



Even More!

Building Your Programs 20 Minutes at a Time

**Leadership & Reflection
Activities You Can Use!**

Authors: Anne Stevenson, Anita Harris, Carol Skelly, Anna Gilbertson and Anne Moore, October 2011

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Contributor:

Barb Piehl, Extension Educator, Retired.

We welcome your feedback or ideas!

Minnesota 4-H Youth Development, University of Minnesota Extension Center for Youth Development
<http://www1.extension.umn.edu/youth/mn4-H/>

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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 doing, 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.

As educators, volunteer staff, and others who work with young people, we play this critical role in helping young people or other youth workers reflect on their experience or their practice. Facilitation is a skill, as is facilitating reflection or debriefing with a group. Like any other skill, we get better with practice. Recent research on brain-based learning and brain mapping give us scientific proof that time for reflection and the use of a variety of reflective techniques facilitate learning. (Check out [Teaching with the Brain in Mind](#) by Eric Jensen).

This workshop and resource booklet were designed to help you get started and to build your skills and toolkit for guiding reflection. For an excellent yet manageable overview of reflection, try the opening chapters of the book: [A Teachable Moment](#) (Cain, Cummings, Stanchfield, 2005). Other resources can be found on the resource page in this booklet.

Flip this page for a few tips from their book!

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Here are a few tips from the book A Teachable Moment to get you started:

- Create a safe and positive learning environment. Help your group create behavioral norms regarding discussion and sharing.
- Allow group members to pass during processing. This empowers participants to have control over their learning and practice reflective feedback at their own pace.
- Participants can experience valuable reflection even if they do not share it with the group.
- The facilitator does not have to hear everyone's comments for it to be quality reflection. Use solo, paired or small group options as well as full group experiences.
- Individual time away from the group gives learners time to reflect on things that may not come up during a group discussion and balances and supports group process.
- Mix up your methods and consider processing tools that reflect multiple intelligences and various learning styles.
- Reflect yourself! Start keeping a journal or log of your tools and experiences facilitating reflection. You will learn from your own experience and will see your growth over time.

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Building Leadership Skills

Effective youth leadership does not just happen. Leadership skills can be taught and learned. Skill building is a process and there is always something new to learn. In collaboration with adult mentors youth learn to see themselves as leaders and develop or improve their leadership skills through engaging, hands-on experiences and opportunities to lead. Through positive and consistent adult mentoring, youth learn to use their strengths to be effective leaders, to be aware of how others might see them, and to relate to those they wish to lead.

In their book, *Youth Leadership: A Guide to Understanding Leadership Development in Adolescents*, van Linden and Fertman (1998) identify three major stages of adolescent leadership development: awareness, interaction, and mastery, further delineated into five leadership skill areas (information and thinking, attitudes, communication, decision-making, and stress-management). Other research identifies skills and competencies of youth leadership, including self-awareness, defining leadership, communication, group dynamics, cultural competence, organization, decision making, and more. Author and activist Margaret Wheatley (2008) defines leadership in this way: “A leader is anyone willing to help.” She lives and nurtures the idea that a leader is “anyone who sees something that needs to change and takes the first steps to influence that situation.” As youth development educators, we do well to ground ourselves in the research of leadership skills development for young people, and to seek ways to consistently identify opportunities for authentic leadership. This booklet is just one tool of many you may wish to include in your tool kit!

Wheatley, M. (2008) What is our role in creating change? Retrieved from: <http://www.margaretwheatley.com/articles/Wheatley-WhatIsOurRole.pdf> on October 5, 2011.

