

# 6

## Captain's log

A hands-on tool that offers participants an eye-catching and stimulating way of keeping track of their learning outcomes, according to the eight key competences



### Aims

- To provide a tool for reflecting on and keeping track of the on-going learning process
- To introduce Youthpass and raise awareness of it as a tool for self-assessment and recognition of NFL



### Group

- Individual



### Needs

- Printouts of Captain's Log booklet (one per participant)
- Pens



### Time

- Departure day: 45 mins
- Ports: 20 mins/session
- Arrival day: 45 mins



### Step by step

The dateline of the Captain's Log is divided into 'Ports' that correspond to each day or phase of the activity, in order to keep track of the learning outcomes of this special journey.

#### Departure day (45 mins)

- Introduce the activity to the participants (25 mins):  
 "You are the captain of your own ship during this learning journey and this log is for you to write down what you are learning every day. Your Youthpass compass will help you navigate during the trip and decide on your final destination. Your project is based on non-formal learning and for that to be evaluated in your Youthpass, you have to assess your competences before, during and after your journey.  
 You will visit different ports of call during your learning itinerary and it is very important that you, as the captain, make notes and use pointers. When it comes to the end of the journey, you can look at your compass and log book to see where and how your learning cargo has arrived."
- Distribute one copy of the Captain's Log to each participant.
- Explain how to use the Captain's Log and allow time for questions and comments.
- Indicate to the group that at each 'port of call', they will have time to work on their learning outcomes using the Captain's Log. They can write sentences, words, draw, cut and glue images, etc. Point out that the log is private and that it is not meant as something that the trainer will have access to.
- Clarify that during the evaluation, participants will collect and summarise the most important parts of their logs and forward them, along with their personal details, to the coordinator to issue their Youthpass certificates.

Identifying & documenting

Describing outcomes

Introducing Youthpass

Role of facilitator

- Then, give them time (20 mins) for individual reflection on their learning results. The trainer or mentor should be available to provide clarification and support.

**Port One & Port Two (add more 'port' pages if necessary)**

- As with the departure day exercise, give them time (20 mins) for individual reflection on their learning results at the end of each day or phase of the activity. The trainer or mentor should be available to provide clarification and support.
- Check up on participants' learning achievements, either individually or in a group.

**Arrival Day (45 mins)**

- Upon completion of the project or activity, give the participants time (10 mins) for reflection.
- Provide extra time for individual discussions between trainer and participants.
- Ask participants to summarise their individual learning results and write them down on the 'arrival' page of the logbook (20 mins).
- Provide clear instructions on how to send in the final details for the Youthpass certificates and set a deadline for receiving the information. The organisers can provide an online form with all the necessary fields for the certificates (e.g. Google Docs), or give the participants a file template to fill in and send by email.
- Distribute the above information to the participants, either printed out or by email (as a handout), along with relevant links or templates.



Adaption

- People with limited linguistic skills or educational difficulties can also use the Captain's Log, since they can express themselves by means of other media such as drawings, collages, pictures, etc.
- The activity is basically a learning trip journal and can be adapted or used in almost any context. It can be also translated into different languages or turned into an online application (Captain's Blog) to make it more appealing and eco-friendly.



Tips

Days or ports of call on the dateline are not necessarily calendar days and should be understood as phases or stages. For instance, during a training course, one day in the log can correspond to one course day. However, during a longer activity, such as EVS or a youth initiative, the dates in the Captain's Log can be specific phases, weeks or months, depending on the project duration.

Time should be allowed at the end of each day/phase of the activity for participants to work on their Captain's Log. It should be integrated into the activity to motivate participants.

