



# Building Your Program Quality 20 Minutes at a Time

## Book 3

Tools for Reflection - Evaluation - Engagement - Leadership

Authors: Anne Stevenson, Anita Harris, Betsy Olson, , October 2014

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**R.E.E.L. 'Em In**  
**with Reflection, Evaluation, Engagement, Leadership!**  
**Building Your Program Quality 20 Minutes at a Time**  
**Book 3**

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**Booklet 1 Building Your Programs 20 Minutes at a Time:** <http://www.extension.umn.edu/youth/research/quality/docs/building-your-programs-book-one.pdf>

**Booklet 2 Even More! Building Your Programs 20 Minutes at a Time:** <http://www.extension.umn.edu/youth/research/quality/docs/even-more-building-your-programs-booklet.pdf>

**We welcome your feedback or ideas!**

Minnesota 4-H Youth Development, Univ. of Minnesota Extension Center for Youth Development  
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## Overview

This is our third booklet focused on building program quality with short, intentional activities or experiences that guide participants in reflecting on their experience and making meaning from it.

Our theme for this book, R.E.E.L. 'Em In with Reflection, Evaluation, Engagement, and Leadership, was designed to help pull out lessons that could be used in these four areas of quality learning experiences. The four certainly overlap, yet we particularly wanted to highlight ways to engage young people in participatory evaluation as well as reflection, and to again share some tools for leadership development. We also know that we can help build the skills of social-emotional learning through experiences such as the ones in this book.

We welcome your feedback on these materials and appreciate hearing how they have been useful in your work or volunteer roles!

### The Importance of Reflection

For over 100 years, educators, philosophers and practitioners have promoted **reflection** (aka debriefing, processing, and reviewing) as an essential part of learning. Yet, most of us are not taught to be reflective learners nor are young people offered much opportunity to pause and reflect as part of their typical school day or out-of-school program schedule. Kolb's **Experiential Learning cycle**, upon which 4-H bases its educational opportunities, includes **reflection** on the experience, and then application based on **reflection**. This **complete cycle** is necessary for learning to take place, and for transfer of learning to occur. Reflection is what creates value in the learning.

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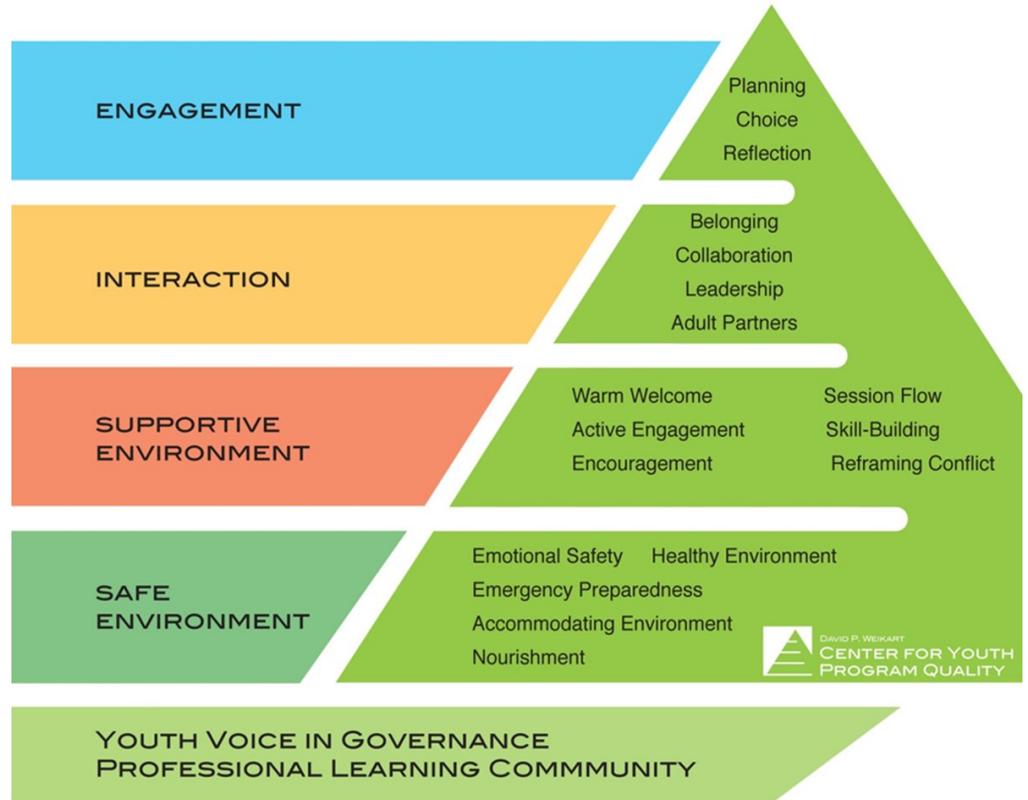
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# Pyramid of Program Quality

Youth & School-Age Program Quality Assessment

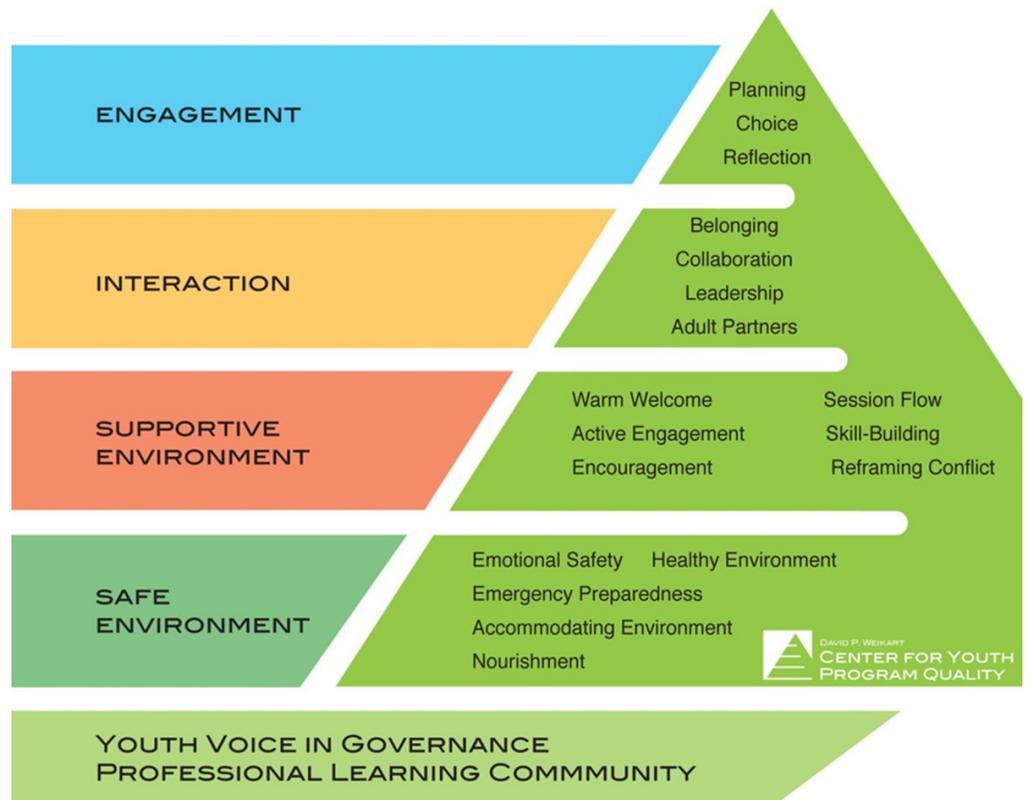
Weikart Center for Youth Program Quality  
[www.cypq.org](http://www.cypq.org)



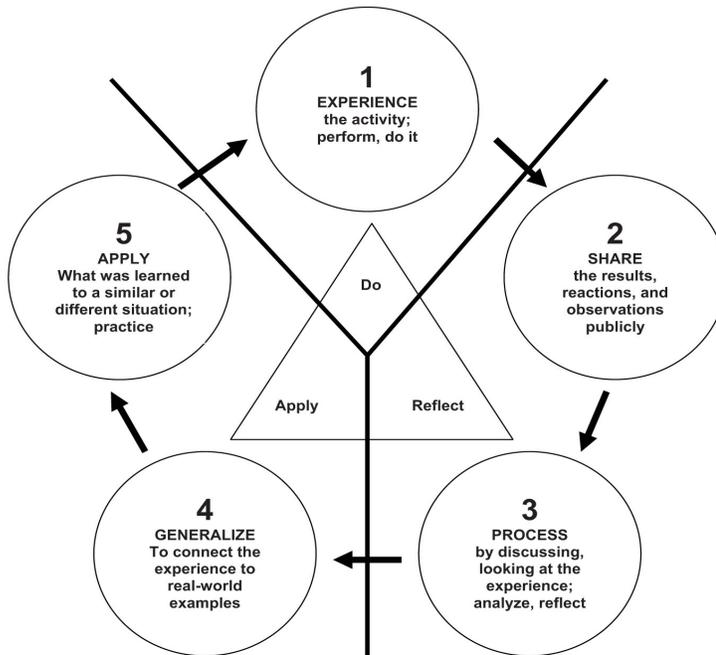
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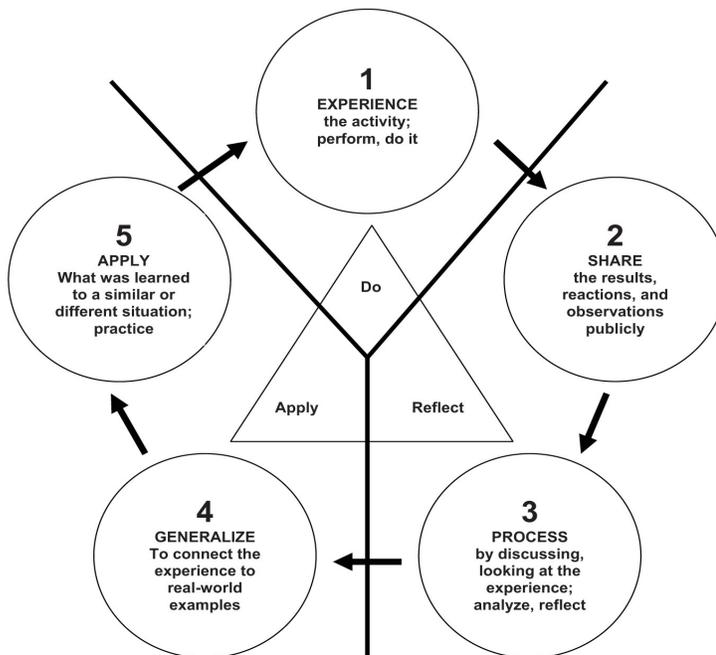
## Experiential Learning Model



Experiential Learning Model adapted from Pfeiffer, J.W. and Jones, J.E. (1985). *The Reference Guide to Handbooks and Annuals*, Vol. 1-10, 1972-1985. San Diego, CA: University Associates Publishers and Consultants.

