



# GLC; LEARNING



Co-funded by  
the European Union

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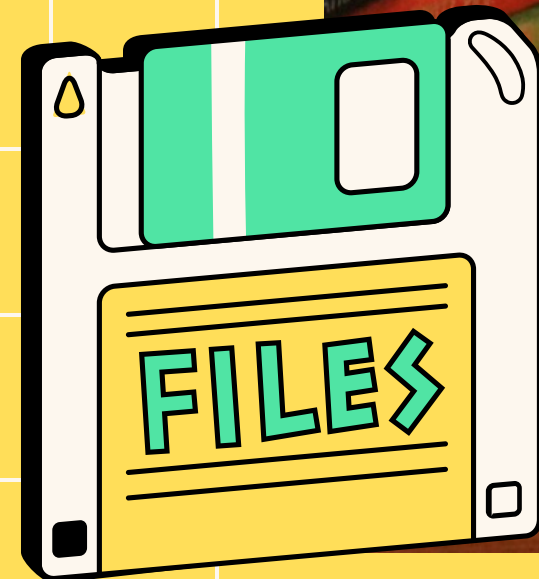
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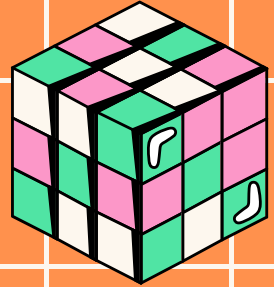
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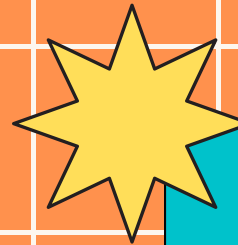
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BLUE  
ROOM  
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# KEY COMPETENCES



**CREATIVITY**

**CRITICAL  
THINKING**



**DIVERSITY**

**EMPATHY**

**EMPLOYABILITY**

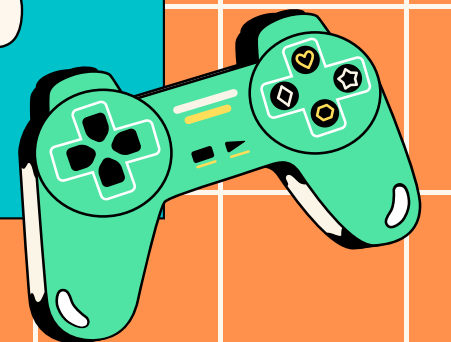
**GREEN**

**LEARNING**

**MENTAL  
HEALTH**

**TEAM  
WORK**

**VALUES**



# THE PROJECT GAMED

This series of 10 educational and thematic booklets is one of the 4 tangible intellectual outputs that resulted from an international partnership forged between 6 partners from 3 European countries (Portugal, Romania, Spain). A cross sectoral consortium combining different educational sectors was the base for the creation of different rich educational multi-layered interventions.

While working with young people, we identified the lack of efficient and adequate tools to support our learner-centred educational approach, particularly in the domain of adequate key competences in today's reality.

The 10 thematic booklets with Gamified Learning Content (GLC), aim to introduce, support and develop the capacity of professionals working with youth in non-formal and formal education contexts. They have a clear focus on improving the quality of educational programs which aim at the development of key competencies leading to a successful life and in the same time instill in youth core values of fairness, social justice, non-discrimination and involvement in the community.

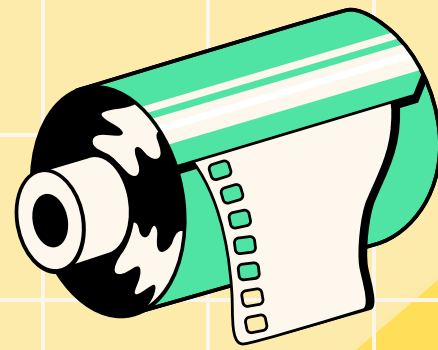
Each GLC booklet stands on itself, yet they are all interlinked in order to create the opportunity and possibility to easily transfer them to the different realities the young people find themselves in. The GLC booklets can be easily used in all the different spheres the young people are active within: youth work, education, families and peer groups.