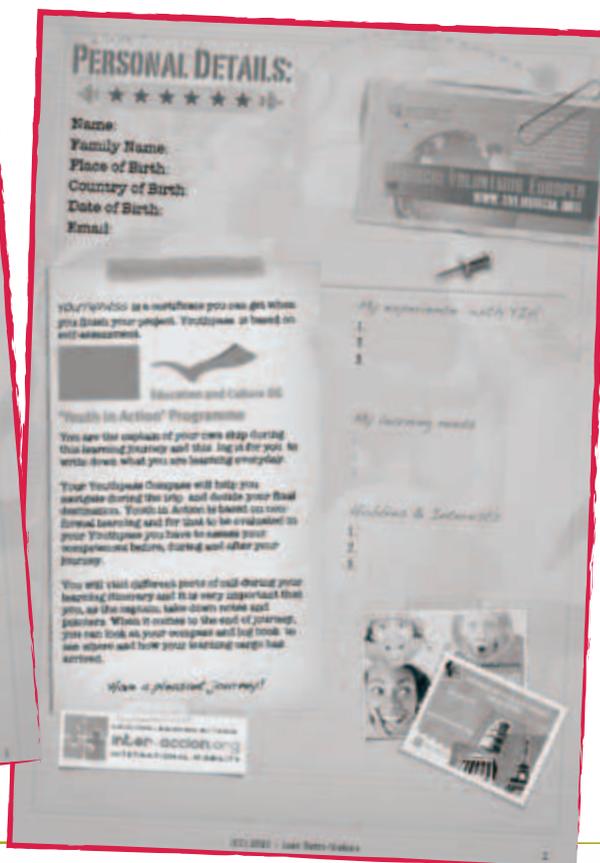
The Captain's Log has been implemented by EVS hosting organisations to provide their volunteers with a tool to record and keep track of their learning outcomes.



Handouts **Captain's Log Booklet**

Material available for download from SALTO Toolbox:

[www.salto-youth.net/find-a-tool/1223.html](http://www.salto-youth.net/find-a-tool/1223.html)



The image displays three overlapping worksheets related to the Youthpass initiative. The top-left worksheet, titled "My Competences", lists eight categories of competences with reflective questions and icons. The top-right worksheet, titled "Dateline: Departure", lists the same eight categories with corresponding icons. The bottom-right worksheet, also titled "Dateline: Departure", features a circular "My Youthpass Compass" diagram with eight segments, each corresponding to a competence area, and includes a clock icon and a motivational quote.

**My Competences**

- 1. Communication in mother tongue**  
How effectively have I used my own language?  
What opportunities have I had to use it?
- 2. Communication in foreign language**  
How well have I used/learned my foreign language?  
What opportunities did I have and how did I overcome them?
- 3. Mathematical competence and basic competences in science and technology**  
What level of confidence have I gained and how have I solved them?  
What have I used my analytical skills?
- 4. Digital competence**  
What information sources did I use to prepare myself for the project?  
Did I use computers and the internet before the project?  
Did I learn anything about the use of resources to solve situations?
- 5. Learning to learn**  
What went well before the project and did I achieve them?  
Which activities did I do the most and why?  
How well I use what I have learned?
- 6. Social and civic competences**  
What have I learned about other cultures?  
What have I been successful in understanding with others?  
What have I done to resolve any conflicts within the group?
- 7. Sense of initiative and entrepreneurship**  
When have I turned ideas into action?  
Have I taken any risks and what have I learned from them?
- 8. Cultural awareness and expression**  
How willing was I to get involved with different cultures?  
What cultural differences have I learnt beyond the meeting and shared activities?

**Dateline: Departure**

1. Communication in mother tongue
2. Communication in foreign language
3. Mathematical competence and basic competences in science and technology
4. Digital competence
5. Learning to learn
6. Social and civic competences
7. Sense of initiative and entrepreneurship
8. Cultural awareness and expression

**Dateline: Departure**

**My Youthpass Compass**

1. Communication in mother tongue
2. Communication in foreign language
3. Mathematical competence and basic competences in science and technology
4. Digital competence
5. Learning to learn
6. Social and civic competences
7. Sense of initiative and entrepreneurship
8. Cultural awareness and expression

Everyday, you can assess your learning outcomes with this compass to know your strongest competences and the ones you would like to improve. (0 is the lowest score and 6 is the highest one).

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