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## Connection Between Reflection and Evaluation

Reflection activities help young people add meaning to their experiences. When reflection is successful, young people understand more fully what they will take away from a program or activity. In other words, they will understand what the outcome of that program was for them personally. In addition, reflection is a critical component of a group debriefing process.

Successful process evaluation helps program leaders understand the significance or quality of a program for its intended audience. In other words, program leaders can use evaluation to understand whether the program is meeting the targets or outcomes for a group of young people.

Reflection and program evaluation can overlap in their focus on outcomes. As we use reflection activities to help young people in our programs understand how an experience has impacted their development, we can also collect those responses to help us understand if the outcomes we intend are evident in those reflections.

A few important points as you work to connect reflection and evaluation:

1. The value of the data: Verbal feedback from program participants can be colored by many factors. Think through the different factors that could be influencing the responses.
2. Let people know how their feedback will be used. Reflection activities can be personal for learners. If you intend to use this information in a report or as an evaluation tool, it is important to keep everyone informed of your intentions and provide opportunities to choose not to participate.
3. Judgment is included when you evaluate: One of the main differences between reflection and evaluation is that in evaluation you are making a judgment on an outcome's merit or worth. Adding a judgment to a reflection activity is not always appropriate.

Remember that evaluation data is only useful if you put what you learn into action. Collecting feedback from participants can be a great source of data and it is only when that data informs program changes or is reflected in your program planning that evaluation has been worth your time and effort.

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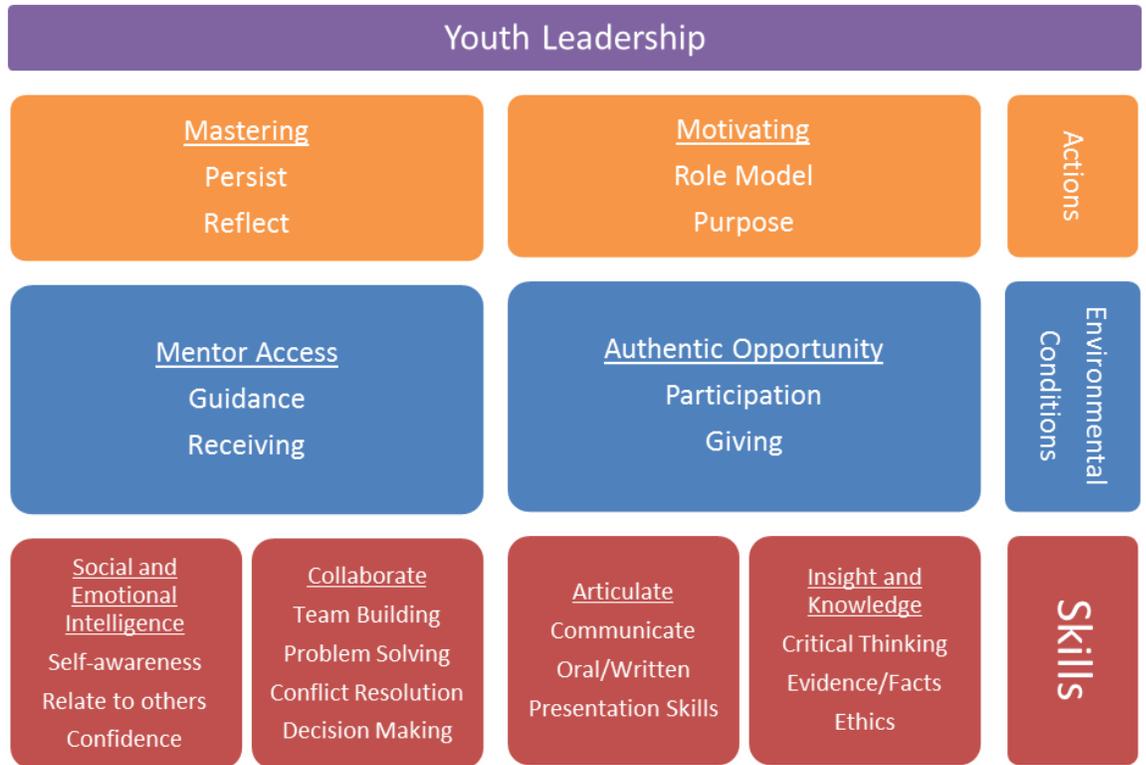
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# Conceptual Model of Youth Leadership Development

This model was developed by Susan Redmond and Pat Dolan to highlight the critical components of Youth Leadership. The components are put into three categories, the top layer includes actions for program staff, the second layer outlines the environmental conditions necessary and finally the third layer outlines leadership skills.

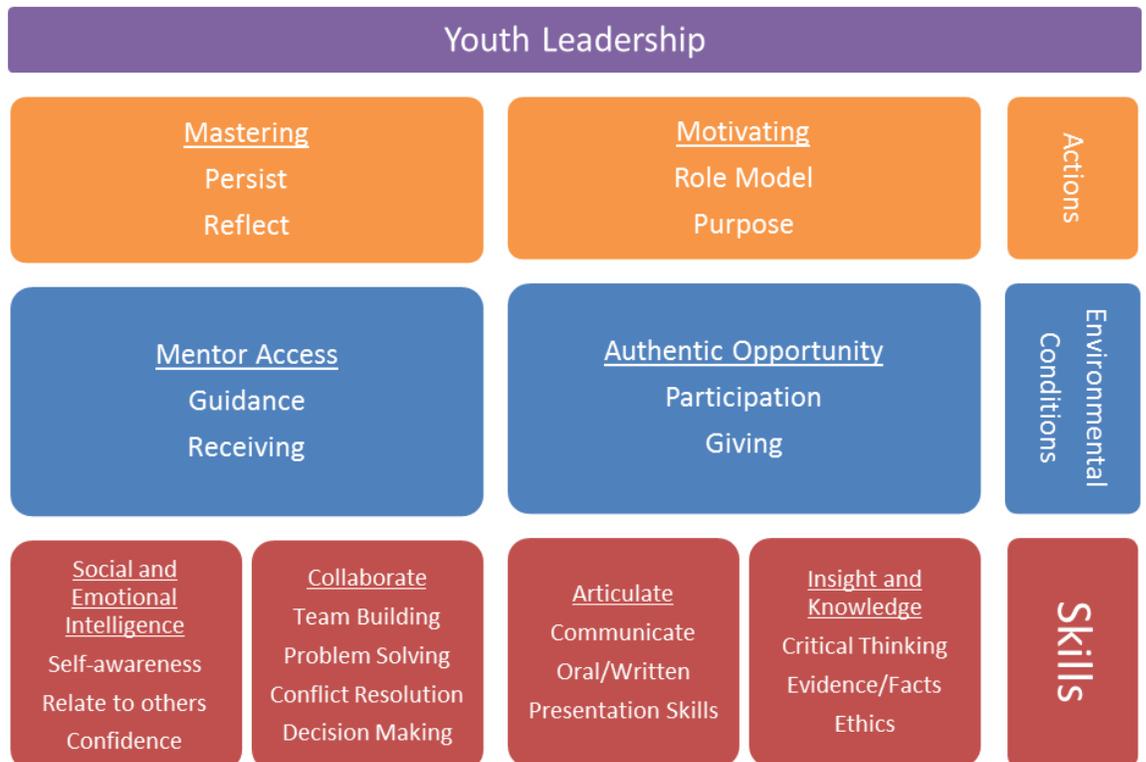
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## Some Tips for Developing Qualitative Questions

The following are typical uses for qualitative evaluations:

- Evaluate individualized outcomes
- Document the program's processes; Examine how the program unfolds/how participants experience the program
- Look at the extent to which actual implementation matches the original program design/capture variations
- Evaluate program quality
- Document development over time
- Investigate system and context changes
- Look for unanticipated outcomes, side effects, and unexpected consequences in relation to primary program processes, outcomes, and impacts

Once you have established the use for your evaluation, construct an overarching question that will help you investigate or evaluate that element. Then construct a series of questions (It can be great to include participants in developing questions too!) that investigate different indicators of that overarching evaluation question. One example is an evaluation of program quality for an overnight teen 4-H camp. The overall evaluation question is: To what extent are the Youth Program Quality elements present at 4-H Camp? Indicator questions include:

1. When you needed something at camp, how did you get it? Who did you go to?
2. Did you feel welcome at camp? Please describe any interactions or activities that resulted in you feeling that way.
3. Please describe any activities where you worked together with other campers or staff as a team to accomplish a task. What will you take away from that activity?