The educational activities are aimed at young people from 13 years to 30 years. Clearly, it is beneficial and desirable to adjust the emphasis and complexity level of the exercises towards the age group you engage with.

The 10 different educational booklets follow the same philosophy, a similar structure and a consistent visual image. Each booklet also contains valuable links and references for further thematic deepening.

We hope this booklet and its content will inspire you to explore further.

'gamED: Gamification for Developing Essential Competences in Youth Work' is a Key Action 2 project co-funded by the Erasmus+ Youth in Action Programme of the European Union under reference number 2020-3-RO01-KA205-095067. The content does not obligatory reflect the vision and opinion of the European Commission.



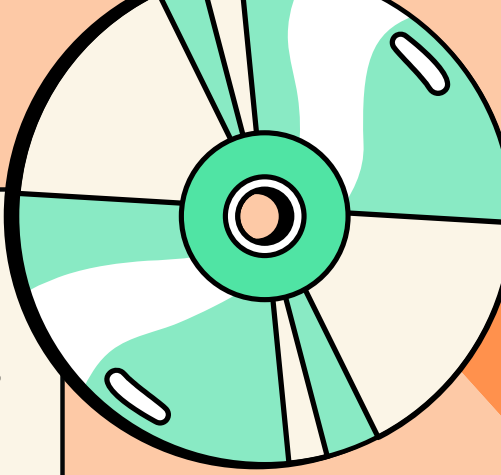
# LEARNING

The Learning competency plays a central role in the entire development process of an individual. The greater or lesser capacity that individuals have to successfully deal with the most diverse situations and problems of daily life is assumed by the capacity of these same individuals, as young people, to manage and regulate their learning process independently. This competence is required and encouraged in the contemporary educational systems.

Due to its central role in achieving the quality of learning and young peoples' performance in and out of the youth field and of school, self-regulated learning or the competence to "learn to learn" has become one of the main constructs in education.

In addition to understanding and learning skills, the learning to learn competency incorporates attitudes, values and beliefs that allow an individual to develop efficiency, flexibility and self-organisation in learning carried out in different contexts. Based on these characteristics, we can define the learning to learn competency as a meta-competence, once it has a significant impact on the acquisition and application of other competencies.



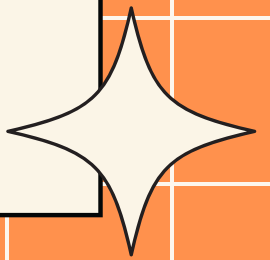
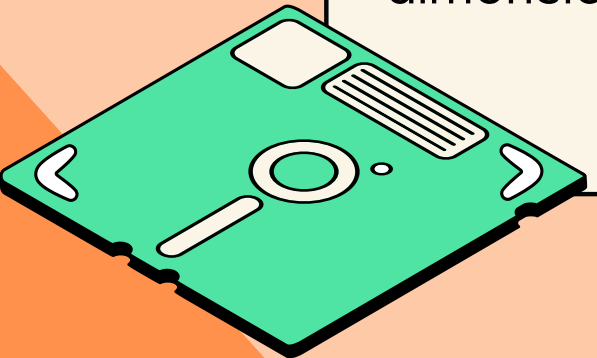


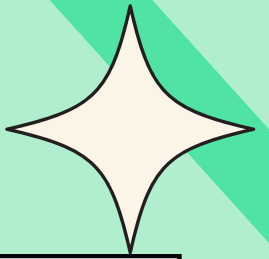
In this sense, the learning to learn competence can be understood as a complex mix of knowledge, skills, values, attitudes, and dispositions which support the individual in becoming a lifelong learner, engaging with learning opportunities throughout the lifespan, both formally, non formally and informally learning (Hoskins & Crick, 2010).

Additionally, this competency is related to motivation for learning, learning goals, preferred ways of learning, learning strategies and cooperation with others and allows young people to become more effective, flexible, and self-organised persons in a variety of contexts.

Learning to learn is a process that focuses on the individual's self-awareness as a learner, which includes motivation to learn, learning goals, preferred learning strategies, and cooperation with other individuals. During life, especially during the intensive process of education, the young person develops awareness of themselves as a learner and, based on this awareness, shapes learning strategies.