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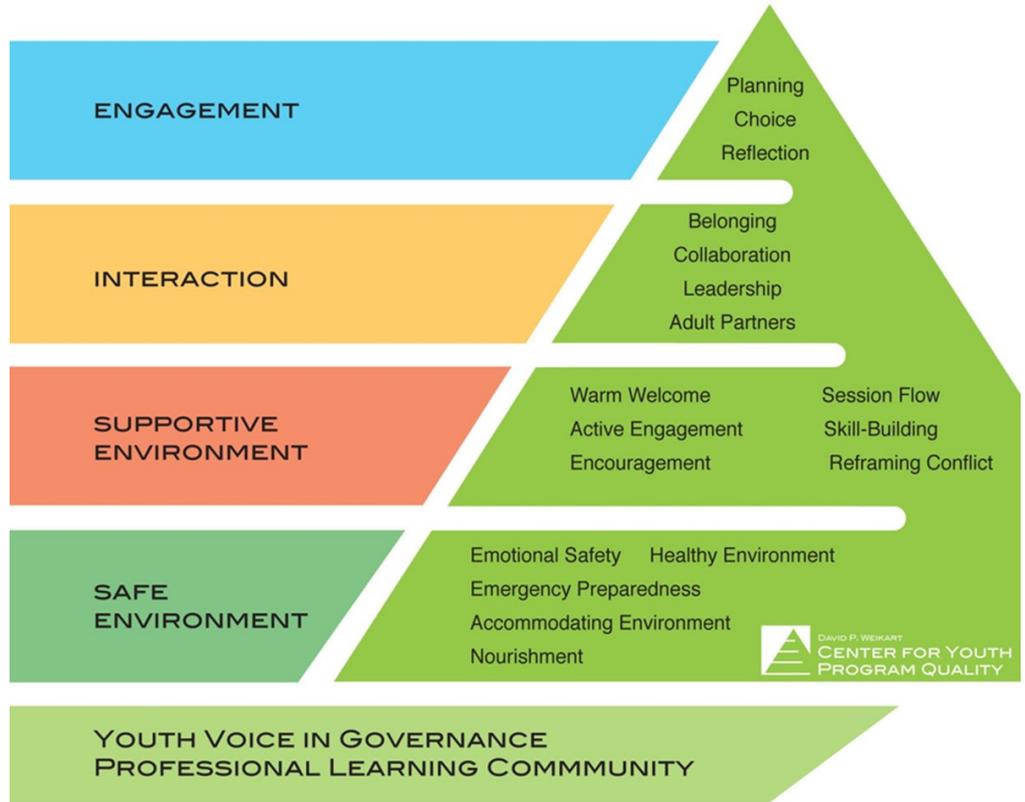
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5

Pyramid of Program Quality

Youth & School-Age Program Quality Assessment

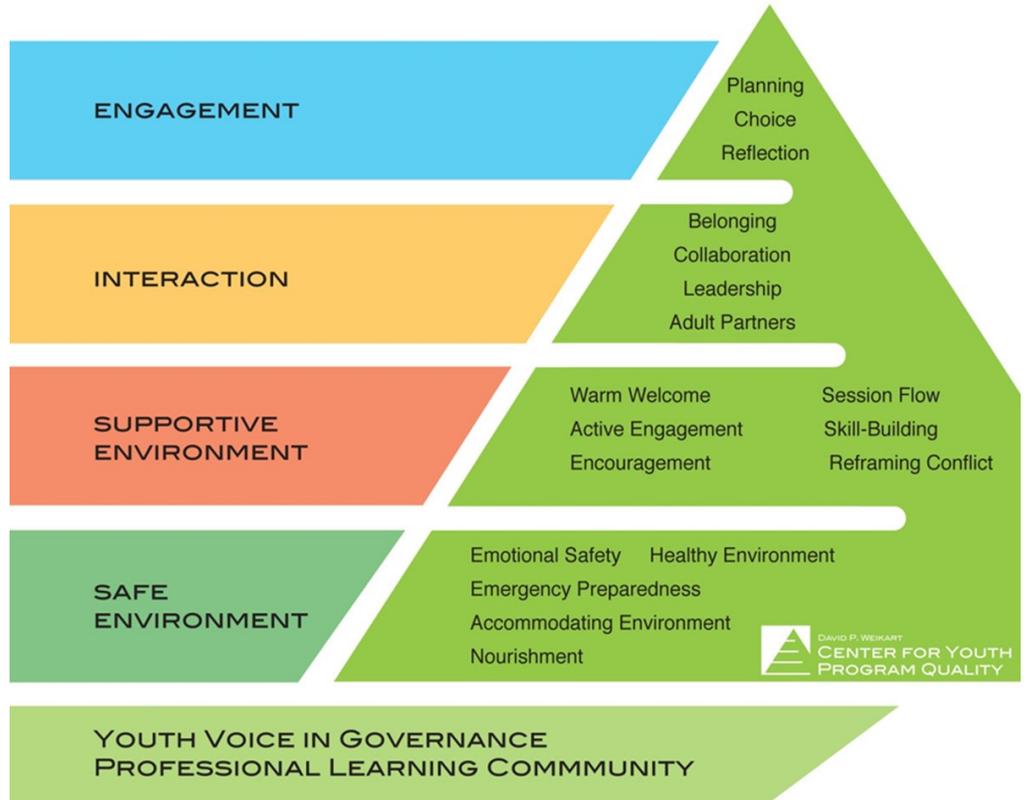
Weikart Center for Youth Program Quality
www.cypq.org