**Source:** Patton, M. Q. (2003). Qualitative evaluation checklist. *Evaluation Checklists Project*.

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A word cloud centered around the word "reflection" in a large, bold, brown font. Other words in various sizes and colors (green, brown, yellow) include: "learning", "facts", "connecting", "meaningful", "feedback", "analyze", "assessment", "informed", "compare", "new", "glean", "action", "experiential", "challenging", "interpret", "knowledge", "critically", "connect", "reach", "synthesize", "discussion", "guided", "expand", "think", and "assess".

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# Banana Surgery

## REFLECTION, LEADERSHIP

**Materials:** bananas, cutting board or thin cardboard, plastic knives, one per team. pins, string, sticky tape, toothpicks, rubber bands (these make up a “banana surgery kit” for each team)

**Time:** 10-15 minutes

**Directions:** Split your group up into teams of not more than 3 people, and give each group a banana, cutting board and plastic knife. Tell each group to peel and cut the banana into 4-5 equal sized pieces (don’t tell them what the next steps are at this point). Then handout banana surgery kits – pins, string, sticky tape, toothpicks, rubber bands, etc. The goal is for each group to reassemble the banana within 5 minutes. Call the groups back together as a large group and discuss what happened.

The lesson from this activity is that some things (relationships, trust, reputation, bananas!) are easy to break but more difficult to put back together. Debrief by asking such questions as:

- Since you were not able to solve the problem, does it mean your group is a failure? (Push the group to respond with more than a “yes” or “no” ). Follow-up by asking:
- What did you learn through this and your groups’ “failure” to put the banana back together?
- What do you think you would have needed to succeed?
- What would you do differently next time?
- When do you feel like you are going with the flow or working well with others?
- When do you not feel like you are really going with the flow and working well with others?
- Would you make changes in how you communicated?

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(Banana Surgery continued)

Also, We can go through life trying to avoid the obstacles but it's easier when we have help. Where do you get help in real life? Are you effective at asking for help? Are you good at accepting help? How do you know? Are you good at giving help? How do you know?

**Notes:** An adaptation of this one is to use a tube of toothpaste. Give each group a piece of cardboard and a marking pen. Tell them they will have two minutes to think of one word that describes something they all have in common and to write that word on their piece of cardboard. When time is up, give each group a tube of toothpaste. Tell them they have two more minutes to outline the word they have just written as creatively and neatly as possible using the toothpaste. When time is up, make a few quick comments about how well the groups have followed directions, how creative they are, etc. Explain that the best part of this activity is about to begin because now the groups will have two minutes to figure out how to get the toothpaste back into the toothpaste tube. The team that can do it neatly with the least amount of toothpaste left on the outside will be the winner. After two minutes, call the groups back together. Ask the groups if they know what this activity was all about (teamwork, creativity, communication, cooperation, etc. are all acceptable answers, but the real answer is something else.) Tell everyone that the real reason for doing this activity was to demonstrate that toothpaste can't be forced back into the toothpaste tube. And the same thing is true of the words we use when speaking. Once something is said, we can't get those words back again. That's why it is so important to think about what we're about to say before we say it.

**Sources:** [http://www.jubed.com/youth\\_ministry/view/Banana-Surgery/?s=22](http://www.jubed.com/youth_ministry/view/Banana-Surgery/?s=22)  
Southern District Leadership Team, WI, Fall 2002, Team Building Activities

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(Banana Surgery continued)

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# Energy Stick - The Power of Building Connections

## LEADERSHIP, REFLECTION

**Materials:** Energy Stick (Available at [www.SteveSpanglerScience.com](http://www.SteveSpanglerScience.com) for about \$9)

The Energy Stick is a science toy used to teach the concepts of open and closed circuits and insulators and conductors of electricity. The Energy Stick sends out a safe electrical signal that powers the flashing lights and buzzer. You can use it to turn your body into a human conductor of electricity. As a leadership tool, it's a powerful illustration of how groups can connect and be relationship "conductors."

### Directions-the Science of it:

1. Simply touch the two metal contacts on either end of the stick to complete and activate the circuit. If the lights flash and the buzzer makes a noise, your body has become a human conductor of electricity. The sensing circuit can detect even a very small amount of electricity that travels across your skin or through a material that conducts electricity.
2. Have the group grasp hands in a circle. Have one participant hold one end of the Energy Stick and the person next to him or her hold the other end. If everyone in the circle is holding hands, the Energy Stick will flash and buzz. But as soon as someone breaks the circle it will stop. How many people can you get to complete the circuit?

(continued on next page)

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( Energy Stick continued)

**Questions to Build the Leadership Connection:**

- Use it as an example of group energy and synergy. How does being connected make us more effective as a group?
- Think of electricity as the “message” that travels along the communication pathway. Identify obstacles that could keep the message from moving around the circle.
- The flashing lights and buzzer let you know when a circuit has been completed. This is called a feedback loop. Why is feedback an important part of any group interaction?
- When you reach out and grab onto a person’s shirtsleeve, you are physically connected to that person, but this is not the kind of “connection” that’s needed to trigger the circuit in the Energy Stick (touching someone’s shirt won’t conduct electricity). What “insulators” are keeping you from really connecting with another person? In what ways can you act more like a conductor and less like an insulator in terms of the way you interact with others in a group setting?
- Touching someone’s hand or arm to trigger the Energy Stick is not nearly as fun as touching their nose or touching elbows. In a similar way, effective leaders are masterful at finding interesting and memorable ways to connect with people, build relationship and exchange ideas. Why do you think it’s important for effective leaders to create experiences that people will remember?
- What happens to the energy when one person “leaves” the group or doesn’t do their part? How can we keep everyone included and committed so that the energy keeps flowing?

**Author:** Riedel, Patty Hupfer (2014) and Steve Spangler Science ([www.stevespanglerscience.com](http://www.stevespanglerscience.com))

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**Author:** Riedel, Patty Hupfer (2014) and Steve Spangler Science ([www.stevespanglerscience.com](http://www.stevespanglerscience.com))

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# Spokes

## REFLECTION, GOAL SETTING

**Materials Needed:** Multiple pieces of rope or string approximately 10-12 feet long (1 rope for every 2 people in the group), one object for each person, such as a 4X6 note card, a stuffed animal, or any object handy.

**Directions:** Ropes are laid on the ground to make the spokes of a wheel. The outer end of each spoke is the starting point and the intersection of the ropes is the goal. Each group member starts by standing at the end of a spoke. This activity examines movement toward a group goal or development of a certain skill. For example, if your group of youth and adults has a goal of everyone speaking and listening to all voices (not just the adults taking over!), the spokes can represent how well we are each “speaking our voice” OR “how well we are listening to the youth voice in this group.” Ask participants to assess how well they are doing on reaching the goal, and then move on their rope to where they feel they are in reaching the goal. Ask each person to mark their spot with their object, and then step back to the end of the spoke so that everyone can easily see everyone else. (This makes discussion easier for all). Ask them to look around to see where others have placed their object. What do they notice?

**Ask the group:** What was easy or difficult as you decided where to stand? This activity often opens up a dialogue on the goal and how it is defined...what one person believes is good listening may not be viewed similarly by others. Ask: What actions would help us move closer to the goal? This activity can also be used to have youth assess their own strength or growth toward various leadership skills, followed with discussion of ways to grow that skill. For a club setting, it could be used to get member feedback on club goals or projects.

Source: Roger Greenway’s Active Reviewing website. Retrieved from: <http://reviewing.co.uk/articles/ropes>

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# Evaluation/Reflection Placemat

## REFLECTION

**Materials Needed:** One 11x17 Placemat with relevant questions for each participant, pens or markers

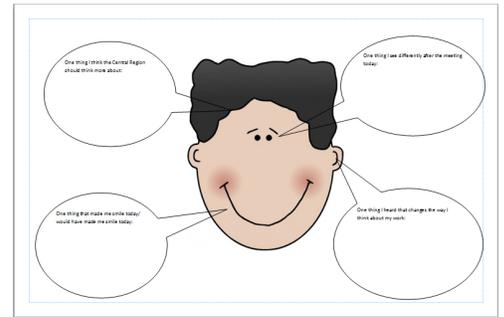
**Purpose:** Providing a reflection or evaluation tool that participants can use throughout your program can be a useful way to encourage feedback from participants as the program goes on. One tool that does this is a placemat.

**Directions:** Introduce the placemat at the beginning of the program and place one at each seat so that participants can insert feedback throughout the program. If participants change seats, encourage them to bring their placemat along.

The questions and images that are represented on the placemat can be reflective or evaluative. Remember that reflective questions encourage participants to find meaning in the program for their own internal development and evaluative questions help program staff judge the merit or worth of the program in how well it is achieving the established outcomes. If you are going to collect the placemats and use them as an evaluation method, be sure to let participants know how their feedback will be used.

