

Connecting the Dots

When writing a self-assessment days or weeks after a learning experience, our memory of that experience has, most certainly, faded parts away. Using the groups' memory can be useful to recall important elements of that experience. This exercise is meant for participants to help each other remember details of their learning path that can be useful for writing their self-assessment.

Group size

3 - 12

Time/duration

approx. 40m (depending on the group size)

Resources & Preparation (space, material, equipment, people)

- Big poster or big roll of paper
- Pens
- Markers

Objectives

- To allow participants to use each other's words and memories to make sense of a specific learning experience (e.g. Youth Exchange).

Description of the method step by step

1. Prepare a big empty poster for the group and give one pen to each participant. Pens should all be of different colours
2. Ask participants to write key words scattered on the poster, by rounds, as described below. Allow 2 to 4 minutes per round.
3. On the 1st round ask them to write down topics or themes they learned about, in that specific learning experience (e.g. team work, tolerance, creativity...).
4. On the 2nd round ask them to write down things they have experienced, like activities, or things they tried (e.g. to cook together, to ride a horse, to play games...).
5. On the 3rd round ask them to write down concrete things they actually learned (to work in a multicultural team, to be patient, to speak better English...).

(you can take or add rounds: e.g. things that changed in you, things you missed, etc. Facilitate the process by helping participants remember different moments of the process (on preparation sessions before departure, during the activities, during the breaks, etc.).

- After the last round, ask participants to connect different words (theirs or from others) in the board in a maze or line, with their own colour markers. Each participant should therefore select any words in the board that makes sense for themselves in their learning path even if those words were written by someone else. They can connect them in any way they want as long as it makes sense for them.

- Afterwards ask each participant to use the words he or she connected, in a written text that should be written in a different individual piece of paper. Allow 15 to 20 minutes for this step.
- Optionally you can ask young people to read out loud their texts or use the poster as inspiration to start writing directly on their Youthpasses.

Debriefing questions

- How was it for you to recall the memories from your learning experience?
- Did it help to use other peoples' words?
- Looking to your text now, how do you feel about your learning experience?
- What can you take this text to your Youthpass?

Things to keep in mind/ Ideas for adaptation

- In case the young people you are working with have trouble in writing, instead of asking them to write words that relate to their learning experience, you can provide a pile of words in little cards and ask them either to choose from them or suggest new cards. In the end, instead of each one writing their text, you may also allow each one to speak about the cards they found relevant and take notes for them. When they feel more confident about their conclusions support them in the writing process.

Created by

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