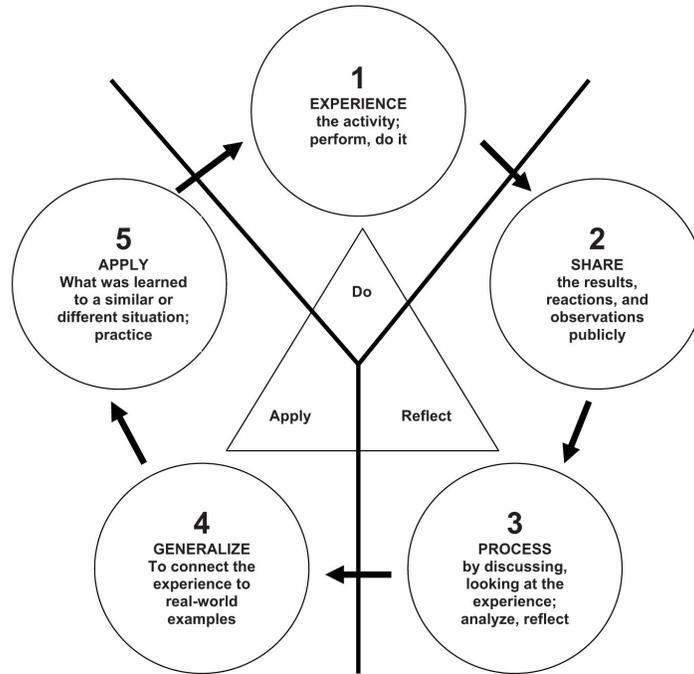
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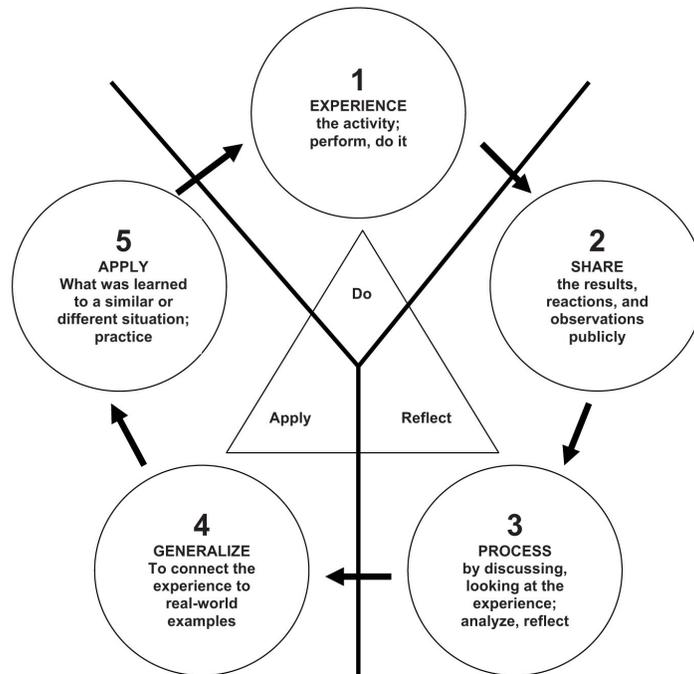
Experiential Learning Model



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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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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Building a Story

REFLECTION

Materials Needed: Lined paper on a clipboard, pen or pencils (one set of materials for every 15 participants)

Directions: Write a reflection question at the top of the paper. The clipboard with lined paper is then passed around the group while other activities continue. It is best done with a group that has met before so they have some experience together to reflect on. Ask each participant to write the answer to the overall question on the very bottom line of the paper. When finished, fold the line to the back of the page so the next person cannot see your answer. Pass the clipboard to the next person.