**Developed by:** Betsy Olson, Extension Educator, Univ. of MN Extension Center for Youth Development

Below is a sample reflective placemat:



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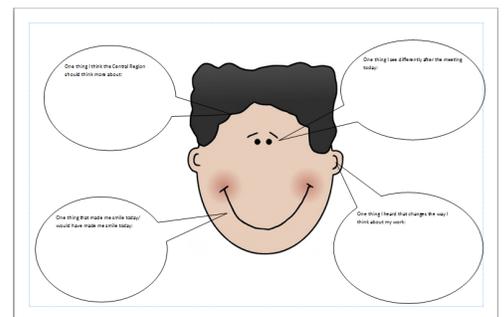
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**Developed by:** Betsy Olson, Extension Educator, Univ. of MN Extension Center for Youth Development

Below is a sample reflective placemat:



# Reflection Word Relay

## REFLECTION

**Materials Needed:** One Flip Chart page per group, or a White Board, Markers

**Directions:** Divide your participants into groups of equal size. Groups should be no larger than 10. Write a reflection question on the flip chart or white board. Give each team a marker and create a starting line about 15 feet or so from the flip chart/white board. Set the timer for either 1 or 2 minutes depending on the number of people on each team and the distance the teams are from where they will be writing. Explain to each team that each team member will write one word that answers the reflection question, while the rest of the team waits behind the starting line. After writing their word the participant hands off the marker to the next team member. All hand offs must happen behind the line.

**Tips:** This activity works best with basic reflection questions and is great for getting honest first reactions from your participants. Do a couple rounds to get feedback on a few topics.

If you want more thoughtful feedback give questions in advance.

*See Reflection Question lists on page 46-49 if you are looking for reflection questions to use for this activity.*

**Developed by:** Betsy Olson, Extension Educator, Univ. of MN Extension Center for Youth Development

18

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**Developed by:** Betsy Olson, Extension Educator, Univ. of MN Extension Center for Youth Development

18

# Debriefing Bugs

## Planning, Reflection

**Materials:** picture of a ladybug, dragonfly and hummingbird (one of each for each person), writing tools

**Time:** 10-15 minutes

**Directions:** This activity is for staff or volunteers, to reflect on the programming they are currently doing. They will look at the “big picture” and then bring the focus down to a couple of manageable or do-able action steps.

Using the visual of a ladybug, and drawing a line from a spot on the bug to a writing area, participants generate a list of the youth programming (one per bug spot) they are currently doing. Give them 3-5 minutes. Then, hand out the dragonfly, have them take a look at the list generated on the ladybug, and think about the “4” programming areas they could bring over from that list to the dragonfly that would need more of their attention. Give them 3-5 minutes. Write these on or near the 4 wings. Next, handout the hummingbird picture, and have them think about what “2” youth programming areas from the dragonfly they could bring over onto the hummingbird, and be committed to work on for the next 6 months. Lastly, the participant should then create “action steps” around the 2 things which they have identified as needing their attention.

**Note:** This activity could be used with 4-H Ambassadors or teen leaders as a planning tool, or with youth in general when they are tossing around ideas for activities or service learning projects they are planning. The youth would generate ideas, one for each of the spots on the ladybug, then bring 4 ideas over to the dragonfly, then choose 2 they want to commit to work together on as a group.



Developed by Anita Harris,  
Extension Educator,

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Developed by Anita Harris,  
Extension Educator,

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# Crossword Reflection

## REFLECTION

**Materials Needed:** Math Graph Paper (comes in larger sizes, or create a graph of your own using a large piece of poster paper, yardstick, and pencil), masking tape to hang paper, markers

**Time:** 8-15 minutes depending on size of group

### Directions:

As participants reflect on the project/activity/service learning that they are in the middle of or that was just completed, ask each person to think of one word that comes to mind reflecting on their experience. Each person takes their turn placing their word on the graph paper. Have participants explain or go deeper into what they placed on the graph paper if they so choose. Good debriefing tool to use in the middle of an activity, especially if things aren't going as planned or feelings and emotions need to be addressed before moving forward.

**Developed by:** Anita Harris, Extension Educator, Univ. of MN Extension Center for Youth Development

								C	
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	M							S	
	P							S	
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	M							S	
	P							S	
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	R				N				
	I				G				
	N				R				
	G				Y				

# Puzzle Mania

## REFLECTION

**Materials:** a colored marker, and a puzzle with enough pieces so that everyone gets their own piece (or take any kind of wrapping paper, or large poster you have, and cut that into puzzle pieces)

**Time:** 10-15 minutes depending on group size

**Directions:** Before meeting with participants- take a puzzle (or a poster or picture that you have cut into puzzle pieces), and mark the back of the puzzle with a number from each of your questions (one number per puzzle piece). Spread the pieces of the puzzle, with the number side “up” and the picture side “down”, on the floor or on a round table. Mix up the pieces.

To help process and reflect on an activity, service learning project, etc, have a participant choose a puzzle piece, and using the number located on the puzzle piece, answer the corresponding question below. As each person finishes answering a question, have them place the puzzle piece, picture side up this time, and start connecting the pieces to complete the picture puzzle.

**Note:** You may also use the “get acquainted” questions OR additional reflection questions provided in the back of this book.

1. What have I accomplished?
2. What have I learned?
3. With what do I need help?
4. What did I do to help myself?
5. What skills or strengths do I have?
6. How did I improve?
7. What did I do well?
8. What am I confused about?
9. What difference did my contribution/work make?
10. How did I make a difference?

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## Take a Reflective Spin

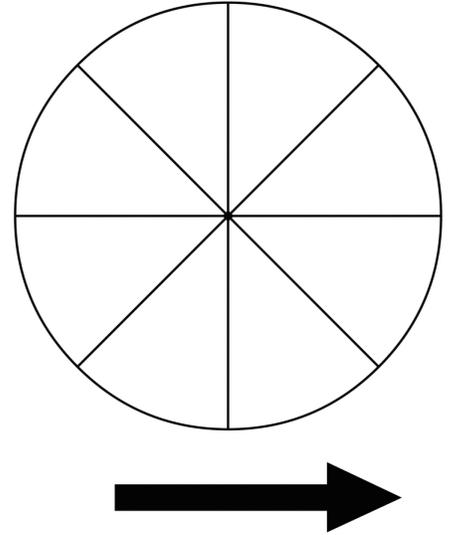
### REFLECTION

**Materials:** 8 ½ x 11 inch colored paper or cardstock, scissor, writing tools, brass fastener, spinner (purchased, or cut from plastic or heavier cardboard)

**Time:** 15-20 minutes

**Directions:** Place participants in groups with 3-6 people in each group. Each group creates their own spinner of reflection questions in the following way. Draw a large circle (or have pre-drawn and cut) on the paper. Find the center of the circle, and place a dot. Draw lines from the center (dot) of the paper to the outside creating pizza slices within the circle. Write one question in each “slice”. Questions about their project, experience, etc. (How did you go about getting the materials for your project? What did you learn from doing this as a group? What did you find most interesting or challenging?) Add the spinner with a brass fastener in the center of the circle. Exchange “spinner questions” with another group, each group will answer the questions written by the other group.

**Developed By:** Anita Harris, Extension Educator, Univ. of MN Extension Center for Youth Development



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## Take a Reflective Spin

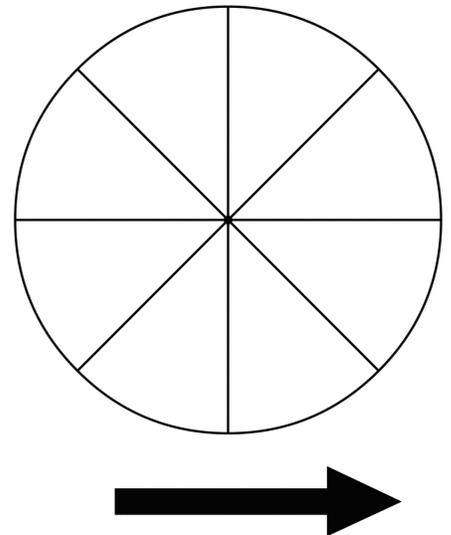
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**Developed By:** Anita Harris, Extension Educator, Univ. of MN Extension Center for Youth Development



22

# Six Word Memoirs

## REFLECTION

**Materials:** paper, pens or markers

**Directions:** Based on the popular website, Six-Word Memoirs <http://www.sixwordmemoirs.com/>.

*Six-Word Memoirs was founded by the online storytelling magazine [Smith Magazine](#). Six-Word Memoirs have become a powerful tool to catalyze conversation, tell your story, spark imagination or simply break the ice...all in just six words!*

Share the concept of Six Word Memoirs with your group. Use the website and share a few examples. Invite individuals or teams of two to create a 6 word memoir about any topic or experience...about themselves, about their experience with an event or project, about leadership, the value of volunteering, wisdom, etc! The website offers tools for teachers if you'd like additional resources. This activity requires time to think and reflect, so you will need to explain and show the concept, then give participants adequate time to create (e.g. 15 minutes for teens or adults)

### A few Six-Word examples:

I'm my best self at camp.      Happiness comes through in my voice.  
Trust no one who hates animals.      Normal is boring, try being you.  
Sometimes kind is better than smart.

**Developed by:** Anne Stevenson, Extension Educator, Univ. of MN Extension Center for Youth Development

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**Developed by:** Anne Stevenson, Extension Educator, Univ. of MN Extension Center for Youth Development

23

# Pony Up for Planning!

## REFLECTION, PLANNING

**Materials:** Large sheet of poster paper, markers

**Directions:** Post a piece of large paper (easel paper works well) or use a whiteboard, and draw three columns labeled **Yeehaw!, Giddy Up!** and **Whoa!**.

In the **Yeehaw!** column participants list the things that they would like to **START** doing in the group.

In the **Giddy Up!** column participants list the things that they would like to **CONTINUE** doing in the group (with or without modifications).

In the **Whoa!** column participants list all the things they would like to **STOP** doing in the group. This can lead to a discussion about preferences, norms, decisions, and ultimately a plan based on the lists they generated. It will help engage all members in program planning.

