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AE

REFLECTION 3

What did you learn about the limits, bias or quality of the information you collected?

TRACE

AE-R3

AE

EVIDENCE

What data, observation, feedback, comparison or programme change demonstrates this competence?

TRACE

AE-E

AE

TRANSFER

How will you improve assessment, evaluation or follow-up in your next activity?

TRACE

AE-T

CE

OVERVIEW

Taking a principled stance on issues affecting young people and supporting meaningful participation, rights, solidarity and critical civic action.

TRACE

CE-O

CE

REFLECTION 1

Which social or political issue affecting young people did you engage with more critically?

TRACE

CE-R1

CE

REFLECTION 2

How did you support young people to influence a decision or public issue?

TRACE

CE-R2

CE

REFLECTION 3

When did you challenge a power dynamic or create space for value-based participation?

TRACE

CE-R3

CE

EVIDENCE

What action, decision, participant response or community result demonstrates civic engagement?

TRACE

CE-E

CE

TRANSFER

What principled action or participation process will you support next?

TRACE

CE-T



# TRACE

ETS COMPETENCES

Assessing and evaluating



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# TRACE

ETS COMPETENCES

Assessing and evaluating



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# TRACE

ETS COMPETENCES

Assessing and evaluating



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# TRACE

ETS COMPETENCES

Being civically engaged



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Being civically engaged



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ETS COMPETENCES

Being civically engaged



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# Ets Competences

Optional Youthpass lens · youth workers · 54 cards



## What's in this deck

9 areas · 6 cards each · a lens for Core play

- FL Facilitating learning
- DP Designing programmes
- MR Managing resources
- CT Collaborating in teams
- CM Communicating meaningfully
- IS Displaying intercultural sensitivity
- NA Networking and advocating
- AE Assessing and evaluating
- CE Being civically engaged

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Reflection



Evidence



Transfer



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# Learning Trace

One sheet per person, per reflected moment. Write only what you choose to share.

Name (optional): \_\_\_\_\_ Date: \_\_\_\_\_ Activity / day: \_\_\_\_\_

**T** **Tell the moment** — What happened? Choose one concrete scene.

---

---

**R** **Reflect** — What did I feel, notice, assume, choose or understand?

---

---

**A** **Associate with learning** — What did I learn, practise, change or become more aware of?

---

---

**C** **Capture evidence** — I know this because...

---

---

**E** **Extend into action** — My next small step is...

---

---

Possible competence connection (optional): \_\_\_\_\_

# Personal Learning Trail

Use this overview to spot patterns across several sessions. Short phrases are enough — this is a map of your learning, not a diary.

| Date / activity | Moment | Learning | Evidence | Next step | Competence? |
|-----------------|--------|----------|----------|-----------|-------------|
|                 |        |          |          |           |             |
|                 |        |          |          |           |             |
|                 |        |          |          |           |             |
|                 |        |          |          |           |             |
|                 |        |          |          |           |             |
|                 |        |          |          |           |             |
|                 |        |          |          |           |             |
|                 |        |          |          |           |             |
|                 |        |          |          |           |             |
|                 |        |          |          |           |             |
|                 |        |          |          |           |             |
|                 |        |          |          |           |             |
|                 |        |          |          |           |             |
|                 |        |          |          |           |             |



# Youthpass Harvest

Use this once you have collected several Learning Traces. It turns lived experience into a draft you could place in a Youthpass certificate.

## 1. Selected Learning Trace(s)

Which moments or traces belong together?

---

---

## 2. What I learned

What changed, developed or became clearer?

---

---

## 3. Concrete evidence

What did I do, decide, create, notice or receive as feedback?

---

---

## 4. Possible competence area(s)

Which Key Competence or ETS area helps me describe this learning?

---

---



# Youthpass Harvest

## 5. Why the connection makes sense

Which part of the competence is visible in my experience?

---

---

## 6. Transfer and future development

Where will I use this? What do I still want to improve?

---

---

## 7. Draft Youthpass statement

Context + learning + evidence + meaning / transfer.

---

---

---

---

# Peer Dialogue Sheet

## Role of the dialogue partner

Help the learner clarify and recognise their learning. Ask, mirror and stay curious. Do not rewrite the story into what you think they should have learned.

**Q1** What part of this learning feels most important to you?

---

---

**Q2** What concrete example could make it clearer?

---

---

**Q3** What change can be seen between before and after?

---

---

**Q4** Which competence connection helps explain the learning, and which feels forced?

---

---

**Q5** Where could this learning be useful?

---

---

**Q6** What wording sounds like your own voice?

---

---



# Facilitator Session Planner

One sheet per session. Plan the experience first; let competence language come later.

|                                       |  |
|---------------------------------------|--|
| Group / activity                      |  |
| Date and available time               |  |
| Selected game mode                    |  |
| Purpose of reflection                 |  |
| Group size and grouping               |  |
| Cards to prepare                      |  |
| Access / language adaptations         |  |
| Opening words                         |  |
| Safeguarding or support contact       |  |
| Closing method                        |  |
| What I will observe about the process |  |
| Follow-up action                      |  |



# Pilot Feedback Form

Use this after the first prototype sessions. Collect anonymous feedback when appropriate. It helps improve the cards before final design.

| Statement                                                  | 1                     | 2                     | 3                     | 4                     | 5                     |
|------------------------------------------------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|
| The instructions were clear.                               | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| The cards helped me remember a concrete moment.            | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| The game helped me notice learning I had not named before. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| I felt able to pass or choose how much to share.           | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Peer questions were useful and respectful.                 | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| The time given was appropriate.                            | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| The wording of the cards was understandable.               | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| The Youthpass extension helped me describe learning.       | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

Scale: 1 = strongly disagree · 5 = strongly agree

# Pilot Feedback Form

Which card or step helped you most?

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Which card or step was unclear?

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What should be changed before the next test?

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Did any prompt feel unsafe, too personal or hard to access?

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One additional card I would add is...

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