The competence of learning to learn also includes the ability to organise and structure one's learning, in individual or group contexts, as well as the ability to effectively manage time and information, problem solving and adoption, application and evaluation of new knowledge in different circumstances. It includes awareness of the learning process and the need for learning, as well as the ability to overcome obstacles to more effective learning. This competence encompasses both the cognitive and affective dimensions and indicates its transversal, lifelong nature and continuous dimension (Drăghicescu et al., 2015).





The Recommendation on the European framework of key competence (European Council, 2006) contains the following definition of the concept “learning to learn”:

“‘Learning to learn’ is the ability to pursue and persist in learning, to organise one’s own learning, including through effective management of time and information, both individually and in groups. This competence includes awareness of one’s learning process and needs, identifying available opportunities, and the ability to overcome obstacles in order to learn successfully. This competence means gaining, processing, and assimilating new knowledge and skill as well as seeking and making use of guidance. Learning to learn engages learners to build on prior learning and life experiences to use and apply knowledge and skills in a variety of contexts: at home, at work, in education and training. Motivation and confidence are crucial to an individual’s competence.”

Although it is important that the learning to learn competence should not be considered another name for learning skills and learning processes, it also includes non-learning processes such as the ability to organise one’s own learning; the ability to identify and overcome learning obstacles; to be able to build on prior learning and life experiences in order to use and apply knowledge and skills at home, at work, in education and training. Learning to learn as a concept is extremely relevant to youth work and schools precisely because of the explicit value it places on attitudes, motivation and desire to learn.

We invite you to engage in both proposed activities further in this booklet.

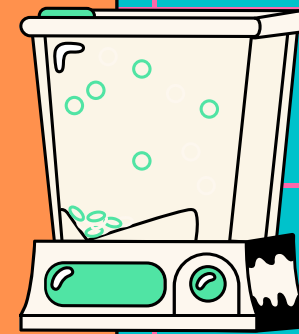


# LEARNING ACTIVITIES

GUESS WHAT!

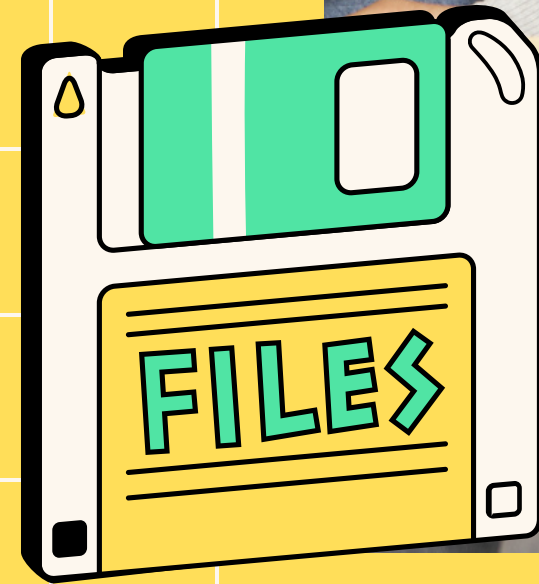
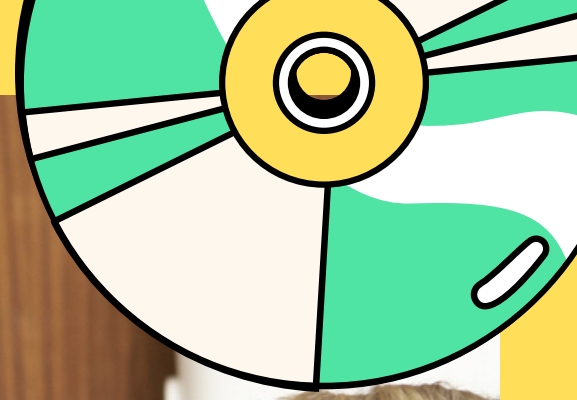


THE LEARNING  
OSCAR



# GUESS WHAT!

Knowing more than you think





## DURATION

50 minutes

## GROUPSIZE

Minimum 3 participants, or teams up to 6 people

## COMPLEXITY LEVEL

Low



## OVERVIEW

The group of players engage in a discovery of 'who knows what', in a revealing and gambling atmosphere. After the discovery of who knows certain activities, additional questions explore different links to learning and 'learning to learn'.