*Note: This activity is suspiciously similar to the Green Light, Yellow Light, Red Light activity found in Book 1. We just liked the new theme to it!*

**Developed by:** Betsy Olson and Anne Stevenson, Extension Educators, Univ. of MN Extension Center for Youth Development

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**Developed by:** Betsy Olson and Anne Stevenson, Extension Educators, Univ. of MN Extension Center for Youth Development

24

# Bicycle Wheel

## REFLECTION

**Materials:** Bike tire or wheel of some sort, blanket large enough to cover the tire.

**Time:** 10-15 minutes

**Directions:** Using an actual bike tire or a wheel of some sort. Lay the wheel in the middle of the circle, covered by a blanket (before the group arrives). Share with the group that you have something special lying underneath the blanket that has meaning for you. In just a moment, you are going to reveal this object and ask each group member to look at it, and quietly reflect on their own. They are to reflect on the object, and review in their mind any memories or thoughts that this object brings to them (early memories with friends or family, experiences with their current groups and/or programs, analogies that they can apply to their lives). Tell them to be creative.

Uncover the bike tire and encourage quiet reflection (maybe 2–3 minutes, depending on your group’s needs or ability to reflect). Ask each person to share a thought, statement, memory, or reflection about the wheel. The facilitator can close the activity by sharing a statement of their own and apply it the group. Such as

- This tire has been many places; it has its own history, its own story to tell.
- It’s like a roulette wheel—it keeps spinning and spinning, looking for where it will stop.
- Sometimes you are riding high on the wheel. But as the wheel goes around, sometimes you are low. If you stay low you can’t move forward. Don’t get caught staying low—just keep riding.
- The tire has spokes in its wheel. If just one is out of line, the whole tire wobbles. We all need to work together to spin forward.
- The wheel has traveled many places; reminds me of places I’ve been, places I am going.

**Sources:** *NMMI Yates Leadership Challenge Ropes Course – © Eric Evertson*

<http://www.nmmi.edu/academics/leadership/documents/DebriefActivities.pdf>

25

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25

# Salt and Pepper

## REFLECTION, LEADERSHIP

**Materials:** one medium to large size round, flat, baking pan or tin, lukewarm water, salt, pepper, Ivory dish soap (other soaps may not work)

**Time:** 5-10 minutes

**Directions:** Place the pan/tin on a table and have everyone gather around it in a circle. Have one person pour the water into the pan and facilitator say, "The water represents our club/community/ organization." Next have another person shake pepper into the pan along one side of the pan. The facilitator will say, "The pepper represents of all the people in our club/community/ organization, who are working and having fun together as a group/team." Ask for a third volunteer to shake some salt next to the pepper along the side of the pan, and say "The salt represents new people, that join our club/community/organization." Immediately after saying that, take the Ivory dish soap and place a drop of soap close to the salt and pepper, but not touching it. The salt and pepper will quickly separate from one another and go in different directions. Facilitator asks, "What just happened?" How are we like the salt and pepper? What steps can we take to honor and respect our differences? How can we create a more inclusive and welcoming environment?

**Source:** Unknown

26

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**Source:** Unknown

26

# Shoot Out at the Reflection Corral

## REFLECTION

**Materials Needed:** A toy that shoots a soft projectile (safely) such as a foam arrow or ball. Several qualitative evaluation questions. A flip chart or white board with a numbered grid on it (the numbers should correlate with the number of qualitative questions you have developed).

**Description:** Use the shooting toy to spice up your reflection activity. Identify several reflection questions, break up your flipchart paper into the same number of quadrants as you have reflection questions and ask participants to shoot at the flip chart. Wherever their arrow lands, they will get a chance to answer that reflection question.

*See Reflection Question lists on page 46-49 if you are looking for reflection questions to use for this activity.*

*If you would like to use this as an evaluation tool see page 34 for Shoot Out at the Qualitative Question Corral.*

**Developed by:** Betsy Olson, Extension Educator, Univ. of MN Extension Center for Youth Development

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*See Reflection Question lists on page 46-49 if you are looking for reflection questions to use for this activity.*

*If you would like to use this as an evaluation tool see page 34 for Shoot Out at the Qualitative Question Corral.*

**Developed by:** Betsy Olson, Extension Educator, Univ. of MN Extension Center for Youth Development

# Videos For Leadership and Reflection

## LEADERSHIP, REFLECTION

Short videos are a great tool to reflect, teach a leadership lesson, and inspire conversation or action!

Here are a few we love:

**Everything is Awesome** from The Lego Movie (time: 2min.)

Theme: Teamwork! <http://www.youtube.com/watch?v=rGnH6JPsv7E>

**Activity Suggestion:** Share why it's awesome to be part of a team. Share why it can sometimes be a challenge to be part of a team.

**Happy** by Pharrell Williams (time: 4:07)

Theme: Happiness! <https://www.youtube.com/watch?v=y6Sxv-sUYtM>

**Activity Suggestion:** Show at the start of any meeting! Have each person share something that makes them happy. Use it to debrief an event, asking each person to state one thing that made them happy about the event or how they worked together.

**Kindness Boomerang--One Day** (time 5:44)

Theme: Kindness spreads and we can all influence our piece of the world. <http://www.youtube.com/watch?v=nwAYpLVyeFU>

**Activity Suggestion:** Give everyone a colorful piece of paper and marker(s). Have each person write one way they can share kindness with someone. Post these on the wall or share verbally. Use the video as a way to "check-in" during a group experience to assess how members are treating each other.

**The Kid President** (many different video clip options)

Pep Talk (time 2:33) <http://www.youtube.com/watch?v=xzyMuXqMFVA>

**Activity Idea for Pep Talk:** Ask participants to watch this and choose one statement that stands out to them and jot it down as they are watching. Then have them create a small sign or "thought bubble" with their statement--making it colorful! Have each person share their statement sign with the full group and why they chose it.

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Short videos are a great tool to reflect, teach a leadership lesson, and inspire conversation or action!

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28

evaluation value  
assessment consideration appraisal  
analysis estimation test examination workup  
review gauging rating  
judgment

evaluation value  
assessment consideration appraisal  
analysis estimation test examination workup  
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judgment

# Stamp/Sticker Bar Chart

## EVALUATION

This activity is a participatory alternative to a survey.

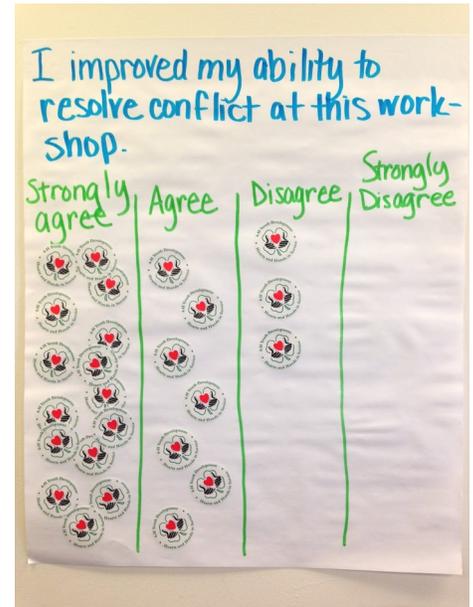
**Materials Needed:** Stamps or stickers; flip chart page one for each question

**Directions:** Develop a set of questions for your evaluation. Print one question on top of a sheet of paper with the rest of the page divided into sections for the answer options, the room within each section will be used by participants to respond to the question by placing their sticker or stamp in that section. Provide each participant with a stamper or enough stickers to answer each question. Post or pass the questions around the room asking each participant to stamp or put a sticker above their likert response to the question.

If you are having trouble choosing a response scale, the University of Connecticut website has lots of examples:

<http://www.gifted.uconn.edu/siegle/research/instrument%20reliability%20and%20validity/likert.html>

**Source:** adapted from UNICEF, Useful Tools for Engaging Young People in Participatory Evaluation found at <http://www.artemis-services.com/downloads/tools-for-participatory-evaluation.pdf>



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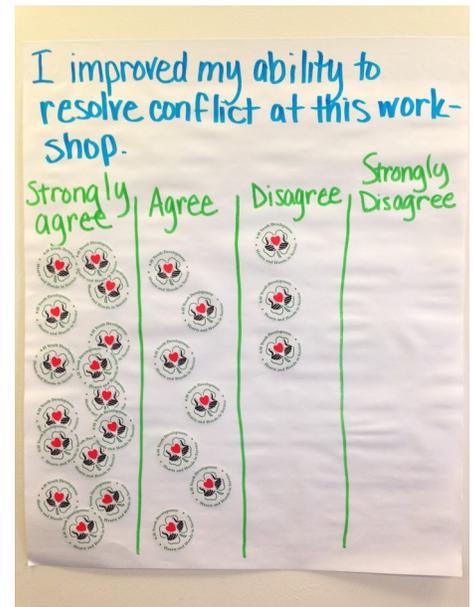
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# Lego Bar Chart

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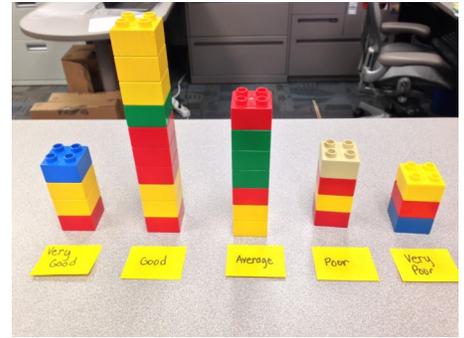
**Materials Needed:** Legos and Index Cards

**Directions:** Write one likert scale response (example of a likert scale response is strongly agree, agree, disagree, strongly disagree) on each index card and display on a table at the front of the room. Give all participants enough equally sized legos to respond to each question. Post or read an evaluation question and have participants bring their legos to the table in the front and stack them next to their response to the question.