When finished one person then reads the story to the whole group. It could be used to tell others about the work of the group or progress toward outcomes

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Candy, Candy, Candy

REFLECTION, EVALUATION

Materials Needed: Starbursts or other wrapped candy, bags or buckets

Directions: Using candy to support evaluation is sure to be a success! This idea is attributed to Kim Sabo Flores, an evaluator who focuses on youth participatory evaluation. Have participants respond to an evaluation question posted on the wall using Starbursts (or another wrapped candy) for a Likert-type scale response. For example, at the end of the program, ask youth to rank how much they learned using the Starbursts. Have the participants drop a red Starburst in a bag or bucket if they learned “a lot”, a green if they learned “a little”, a yellow if they learned “nothing”. Have two or three questions displayed around the room with a bag or bucket with for each question for participants to cast their votes. Because Starbursts come in 5 colors, you can ask questions with up to five responses (i.e. strongly agree, somewhat agree, neutral, somewhat disagree, strongly disagree.) Just make sure to have enough Starburst so people can vote with the color they want.

After collecting this information, you could use the data to help answer questions such as:

- Did I pace the learning so that participants were comfortable and able to gain new skills?
- What adaptations could be made to improve the program?
- Are the participant’s learning as much as was planned?

Author: Samantha Grant, Extension Educator, University of Minnesota, Extension Center for Youth Development

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10

Circle of Hands

REFLECTION

Materials Needed: 1 white poster board or flip chart paper (per group of 5-7), 1 marker per person

Directions: Break a large group into smaller groups of 5-7 persons. Have the group gather around the paper so each person can put their left hand on the paper and so the group forms a “circle of hands”. (Each person's thumb and pinky finger should be touching that of the person on either side of them.) Have each person trace around their right hand.

In your pinky, write something you have in common with the person whose thumb is on your left. That person should write the same thing in their thumb space. In your thumb, write something you have in common with the person whose pinky is on your right. That person should write the same thing in their pinky space. On your three middle fingers, write three things that make you different from the people to your right and left.

When finished ask group member to go around and tell what similarities they found in common with the people on each side of them. Next share what difference they listed on their middle fingers. Ask: How did you go about finding similarities and differences? Finally, ask them to share with the large group a difference or similarity that surprised them or was interesting.

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11

Color Symphony of Leadership

LEADERSHIP—Understanding Self

Materials Needed: liquid dish soap, Q tip–type cotton swabs, white plastic or plastic coated dinner plates, food coloring (red, yellow, green, blue)-small bottles with droppers; Whole milk at room temperature, paper cups, paper towels, “dump bucket” for clean up

Directions: Have participants work in teams of 2 or 3. Each team needs 1 plate, 2 Q-tips, cup of milk (enough to fully cover the bottom of the paper plate-about 1/2c.), and small amount of dish soap. Several groups can share bottles of food color.

To use this activity as a Leadership Lesson, guide participants with these directions:

1. Pour the milk into the plate. The milk represents your 4-H program/school/group. Wait a moment for the milk to stop moving.
2. Put 2 or 3 drops of each food color on the milk. Talk about how the drops of color represent all the different people in your school/group/community—students, teachers, staff/volunteers, etc. Many different cultures, personalities, etc. Do not stir or swirl!
3. Ask them to notice what happens to the food color as it sits in the milk —it may spread out a bit but it really stays to itself. There really isn’t any movement or interaction within your group/school.
4. (Make sure everyone has added the food color before starting this step). Take the Q-tip. The Q-tip represents you as a youth leader in your school/group. The dish soap represents leadership qualities—Dip your Q-tip in the soap-this represents all the leadership skills you are learning and that you bring to your group. **(continued on next page)**

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Color Symphony of Leadership (page 2)

5. Ask: What happens when a leader starts working in your school/group/community? Now touch the Q-tip to the milk and observe the action that begins! (remind them NOT to stir with the Q-tip; just hold it in the milk).
6. Allow time for the swirling and churning and observation and ooo-aahhs to happen. Ask what they are observing. Next, ask them to relate this to “real life” ...what role leaders in a group/school/community can play. Some analogies:
 - break down boundaries between groups and gets them interacting
 - there are “explosions” of learning, fun, interaction, curiosity
 - helps create excitement, helps create action
 - creates new lovely colors of friendships and teamwork by getting people to mix and become involved in their school/group etc...
 - Like the soap breaking the surface tension, leaders can help break apart cliques...
 - Kids who are more involved in their school/group are having more fun—like the many colors swirling around!
 - Sometimes the change in your group/school is very evident, sometimes it is more subtle. (the swirling is often very active at first but as it slows you have to watch more carefully to see the small bits of movement). Sometimes leaders create BIG impact or change, and many times leaders create small or subtle changes or actions.
 - Use any other analogies you can think of!
7. You can ask them which group/school/program they’d rather be in—the plain milk with a few dots of color or the active, swirling colors milk...What can they do to make this happen? **(continued on next page)**

