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Frankenstein reflection on learning

An individual creation exercise representing learning



Aims

- To help participants reflect on and analyse their learning paths on a daily basis
- To provide intermediate review checkpoints on how participants are learning



Needs

- Flipchart paper
- Coloured markers
- Scissors
- Glue



Group

- Any



Time

- 30 mins/morning
- 60 mins final day



Step by step

Introduction day

Break the group up into pairs. Explain that every morning, each pair will receive two flipchart sheets (one per person), where they will have to draw a different body part:

- day 1 – arms
- day 2 – legs
- day 3 – chest
- day 4 – head, etc.

Make the pairs discuss and analyse their learning process every day, focusing on what they learnt the previous day: new skills, attitudes and knowledge.

Every morning

Distribute the flipchart paper and give participants 20-30 minutes to discuss in pairs what they learnt the previous day. Ask them to write and draw on the body parts their individual learning outcomes. Collect the body parts and keep them until the last day.

Final day - Evaluation

On the final day, give the flipchart paper with the body parts back to each participant. Ask them to cut out the parts and assemble their 'learning creatures'. Allow time for participants to look at their creature as a whole.

"Now you have a lifeless body lying in front of you, a creature made of different parts put together. If you wish to bring it to life, an extra element is still necessary: a heart!"

Identifying & documenting

Describing outcomes

Introducing Youthpass

Role of facilitator

Give them an extra flipchart sheet and ask them to make a heart. Ask them to write the main learning outcomes of the training course on the heart and put it on their creatures. Invite the participants to present their creatures and describe their main features, names and what makes their hearts beat, bringing them back to life (learning). Afterwards, lead them to a debriefing activity in plenary.



Debriefing

- What does your Frankenstein person look like?
- How has your learning gone during the project?
- Can you get an idea of each learning stage from the different body parts?
- Which is the strangest, the funniest? Why?
- Now that you have assembled the whole body, can you draw some conclusions about your learning outcomes?
- If you could set your Frankenstein into motion (keep in mind your learning), what would you ask it to do? Where? How?



Adaption

- This exercise is suitable for almost any kind of group because of the visual and graphic media. If people are not able or comfortable about drawing the body parts, you could offer them templates, which they can choose to just fill in by themselves or with some external help.
- Note that some people may not want to share their reflections and would be reluctant to present their creations in public. Another way of presenting them is to hold an art exhibition where everyone is free to approach the artist and ask questions.



Tips

Although the fun part of the exercise is that the participants do not know what their Frankenstein creatures will look like until the end of the event, it can also pose a difficulty, because they cannot keep track of their developments. The facilitator can complement the activity with other methods to document the learning (Factory of Learning, Captain's Log, etc.).

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