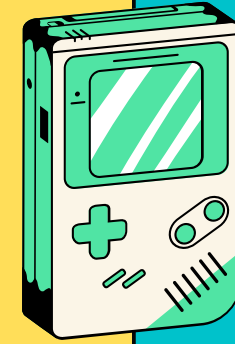


# OBJECTIVE

As youthworker, you can use this activity to

analyse together how we learn 'things'

stimulate taking action towards planning our own learning



# MATERIALS



**1 PLAY CHIP/PLAYER (E.G. 1 OR 2 EUROCENT)**

**1 PRINT OUT OF THE ATTACHED LIST OF ACTIVITIES, CUT THE 30 DIFFERENT ACTIVITIES/TEAM**

**PRINT TWICE THE LIST OF QUESTIONS/TEAM. CUT THE DIFFERENT QUESTIONS.**



# STEP BY STEP

1

Each team sits around a table.  
Every player has 1 play chip.

2

The activity cards and the question cards are placed in the middle of the table, with the back side of the cards visible.

3

The first player turns around an activity card and reads out loud what is written. All players decide individually and in silence if they know this (=master this). If yes, they place their hand in the middle of the table with the play chip hidden inside the hand. If not, they place their hand without the chip. Tell the players to do this in a way that none of the other players knows if the chip is there or not.

4

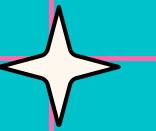
All the players now guess 'how many chips they believe are in the hands in the middle of the table'. The one who is correct (starting with the player who turned the card, and then clockwise) or closest to the correct answer, gets the activity card and turns around a random question card.

5

After the players together answer the question, the last player turns the nex activity card and the same happens again.

6

Once the play time is finished, start the debriefing



Play a music instrument	Make a cake	Fix a motorcycle
Plant a tree	Paint a wall	Make a vegetable soup
Speak an Asian language	Make yoghurt	Know what is a haiku
Build a letterbox	Edit a short film	Know a song by heart
Count to 10 in 5 different languages	Know how to read music	Write in morse code
Drive a tractor	Take care of chickens	Know the colour resulted when you mix blue with yellow
Drive a monocycle	Spit fire	Juggle with 3 balls
Make a dog with modelling balloons	Book a plane ticket	Parachute jump or paraglide
Scuba dive	Fix a dripping tap	Give a massage
Catch a fish	Draw a horse	Know basic self defence techniques

# LIST OF 30 ACTIVITIES



How did you learn this?

If you wish to learn more about this, how would you start?

Is this something you learned yourself, or is it rather something that someone taught you?

What makes it attractive to learn this?

What would be the biggest challenges to learn this?

What are the biggest advantages of having learned this, or willing to learn this?

If you would teach this to someone else, how would you do that?

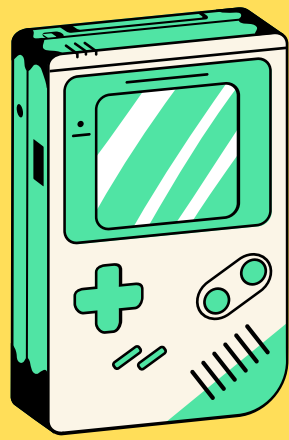
How long would it take to learn this?

Is it possible to learn more about this? What would that be?

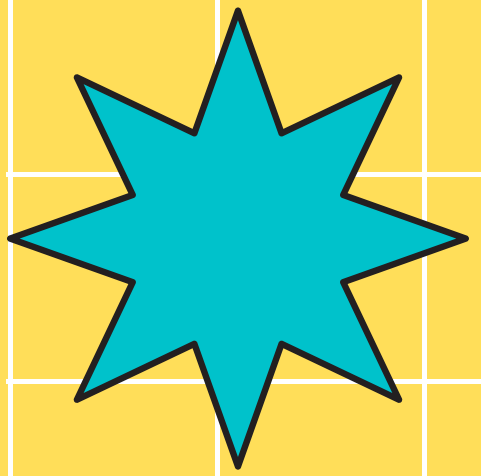
Do you believe everyone can learn this? Explain your answer.