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Color Symphony of Leadership (page 3)

Here's the science behind this activity, as many will want to know why this happens:

Milk is mostly water. It contains vitamins, minerals, proteins and tiny droplets of fat suspended in solution (the water). Milk has surface tension like water. The food coloring is mostly water so just sits on the surface. Soap wrecks the surface tension by breaking the cohesive bonds between water molecules. This allows the colors to zing around in the milk. Also-when you add soap, the weak chemical bonds that hold the proteins in solution are altered, so molecules of protein and fat bend and twist. Soap molecules combine to form clusters (known as micelle), which distribute the fat in the milk. This rapid mixing of fat and soap causes swirling and churning. When the fat and micelles are spread everywhere, the action stops!

Lesson developed by: Anne Stevenson, Extension Educator, University of Minnesota, Extension Center for Youth Development with help from Steve Spangler Science, www.stevespanglerscience.com.

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Communication Ball Toss

LEADERSHIP—Communication

Materials Needed: A variety of balls (6-10) or other objects to toss (Eg: tennis ball, koosh ball, rubber chicken, squeaky toy, etc.)

Directions:

1. Group members stand in a circle.
2. Group leader tells the group, “We are going to toss the ball, making a pattern so everyone receives the ball once. I am going to always throw the ball to *Anne*.” Anne then throws the ball to *George*, George throws to *Carol*, etc. until the ball comes back to the leader. Each person always throws the ball to the same person. Repeat the pattern so everyone is clear. Talk about the ball as a message we are sending to each other and the importance of “sending” clearly so the message can be “received”.
3. Start the ball pattern again. Then, begin to add other balls so there are multiple balls being tossed.
4. STOP ACTION- Questions to ask mid-action:
 - a. Are messages being sent and received clearly? Why or Why not?
 - b. What happens when action gets too chaotic?
 - c. What are some strategies to make the activity go smoother?
5. Continue action until all balls get back to leader.

Reflection Questions:

What did you learn from this activity?, How can we ensure that others receive our messages clearly?, Did assessing the activity mid-way change any outcome? ,What can we relate from this activity to our role as leaders?

Source: This activity is an adaptation of Group Juggling by Karl Rohnke.

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Directions:

1. Group members stand in a circle.
2. Group leader tells the group, “We are going to toss the ball, making a pattern so everyone receives the ball once. I am going to always throw the ball to *Anne*.” Anne then throws the ball to *George*, George throws to *Carol*, etc. until the ball comes back to the leader. Each person always throws the ball to the same person. Repeat the pattern so everyone is clear. Talk about the ball as a message we are sending to each other and the importance of “sending” clearly so the message can be “received”.
3. Start the ball pattern again. Then, begin to add other balls so there are multiple balls being tossed.
4. STOP ACTION- Questions to ask mid-action:
 - a. Are messages being sent and received clearly? Why or Why not?
 - b. What happens when action gets too chaotic?
 - c. What are some strategies to make the activity go smoother?
5. Continue action until all balls get back to leader.

Reflection Questions:

What did you learn from this activity?, How can we ensure that others receive our messages clearly?, Did assessing the activity mid-way change any outcome? ,What can we relate from this activity to our role as leaders?

Source: This activity is an adaptation of Group Juggling by Karl Rohnke.

15

Connecting Individual Links to Build a Chain

REFLECTION

Materials Needed: Flip Chart, marker, strips of paper 8 ½ X 2 inches (about 10 per person, a variety of colors is nice), pencils, thin point markers, tape or small staplers (need one for every 3-4 participants), scissor.

Directions: This activity works very well for elementary youth. On flip chart print a list of reflection questions.(e.g. What was something you most enjoyed today? What was a new skill you tried? When did you act as a leader?) Ask participants to draw or write one answer on each strip of paper. Youth may have several answers for one question but no answer for others. As they finish have participants tape or staple the ends together of the first strip of paper making a link for their chain. Then add the next strips so they are connected.