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**Developed by:** Betsy Olson, Extension Educator, Univ. of MN Extension Center for Youth Development



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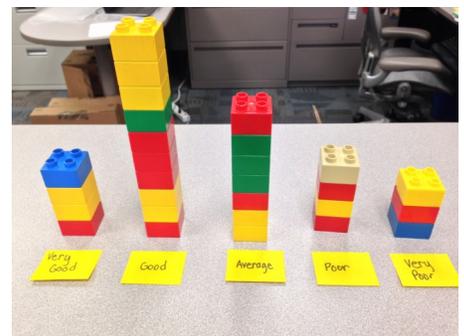
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# Hand/Bar Chart Individual Response

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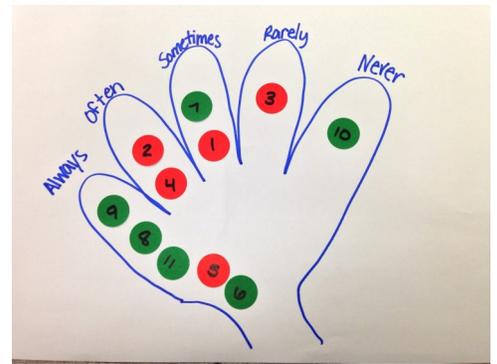
**Materials Needed:** One piece of paper per participant; round, numbered stickers, one for each question you will be asking.

**Directions:** Put a likert scale (for example always, often, sometimes, rarely, and never) on the outline of a hand or an empty bar chart. Post/read the questions and have participants indicate their response on the paper by matching the question number to the numbered sticker. So for question #1, if they ALWAYS do this, they place the sticker with a 1 written on it on the finger or bar chart location that indicates ALWAYS.

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# Hand/Bar Chart Individual Response

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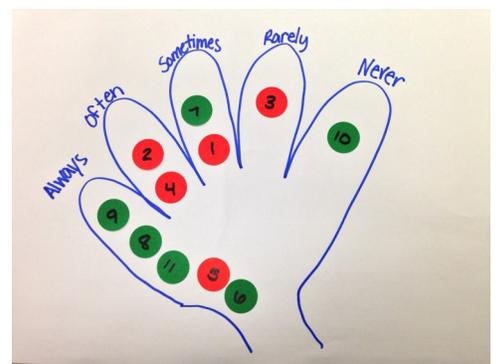
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# Snack Attack Evaluation

## EVALUATION

**Materials Needed:** An overabundance of wrapped snacks (about 4 times the amount of youth in the group)

**Description:** Create and mark an area for each response category that fits with your survey question. For example if the survey question is “Our club’s annual Project Sharing Day is important to me.” you might provide three response categories: Very important, Neutral, Not important. Place one wrapped snack for each participant in each response category. Be sure to record the number of snacks you start with. Ask the participants to take a snack from the container or area that best describes their answer. Count the snacks in each category at the end. This will give you your evaluation results. If, for example, you had 10 snacks in each category and now you have 5 left in the very important category, you know that 5 people think that Project Sharing Day is Very Important.



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**Developed by:** Betsy Olson, Extension Educator, Univ. of MN Extension Center for Youth Development

# Shoot Out at the Qualitative Question Corral

## EVALUATION

**Materials Needed:** A toy that shoots a soft projectile (safely) such as a foam arrow or ball. Several qualitative evaluation questions. A flip chart or white board with a numbered grid on it (the numbers should correlate with the number of qualitative questions you have developed).

**Description:** Use the shooting toy to spice up what might otherwise be a pretty boring evaluation activity. After you have identified your qualitative evaluation questions, break up your flipchart paper into the same number of quadrants as you have evaluation questions and ask participants to shoot at the flip chart. Wherever their arrow lands, they will get a chance to answer that evaluation question.

### **Example Qualitative Questions that help staff understand program outcomes:**

What skills will you take away from this program?

How will you use the skills you gained through this program?

Describe the part of this program that you think had the most impact on you. What was that impact? How did this program impact you in that way?

**FOR TIPS ON DEVELOPING QUALITATIVE QUESTIONS FOR THIS ACTIVITY SEE PAGE 10.**

**Developed by:** Betsy Olson, Extension Educator, Univ. of MN Extension Center for Youth Development

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**Developed by:** Betsy Olson, Extension Educator, Univ. of MN Extension Center for Youth Development

# Love, Like, Don't Like, REALLY Don't Like

## EVALUATION

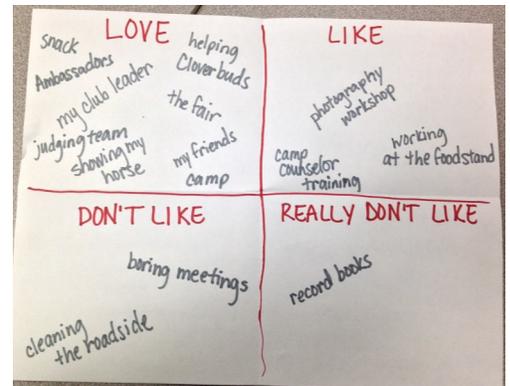
**Materials Needed:** One piece of paper per participant

**Description:** Ask participants to fold their paper in half and then fold it in half again. (It does not matter if they do this horizontally, vertically or both they just need to have their paper divided into 4 sections that are close to equal.) Ask participants to write love in one of the sections, like in another, don't like in another and really don't like in the final section. Then ask them to write elements of the program that they loved in the love section and so on.

### Alternatives:

Think creatively about how to use this simple technique to create an easy way to collect information. Some other categories that you could ask participants to write on their paper include:

- Please write knowledge you have gained during this program in the following 3 categories: Use a lot, Use sometimes, Never Use
- Place the parts of the program in one of the following 4 categories: Save, Change, Delete, Create. Use the create category for things you think should be added.
- Place your priorities for this program into the following 3 categories: Need, Want, Like



**Developed by:** Betsy Olson, Extension Educator, Univ. of MN Extension Center for Youth Development

# Love, Like, Don't Like, REALLY Don't Like

## EVALUATION

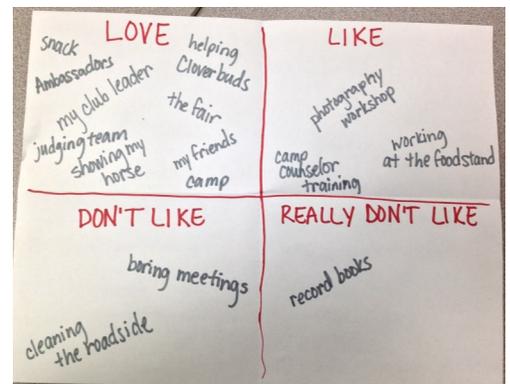
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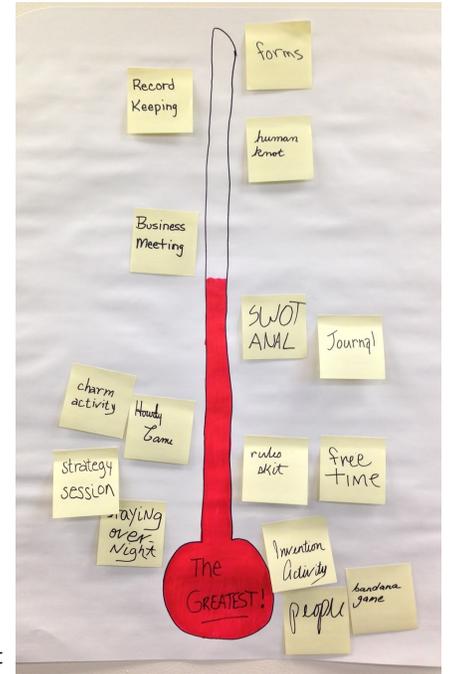
# Thermometer Evaluation

## EVALUATION

**Materials Needed:** Flip Chart with a thermometer drawn in the middle; post-It notes

**Description:** Ask participants to write the activities that they did at your program on a post it note. Write a descriptor at the bottom of the thermometer. The descriptor should describe the way that you want them to rate the activities. For example; Amazing, Fun, Practical, Enlightening, Great, etc. Have them place that post-it note on the thermometer in a location that indicates how close to that descriptor they think the activity was. Color the thermometer about half way up and explain to your group that this dividing line is the halfway point. If they think the activity was the opposite of the word you placed at the bottom, they should place that activity on the flip chart above that half way point. You can use this as your analysis line. Things below that line are great (or whatever word you wrote in the thermometer). Things above that line are not great.

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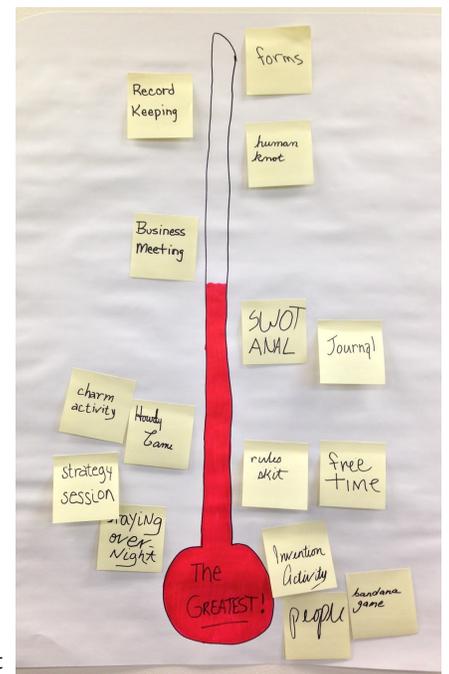
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# Conflict Resolution Arm Wrestle

## TEAM BUILDING, CHARACTER

**Materials Needed:** None

**Directions:** Participants are divided into pairs and seated opposite each other for an arm wrestle. Explain that each person will get one point if the back of their partners' hand touches the table and that the goal is to get as many points as possible. The facilitator will call out when to start, and each pair has one minute to see who wins the most times. At the end of the one-minute, the facilitator asks each pair how many times each one won.

