

# 5

## Youthpass islands

A 'learning-by-doing' team game to introduce Youthpass and the eight key competences for lifelong learning



### Aims

- To introduce the eight key competences by way of a 'learning-by-doing' activity
- To introduce Youthpass and raise awareness of it as a tool for self-assessment and recognition of non-formal education



### Group

- Max 24 people



### Needs

#### Space:

- Large room with eight tables/areas simulating the islands



### Time

- 90 mins

#### Material:

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| <ul style="list-style-type: none"> <li>• Hard copies of the Youthpass-Ports (one per group)</li> <li>• Task cards (competences)</li> <li>• One eight-sided die</li> <li>• Coloured markers</li> <li>• Masking tape</li> <li>• Cardboard</li> <li>• Two decks of cards</li> <li>• Handout with card game instructions</li> <li>• Handouts with maths problem</li> <li>• Tangram game</li> </ul> | <ul style="list-style-type: none"> <li>• Plasticine</li> <li>• Paper</li> <li>• Coloured paper</li> <li>• Glue</li> <li>• Stamp &amp; ink (to validate the passport)</li> <li>• Scissors</li> <li>• Computer</li> <li>• Computer, data projector and internet connection to show the Youthpass website and online resources</li> </ul> |
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#### Preparation:

- Set up eight workstations. Use tables or mark out eight islands (with masking tape) on the floor, corresponding to the eight key competences.
- Place one task card and the necessary materials and equipment on each island, as described on each task card.
- Set up a 'passport control office' (a table and a chair) for the facilitator to stamp the Youthpass-Ports and administer the eight-sided die.

#### People:

Two facilitators. One stays at the 'passport control office' and the other checks on the different groups to assist them. The latter should be able to answer procedural questions about the game.

## Identifying &amp; documenting

## Describing outcomes

## Introducing Youthpass

## Role of facilitator



## Step by step

The objective of the game is for each team to get their 'Youthpass-Ports' stamped, after visiting as many islands as possible and fulfilling certain tasks related to each one of the eight key competences.

- Divide the participants into groups of 3-5 people.
- Ask each group to choose a team name.
- Give one Youthpass-Port to each group.
- Explain the objective of the game: The objective of the game is to get the passport stamped with the eight different island icons within 45 minutes. Each icon represents one key competence. Do not tell them yet that they do not need to get all the stamps (keep this for the debriefing).
- Explain that there is a passport control office where they will get their Youthpass-Ports stamped once they have visited an island and completed at least one of the tasks as a team (there are three tasks on each island card). After getting the stamp, they will roll the die to continue with their journey.
- Stay in the 'passport control office' with the stamp and the die.
- Once they roll the die, they go to the island with the task card that matches the icon on the die. If there is another team on the island, they have to roll the die again until they find a vacant island they have not visited before.
- The game ends when the time is up or when one of the teams has obtained the eight stamps.
- Gather the participants in plenary for the debriefing.
- During the debriefing, focus on the game and its relevance to the competences and the project.
- Discuss with the participants how the eight competences are related to the Youthpass and show samples of Youthpass certificates, focusing on the competences part (use computer equipment, if available).



## Debriefing

## Key competences

- How many stamps have you got?
- Is there a winner or a loser?
- What was the goal of this activity?
- Can you get all the stamps?
- Should you get all the stamps?
- Would you prefer to stay on a certain island for longer?

## Recognition

- Why was it important to get a stamp from the 'authorities'?
- Did he/she check to see if your task was accomplished or not?
- Point out: self-assessment/guidance, learning process.



## Adaption

- This activity is especially suitable for young people who enjoy learning through games and may have difficulties grasping very theoretical concepts in a traditional learning environment.
- As the first part is a learning-by-doing activity, it can be adapted to almost any context by adapting the tasks according to the participants' needs (drawing instead of writing or speaking, translating the task cards, etc.).



### Tips

- During the debriefing, it is very important to focus on the guiding questions, to make it clear that the real task is learning the competences we are interested in. It is not necessary to get all the stamps unless that is our goal. The activity is also intended as a group-building activity and participants should be encouraged to do the tasks as a group.
- This activity is linked to the 'Captain's Log' activity and they can be run together or separately.
- The Youthpass Islands activity can be done either at the beginning of a training course, to introduce the eight key competences, or at the end, to link participants' learning outcomes to the key competences.



### Handouts

Material available for download from SALTO Tool Box:

- Hard copies of the Youthpass-Ports
- Task cards (competences)
- Eight-sided die

<http://www.salto-youth.net/find-a-tool/1223.html>



Competence in mother tongue

1. Say a riddle in your own language and explain it to the others.
2. Find out as a team 3 words that sound similarly and have a similar or different meaning in your own languages.
3. Teach each other the daily greetings in your own language.