When each individual is finished ask them to find a partner and connect their chains. Keep joining teams together until the whole group is connected into one large chain. Make a final link connecting the circle. With the group standing in a circle each holding a part of the chain have them slowly rotate the chain clockwise. Lead a discussion about how the group has individual reflection that is shared and together how this leads to the outcomes of the group. Stop the rotation and with a scissor, cut a piece of the chain for each person to take home (probably not their own).

Author: Barb Piehl, Extension Educator University of Minnesota, Extension Center for Youth Development

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16

Esteem T

LEADERSHIP—Understanding Self OR REFLECTION

Materials Needed: Writing Utensil, Masking Tape, Esteem T-Shirt Handout- Picture of Blank T-Shirt on 8x11 or 11x17 sheet of paper.

Directions: This activity is best used with a group who knows each other through working together on a project or after a shared leadership experience. The purpose is to build others' self-esteem by writing positive messages on that person's Esteem-T. Giving and receiving positive feedback is an important life skill and helps develop confident individuals and strong teams. Youth put their name on the top of their Esteem T handout and have another participant tape the Esteem T to their back. Using their writing utensil, walk around the room and write comments about why that person is a good leader, a positive contribution they made to the group, or positive qualities that you see in that person. Activity continues until each person had contributed to everyone's Esteem T. After this, give members a few minutes to read their Esteem T's.

Reflection Questions:

1. How did you feel reading the comments written on your shirt?
2. How did you feel delivering positive messages to others?
3. What are some others ways you can build someone's' self-esteem?

Source: *"Teamwork...Learning By Doing!" LABO/4-H Youth Seminar* by Anna Gilbertson, Kathy Rivard and Anne Stevenson.

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17

How Do You Feel Today?

REFLECTION

Materials Needed: Cut out and laminate faces from the popular art poster, *“How Do You Feel Today”*, by cartoonist *Jim Borgman*, which depicts a boy’s face characterizing many emotions such as exhausted, confused, happy, shy, angry, hopeful, etc.

Directions: Have participants select card(s) with the emotion that best depicts what they are currently feeling. This activity will help participants identify, express, and share their feelings. Have each participant, if comfortable; share why they chose the card. Use at the beginning of an activity to assess where participants are coming from. Use again at the conclusion of the activity to re-assess where they are at. Or, choose to use only at the start or conclusion, depending on your needs.

Adapted by: Anna Gilbertson, 4-H Program Coordinator, University of Minnesota, Center for Youth Development. Resource: *“How Do You Feel Today”* poster by Jim Borgman. Available at Amazon.com \$4.00.

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Adapted by: Anna Gilbertson, 4-H Program Coordinator, University of Minnesota, Center for Youth Development. Resource: *“How Do You Feel Today”* poster by Jim Borgman. Available at Amazon.com \$4.00.

18

Human Pizza Slice

LEADERSHIP—Teamwork OR REFLECTION

Materials Needed: Flip chart paper, pre-cut paper “slices” of pizza, markers, optional: pizza box to store the “slices” of pizza

Directions: The goal is to work together to form a human pizza using “slices” of pizza, representing the ingredients needed to make a pizza. First list on flip chart paper the various ingredients used to make a pizza. After the brainstorming session, names of ingredients should be written on individual “pizza slices”. (Alternately, you can create all the pizza slices ahead of time, which simplifies things for a larger group). If you have 50 people and want 5 teams, you will need to identify 10 ingredients and the teams will each have 10 people. If you have 30 people and want 6 teams, you will need to identify 5 ingredients (teams of 5), and have 6 sets of all the pizza ingredients. So for a group of 30, you will have 6 “dough” slices, 6 “sauce” slices, 6 cheese, 6 pepperoni and 6 onions. All the pizza “slices” should be mixed up and then distributed among players. Players will mingle around and find people who have the “other” ingredients, so that they can create their complete pizza.