**Note:** Teams that receive lots of points will do so by letting their partner win as many times as they do. These teams will just be flopping their hands back and forth as quickly as possible. If no one saw that solution show and example and ask why teams did not do something like that?

Possible processing questions:

- Why do you think you assumed that in order for you to win your partner must lose?
- What are some examples of win-win situations this group might face?
- How does it feel to be a part of a win-lose situation?
- How does it feel to be a part of a win-win situation?
- Are there times when a change in your perspective from win-lose to win-win would have changed the situation you were in?

**Source:** Landay, S. D. (2011, October 27). Arm "Wrestle" Exercise | Trainers Warehouse Blog. Retrieved from <http://blog.trainerswarehouse.com/arm-wrestle-exercise/>

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# Count on the Rules

## TEAM BUILDING, DIVERSITY AND INCLUSION

**Materials Needed:** None

**Group Size:** More than 10 people and less than 50 people.

**Directions:** Ask your group to stand in a circle. Explain that the group will count to 20 with each person counting off one number. The group will start at one and count up 1,2,3. . . and so on until 20 with two exceptions. Give two rules for the exceptions. You can create any rule you want, for example, the person who would say 5 will instead say their own first name and the person who would say 10 will say their own last name. When the group reaches 20 the next person in the circle will create an additional rule for one of the numbers (for example instead of saying 2 that person should do a jumping jack). After stating the rule that person starts the counting at 1. When a rule is broken, whoever broke that rule will step out of the circle and the rest of the group will continue counting. End the action when there are only two people left.

### **Debrief Questions:**

What does it feel like to create a rule? What does it feel like to break a rule? Why do we as a group create rules? Was it easier to follow the rules when there were two of them? Why? In this group do we have lots of rules or just a few? In America there are lots of social rules, is it difficult to follow all the social rules? Would it be more difficult to learn the social rules as you go, like we did in this game, or growing up knowing them like you would have if we had listed all the rules beforehand? Can you think of any groups in the USA that have to learn the cultural social rules like we did in this game?

**Source:** Unknown

39

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# Alphabet Dancing

## LEADERSHIP, TEAM BUILDING

**Materials Needed:** Two sets of index cards with capital letter of the alphabet written on them (one letter of the alphabet per card) for a set of 26 cards. You will need one set per team; if you have more than 30 people, form 3 teams.

**Directions for Instructors:** Divide into two teams (best if there are 8-15 members per team). Direct each team to form a line behind a starting line, across from a set of cards. (similar to a relay race with the cards spread out on the floor or a table roughly 10-12 feet from the starting line). Identify a referee to determine which teams spells the word first.

When you call out a word from your list of words, each team must send 1 player for the each letter of the word to the stack of cards. These players must find the right letters and, with each person holding one card, line up and hold the letters up in the correct order to spell the word (so the referee & others can read it).

The team who spells the word correctly first gets a point. The referee makes the call. After the word is spelled, the letters should be returned to the pile. Play until one team earns the designated number of points to win or for desired amount of time.

**NOTE:** With 26 letters of the alphabet, you are limited to words that use a letter once. (If you want to add additional letters such as E, T, S, R, A or L to the set of cards, you can spell many more words).

**Possible Words:** team, learn, fun, lead, help, goals, teamwork, listen, teach, dreams, laughter, harmony, symbolic, camp, friends, thunder, song, games, campfire, whisper. (You can also use words that reflect your program).

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# Pride Lines

Sharing things you are proud of is one way to strengthen your group and get to know each other better! These questions are designed for youth in grades 2-8. Adjust as needed for age of your group.

**Materials:** Question sheet, Jenga game if desired.

**Directions: Standard Version:** These Pride Lines can be used in one on one conversation or in a group. Ask the kids “How would you finish this sentence?”--then read one of the lines listed below. You can also print them, cut them apart, have students pick one and share their response with the group.

**Jenga Version:** Prior to activity, number each Jenga block with a number 1-24 (approximately). As youth pull out a Jenga block, you ask them the question that matches the numbered block they picked.

- |  |  |
|--|--|
| 1. I am proud that on my own I can...  | 13. I'm proud that my mother/father...                           |
| 2. I am proud that I spent my allowance/my money on...                         | 14. I'm proud that I learned a new skill when...                 |
| 3. I am proud that when I am scared I...                                       | 15. Something I worked hard for is...                            |
| 4. I am proud that I made a friend happy by...                                 | 16. Something I own that I'm really proud of is...               |
| 5. I am proud that even when the other kids did.... I ...                      | 17. A habit I have that I'm really proud of...                   |
| 6. I am proud that this summer I...  | 18. Something I really like about myself is...                   |
| 7. Something that my family has done together this year that made me proud.... | 19. Something I've done for my family that I'm proud of is...    |
| 8. I am proud that I use my toys...  | 20. Something I've done for someone else that I'm proud of is... |
| 9. I am proud of what I did about....  | 21. I am proud to have a family that...                          |
| 10. I am proud when the other kids say that I...                               | 22. I am proud I can....   |
| 11. I am proud that I keep healthy by...                                       | 23. I am proud that I still want to....                          |
| 12. I'm proud that I helped make my school a happier place by..                | 24. I am proud that someday I will....                           |

**Developed by :** Anne Stevenson, Extension Educator,  
Univ. of Minn. Extension Ctr. For Youth Development

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# Pride Lines

Sharing things you are proud of is one way to strengthen your group and get to know each other better! These questions are designed for youth in grades 2-8. Adjust as needed for age of your group.

**Materials:** Question sheet, Jenga game if desired.

**Directions: Standard Version:** These Pride Lines can be used in one on one conversation or in a group. Ask the kids “How would you finish this sentence?”--then read one of the lines listed below. You can also print them, cut them apart, have students pick one and share their response with the group.

**Jenga Version:** Prior to activity, number each Jenga block with a number 1-24 (approximately). As youth pull out a Jenga block, you ask them the question that matches the numbered block they picked.

- |  |  |
|--|--|
| 1. I am proud that on my own I can...  | 13. I'm proud that my mother/father...                           |
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# Shut Eye Drawings

**LEADERSHIP** (Seeing the big picture)

**Group Size:** Unlimited. Best for 4<sup>th</sup> grade or older, & adults.

**Time:** 10 minutes

**Materials:** paper and pencil for each person

**Directions:**

1. Tell everyone that they are going to draw a picture and you will tell them what to draw.
2. Instruct participants to close their eyes and *keep them closed while they are drawing.*
3. Use the following list for things to draw. Make sure you read them in order and allow enough time in between items for the participants to draw each thing.
  - a. Draw the outline of a house
  - b. a big tree next to the house
  - c. two windows in the house
  - d. a nest in the tree
  - e. a door on the house
  - f. sun in the sky
  - g. chimney on the house
  - h. two birds in the nest
  - i. smoke coming out of the chimney

(continued on next page)

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(continued on next page)

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(Shut Eye Drawing continued)

4. It adds to the fun if you ham it up when you mention each new item. Pretend that you don't realize that you're making everyone go back and forth to different parts of their pictures. There are lots of moans and groans when they have to find the right place to add the next item. Remind them often to keep their eyes closed!
5. When you are finished with the list, tell everyone to open their eyes and look at their masterpieces.
6. Have everyone hold up their art work for all to see.
7. Process the activity with the following analogy:

Sometimes it's hard to get our lives right if we can't see the big picture. Just like in our drawing, things were out of place and less than perfect because we couldn't see what we were drawing. But if we can open our eyes to the situations and happenings around us, we can see our way more clearly and can make the necessary adjustments before our lives get too fragmented or off track.

- What can make your life seem fragmented?
- What or who helps you see the bigger picture?
- What assumptions do we make about others' lives?
- How can we help one another get on the right track?

**Source:** Patty Hupfer Riedel, Milwaukee, WI

(Shut Eye Drawing continued)

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# How Are You Really?? Dice Game

## LEADERSHIP, TEAM BUILDING

**Materials:** 1 dice for each person. Copy of “How Are You Really?” questions sheet for each person, noisemaker if desired.

**Directions:** The goal of this activity is to meet other people and talk one on one, getting to know them better. Ask participants to stand up and pair up. Each participant will take a die and a handout of the questions. This activity is similar to Speed Dating with questions. Explain they will, “Roll one die and use that question (1-6) or roll both dice and use that question (7-12). Take turns sharing for 1-2 minutes. Move to someone new when the noisemaker sounds!”

1. Tell about the best thing that happened last week.
2. Would you rather...spend one month living in a castle with a moat, a tree house with a rope swing, or in a small cabin with a hot tub in the mountains? And why?
3. Share something that has taken a lot of time in your schedule lately and how you feel about that.
4. A unique/odd/goofy talent or skill that I have that most people don't know about me is....
5. Tell about one goal you've recently accomplished.
6. If you could possess one unique super power, what would it be?
7. What is a favorite memory of a holiday or celebration?
8. Tell about 2 things you feel you are good at.
9. Share your full name and tell a story or something interesting about your name.
10. If you could have your “ideal” meal, what would you like to have?
11. What is something you would like to be good at, which you presently are not?
12. Something that always makes me laugh is....