Communication in foreign languages

1. Sing a short song or say a poem in language different from yours.
2. Tell the others 5 foreign words you have learned in your hosting country and compare.
3. Get 3 people to say "My name is ..... and I come from....." in a language different from your own and try to pronounce it.



Mathematical competence and basic competence in science and technology:

1. Solve a mathematical problem (handout).
2. Do a Tangram puzzle.
3. Calculate your total free time per week in minutes.



Digital competence:

1. Draw your favourite animal with any available software.
2. Open a new text document and create a table with a list of software that your group members know how to use.
3. Create a formula on a spreadsheet to calculate 70% of the total.



Learning to learn

1. Learn to play a card game together. (deck of cards and handouts with rules)
2. Write a list with 5 things you have learned today and explain how.
3. Tell the people in your group how and where you prefer to learn (learning styles).



Social and civic competence

1. Inquiry about gender issues in other countries and how people deal with them.
2. Agree on a common definition of people with fewer opportunities as a social phenomenon and write it down
3. Learn cultural differences about greeting people (kissing, shaking hands, etc.)



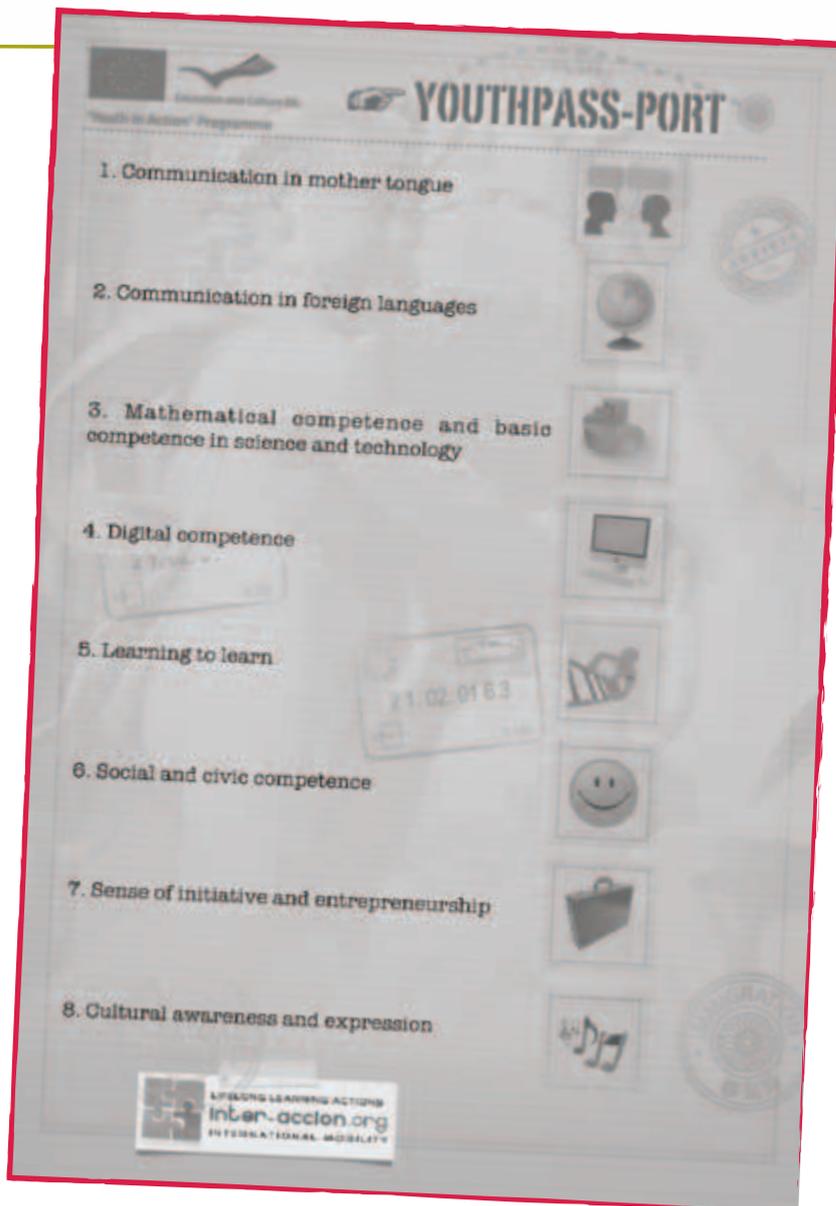
Sense of initiative and entrepreneurship

1. Tell your team about new ideas you implemented during last year and their outcomes.
2. As a team, make a decision about today's free time.
3. Explain what you would like to learn during this project and your contribution.



Cultural awareness and expression

1. Make a figure with cardboard/plasticine about your project.
2. Write a short poem about your project.
3. Make a collage showing your feelings about the project.



Created by Juan Ratto-Nielsen, SALTO Tool Box: [www.salto-youth.net/find-a-tool/1223.html](http://www.salto-youth.net/find-a-tool/1223.html)