# LIST OF QUESTIONS

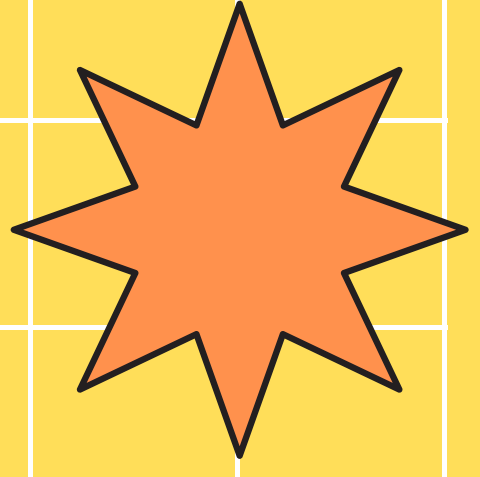




**FOLLOWING QUESTIONS CAN BE ASKED  
IN THE SUGGESTED ORDER.**



# DEBRIEFING EVALUATION



How was this activity for you?

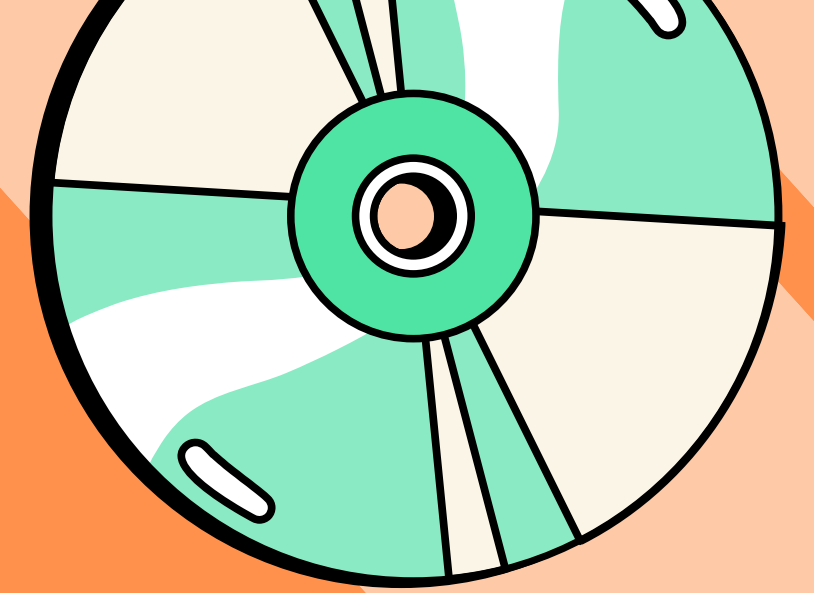
Was there anything that surprised you?

What would be new discoveries you made during this activity?

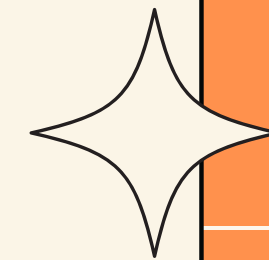
How do you feel about learning something?

Which elements do you take with you from this activity?

# POSSIBLE ADAPTATIONS



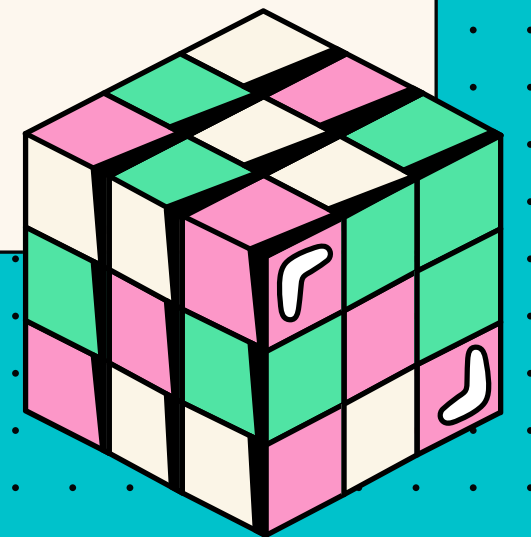
The activity cards can be made by the players themselves, which allows an introspection and discovery of things we have learned/ mastered and consider obvious for all.