**Developed by:** Anne Stevenson,  
Extension Educator, Univ. of MN Extension Center for Youth Development

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45

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45

## Reflection questions that focus on the EXPERIENCE

1. How did you solve the problem or accomplish your task?
2. What did you observe?
3. Describe what happened.
4. Did you reach your goal? Why or why not?
5. Did you/your team's ideas all work?
6. What did you try that did not work out?
7. Did you feel successful?
8. What element of the program made you work the hardest?
9. What was the original goal or purpose of this activity?
10. What important things helped you complete this project/program?
11. What expectations did you have about your service experience?
12. What did you do today that made you feel that you made a difference? Why?
13. Did anything happen that made you feel uncomfortable? If so what, and why do you think it made you feel this way?
14. Did anything surprise you?
15. What do you think is your most valuable contribution to the project?
16. Is there a person or activity you find interesting or challenging in your project?
17. What emotions did you feel during this activity?

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## Reflection questions that focus on WHAT THE EXPERIENCE MEANS

1. Why was this program or activity meaningful to you?
2. How is what your team did important?
3. What did you learn about making decisions?
4. Have you learned from any disappointments or successes from your project?
5. What needs did/does/will your project help fill?
6. What did you do that seemed to be effective or ineffective in service to others?
7. How does your understanding of the community change as a result of your participation in this project?
8. Were there moments during the program when your viewpoint changed? What created that change?
9. What is different as a result of this project?
10. What was your greatest insight?
11. What life skill did you acquire?
12. What elements of the program are you still wondering about?
13. Did any problems come up over and over? How did you handle them?
14. How did someone else help you?

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## Reflection questions that focus on APPLYING THE EXPERIENCE

1. What do you think you will do and what impact do you think you will have?
2. What key points have you learned that you can use elsewhere?
3. Where have you faced similar challenges in your life?
4. How can you continue your involvement with this group or social issue?
5. How can you educate others or raise awareness about this group or social issue?
6. What did you learn about your decision-making skills?
7. How is your service relevant to what you are learning in your club/afterschool program?
8. What are some ways you like to learn?
9. How would you describe your skill at\_\_\_\_\_?
10. What should we do next?
11. If you did this again, what would you do differently?
12. What is one way you can use the skill/knowledge gained today?
13. If we started this program again, what would be different? How would we be different?
14. How has this affected your goals?
15. What has this prepared you for?
16. What do I want to know more about?
17. What have you learned about yourself and how might you use that knowledge?
18. Are there some principles or guidelines you can use in real life?

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# Reflection Prompts

## Reflection prompts for individual learning

1. I took a risk when I....
2. Something I really like about how this group works together is....
3. My biggest challenge was.....
4. One of my favorite activities today/this month/this year was.....
5. Something new I learned (or was reminded of) about myself was .....
6. One thing I learned about listening today was ....
7. The most amazing part of today was....
8. The skill I brought with me that helped me the most today was ....
9. One thing I will still be thinking about tomorrow is....
10. This program is important because....

## Reflection prompts for group work

1. One thing I'd really like to see us accomplish this year is...
2. As a group, we need...
3. As a group, we have....
4. As a group, we are strongest when....
5. As a group, we are weakest when....
6. One thing I would personally like to get out of being involved in this group is....
7. One way I helped another team members was.....
8. Something new I learned (or was reminded of) about someone else in this group was....
9. In five years I want to look back at this group and think....
10. I am proud of our group because...

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## Balanced Questions

These are examples of debriefing or reflection questions that you might use with a variety of activities. Roger Greenway, trainer and consultant on Active Reviewing ([www.reviewing.co.uk](http://www.reviewing.co.uk)) shares that trainers may have the tendency to ask questions that may be 'looking for trouble' rather than 'looking for success'. Balanced questions is a tool to help facilitators ask **both types** of questions in their processing of a group experience. Roger offers this list of some commonly used questions paired with some success-focused alternatives.

Negative or Neutral question	Success-focused question
What went wrong?	What went right?
What are your needs?	What are your strengths?
What did you learn?	What did you learn to do better?
What issues shall we put on the agenda?	What issues can we now take off the agenda?
How can you improve?	What strengths could you make more use of?
What's missing from this group?	What are the assets of this group?
What would you do differently next time?	What would you do the same next time?
What do you want to achieve?	What is your recipe for success? And what will you now apply that to?

For more questions, more background and several pages about reviewing success, see the **Questions For Success** page: <http://reviewing.co.uk/success/success2.htm>

**Source:** Roger Greenaway Reviewing Skills Training: <http://reviewing.co.uk>

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# Getting Acquainted Questions

## Getting -To- Know-You Questions for Elementary-aged Youth

1. What is one of your favorite hobbies?
2. What is your most treasured possession?
3. What is your favorite color?
4. What is your favorite food?
5. What do you like to read?
6. What is your room like...clean or messy?
7. Name one thing you consider yourself to be good at.
8. What is your favorite book?
9. What is your favorite cartoon?
10. What is your favorite season?
11. What is your favorite animal?
12. Where was the best place you have gone on vacation?
13. What is your favorite sport?
14. What is your best memory of a holiday or celebration?
15. Who is your favorite musical artist?
16. Do play an instrument or sing?
17. Have you ever been out of the country? If not, where would you like to go?
18. What is your favorite holiday?
19. What is your favorite thing to do on your birthday?
20. What is your favorite subject in school?
21. What is your least favorite subject in school?
22. Who is an adult that you look up to?
23. What super hero power would you like to have?
24. Would you rather live in a castle or a tree house and why?

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## A Few of Our Favorite Resources (well, the short list anyway!)

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A huge resource on reflection (aka reviewing, debriefing, processing) by guru Roger Greenway! Articles, tips, tools of the trade, archived e-newsletters, research. This is a place to start as you develop your skills, research base, and bag of tricks on reflection!

**Reflection Toolkit.** Northwest Service Academy, **Metro Center, Portland, OR**  
<http://nationalserviceresources.org/files/legacy/filemanager/download/615/nwtoolkit.pdf>  
This resource is from their Service-Learning materials. Offers a wide variety of reflection activities.

**Book:** Cain, J., Cummings, M., Stanchfield, J. (2005). A Teachable Moment: A Facilitator's Guide to Activities for Processing, Debriefing, Reviewing and Reflection. Dubuque, IA: Kendall Hunt Publishing Co.  
Develop and hone your skills in debriefing and reflecting and bring out the full value of experiential learning activities. This book has excellent background and tools, as well as over one hundred reflection techniques! Techniques using multiple intelligences are also shared, to move you beyond the "just talking about it" reflection method. Highly recommended! Available through [www.training-wheels.com](http://www.training-wheels.com)

**Book:** Hupfer-Reidel, Patty. (2010). 100 Awesome Icebreakers. Dayton, OH: Lorenz Educational Press.  
More than a book of ice breakers, this is the author's second great book and also includes leadership skill building and team building activities. \$12.95 [www.millikenpub.com](http://www.millikenpub.com)

**Books:** Olson, Carl. (2000) Energizers-Calisthenics for the Mind & (2005) Impact! Activities to Enhance Teaching and Learning. Minneapolis, MN: Educational Media Corporation. [www.energizerolson.com](http://www.energizerolson.com). Great leadership building activities using energizers, games and initiatives.

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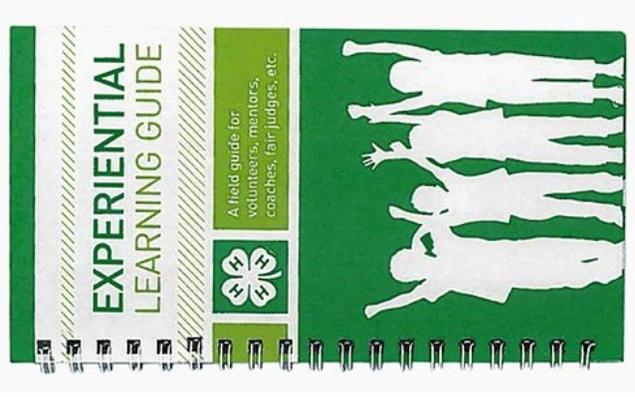
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**-a 4-H Regional Extension Educator**

National Winner! 2006 NAE4-HA - Communicator Award

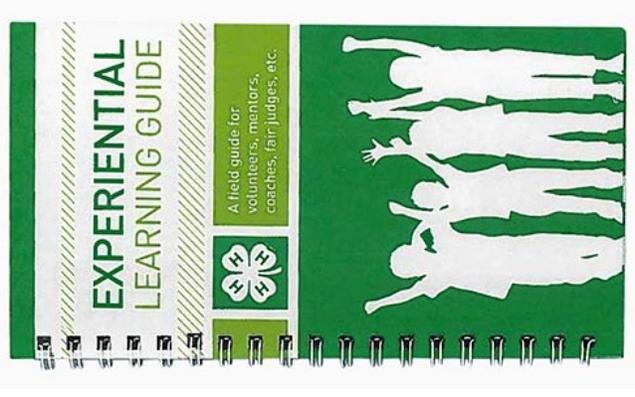
# Experiential Learning Field Guide

Youth think more, work harder and end up learning more when they are engaged in an experiential learning process.

This guide:

- Is a practical tool for adults working with youth through an experiential learning model.
- Prompts with questions through each of a five step model: experience, share, process, generalize, and apply.
- Is formatted to take into the field: fits in a shirt pocket, laminated pages, spiral bound, quick tabs.

Youth workers, coaches, teachers, fair judges, mentors, etc. will all find this an indispensable tool to have readily available in their work with youth.



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**"Light bulbs were popping when I used this Guide to explain how and what we teach through 4-H to our County Extension Committee."**

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