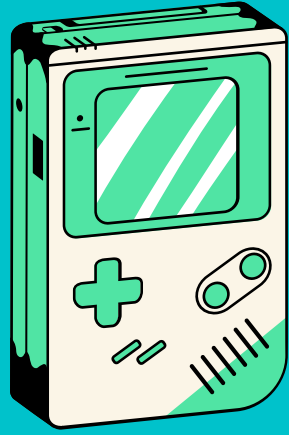


This activity uses a few gamification techniques to facilitate the sharing about learning. Players might wonder 'who wins' the game. When this question pops up, explain that the 'fun element' is what all of us win with this.

Unless you have several teams engaged at the same time, feel free to join this activity as a player. This allows you easier to deepen the different questions and to challenge the players towards 'learning to learn' in a more direct and efficient way.

# TIPS FOR FACILITATOR





## IDEAS FOR ACTION

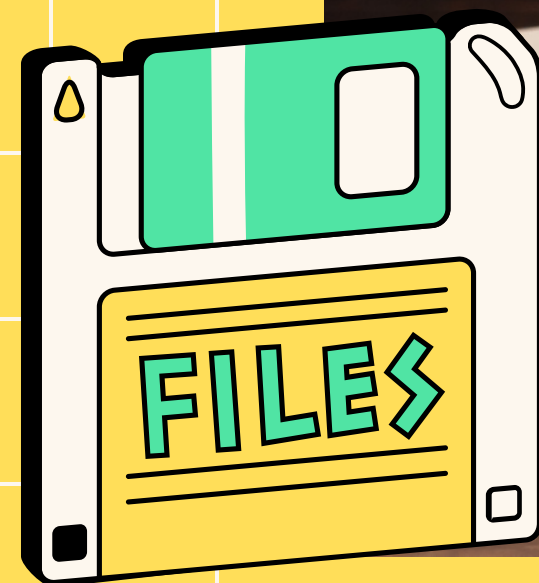
Ask each participant to create a 'bucket list' of 5 learnings they wish to achieve in the short term. Challenge each other with a timeline to reach and complete these learnings.

Alternatively, you can also create a 'bank of learnings', where members of the group offer learning opportunities to each other.



# THE LEARNING OSCAR

The secret recipe of learning





## DURATION

50 minutes

## GROUPSIZE

Up to 30, working in subgroups of approx. 5 people

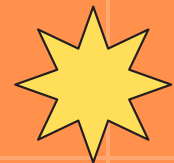
## COMPLEXITY LEVEL

Moderate



## OVERVIEW

Each group has received a 'Learning Oscar' in a particular learning field. The big 'Learning Oscar Ceremony' is approaching, and all groups are invited to make a speech which explains the reasons they are very worthy of receiving this 'Learning Oscar'



# OBJECTIVE

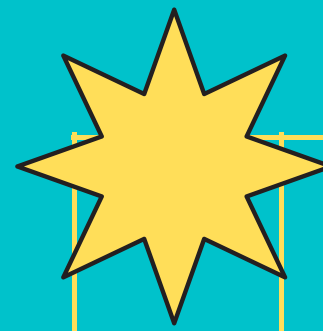
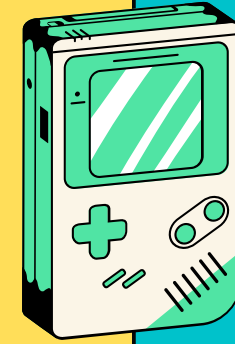
As youthworker, you can use this activity to

Reinforce the concept of lifelong and independent learning.

Stimulate to take responsibility for own learning process.

Build confidence to get involved in the learning situation.

Encourage young people to learn from others, give/receive feedback.



# MATERIALS



**PAPER AND PEN FOR EACH GROUP**

# STEP BY STEP

1

Form random groups, ideally about 5 people for each group.

2

Tell all the groups that they have arrived at the 'World Learning Oscar Event'. Each of the groups has won a precious and unique Learning Oscar and is invited to deliver a speech where they explain the reasons they are very much worthy of this Learning Oscar. All is happening with live broadcasting and in front of everyone in the world.

3

Go around the different groups and give each group a paper-slip with one of the following 'Learning Oscar' categories. Invent other categories if relevant. (SEE CATEGORIES)

4

The groups have 10 minutes to prepare their speech, and decide who will be the spokesperson.

5

Gather everyone before an improvised 'stage', and listen to the different speeches one by one. A bit of theatrical approach only adds to the nice atmosphere.

6

After each speech, give the floor to the public for reactions and questions. Prepare beforehand a few backup questions on each 'Learning Oscar', just in case.

6

At the end, thank everyone and start the debriefing of the activity.

# CATEGORIES

**Best practice for fast and efficient learning.**

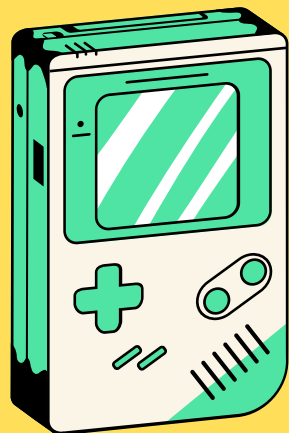
**Best practice to know what you do not want to learn.**

**Best practice to search for new learning.**

**Best practice in the use of tools that support learning.**

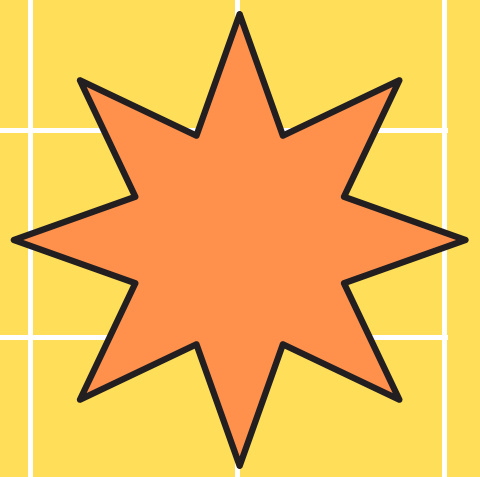
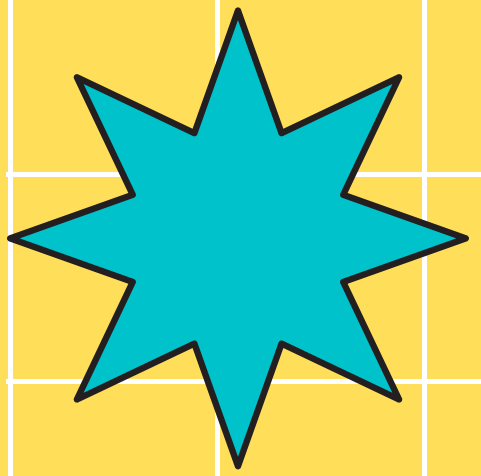
**Best practice in the choice of a good learning environment.**

**Best practice to find support for your own learning.**



FOLLOWING QUESTIONS CAN BE ASKED IN THE SUGGESTED ORDER.

# DEBRIEFING EVALUATION



How do you feel about this activity?

According to you, what was the objective of this activity?

Was there something that surprised you in the speeches?

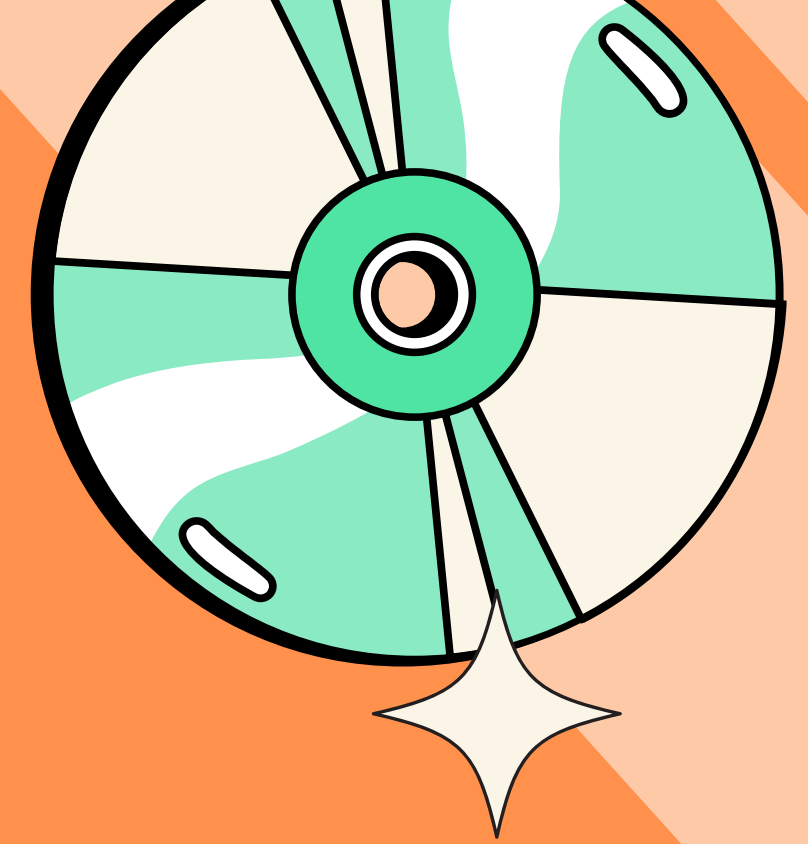
If these Learning Oscars would really exist, would you be interested in 'winning' one?

How realistic was your speech? And the other speeches?

Would it be possible to put into practice the different elements mentioned during the speeches? What sometimes prevents us from doing this?

Which elements do you take with you from this activity?

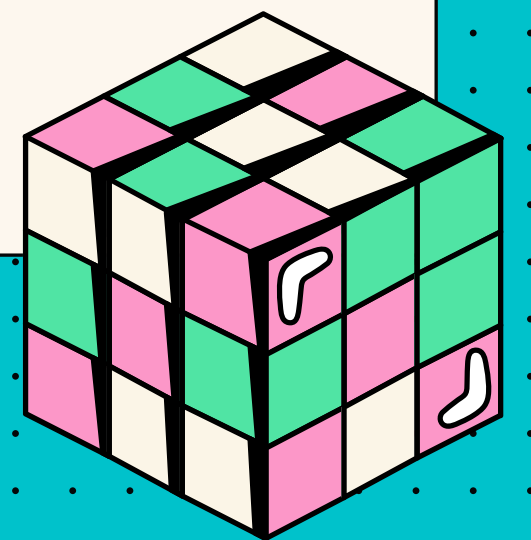
# POSSIBLE ADAPTATIONS

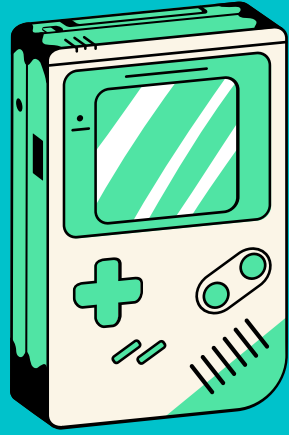


Ask the groups to define (for each person or for the whole group) something challenging they dream of learning. Invite them to make a learning plan over a 12 months period, with milestones and clear steps. Use these milestones in the learning plan as content for the speeches.

While participants are preparing their speech, use the time to create a nice setting. Festive music to open the 'Learning Oscar Event', a little stage, an improvised microphone etc. Many details make the activity more engaging and richer for everyone.

# TIPS FOR FACILITATOR





## IDEAS FOR ACTION

Explore together which realistic and easy changes you could make in your environment (NGO, youth club, classroom) to make learning more exciting and easier.