Adaptation for Reflection: On each slice, one side will indicate the ingredient. On the other side, write a reflection question. Use a different question for each different ingredient. Once the “pizza group” has formed, each person will have a different question on their slice for the group to respond to. *Example: “Cheese” written on one side of a pizza slice and the reflection question “How will you act differently in the future as a result of this experience?” “Tomato sauce” written on one side of another pizza slice, and the reflection question “If someone helped or mentored you in this project, what would you tell them you learned and the difference it has made in your life?”*

Source: Original source unknown. Adaptation by Anita M. Harris, Extension Educator, University of Minnesota, Extension Center for Youth Development

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Source: Original source unknown. Adaptation by Anita M. Harris, Extension Educator, University of Minnesota, Extension Center for Youth Development

19

Human Silhouette

REFLECTION

Materials Needed: Large piece of poster paper, thin markers

Directions: The goal is to have individuals reflect on a project they completed by using key words from the 4-H Pledge and The Essential Elements. Have the participants trace someone on the poster paper. Ask the individuals to use pictures and/or words on the four body parts to respond to the questions below.

Heart “Belonging” (words/pictures should be in the “heart” area of the silhouette)

In what ways did I/we make others feel welcome?

In what ways did I/we show respect, were positive, supportive, and inclusive?

Health “Mastery” (words/pictures can be written on the “lower torso” of the silhouette)

What goals did I/we achieve?

What new skill did I/we learn or develop stronger?

What problem did I/we solve, what was challenging?

Head “Independence” (words/pictures should be on the “head” of the silhouette)

How did I/we show leadership, act as mentors?

What decisions did I/we have to make in our project?

Hands “Generosity” (words/pictures should be on both “hands” of the silhouette)

In what ways did I/we support and encourage the contributions and accomplishments of the group?

In what way did I/we contribute to my community?

Developed by: Anita M. Harris, Extension Educator, University of Minnesota, Extension Center for Youth Development

20

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Developed by: Anita M. Harris, Extension Educator, University of Minnesota, Extension Center for Youth Development

20

It's All About Youth

LEADERSHIP—Planning

Materials: Markers, Tape, Paper Plates (thinner is best, 2-4 per person), 2 sticky dots (stickers) per person

Instructions: This activity engages 4-H clubs, committees or group in identifying outcomes/goals as part of the groups planning process. Provide each participant with markers and 2-4 paper plates depending on the size of the group. Divide large groups into 2 or more. Ask participants to think about what skills, knowledge and attitudes they want youth to gain through participation in the 4-H club, project or activity, (or use a different question if desired). Ask that they record these words or phrases on the paper plates (one idea per plate). Provide more plates to participants as needed.

Have a volunteer come to the front of the room to represent the “typical” youth participant in the program. One at a time, ask the participants to share one of their ideas. As the ideas are shared, take the plate from the participant and attach a small strip of tape. Hand the plate to the volunteer and ask them to attach it to themselves.

After all ideas have been shared and taped onto the volunteer, ask the participants to discuss what ideas could be combined and how ideas should be prioritized. You might “stack” paper plates to combine similar ideas. Give participants each 2 dots to vote on their top preferences for outcomes/goals for the group. This information can be presented to a planning team to assist in club/group planning.

Resource: “Fundamentals of Youth Development” April 2007 Unit 1, Montana 4-H Center for Youth Development
Adapted by: Barb Piehl, Extension Educator, University of Minnesota, Extension Center for Youth Development

21

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Adapted by: Barb Piehl, Extension Educator, University of Minnesota, Extension Center for Youth Development

21

Magic Wand

REFLECTION

Materials Needed: None

Directions: Divide into groups of three or four. Explain, “Your team found a magic wand that will allow you to change three things about your project. You can change anything, large or small. What would you change?” Allow the groups several minutes to come up with the three items. Then ask each group to share their ideas. How hard was it to decide on only three things? Where there similar things mentioned in any of the groups? Is there still an opportunity to change these things?

Author: Becky Harrington, Extension Educator University of Minnesota, Extension Center for Youth Development

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Author: Becky Harrington, Extension Educator University of Minnesota, Extension Center for Youth Development

Many Leaves Make a Tree

REFLECTION

Materials: One 5x7" paper leaf per youth, markers, colors, tape, large tree trunk cut out of tag board or large paper, tape

Directions: Choose a reflection question that youth will write an answer for on their leaf. Write the question on the trunk of tree and place trunk on large open wall or sticky board with space for youth to add their leaves. Ask youth to answer the question on their leaf, decorate the leaf and place it on the tree. As a group discuss the impact of the knowledge/skills gained together.

Reflection Questions: What was the most challenging for you? What skill(s) did you learn? How did you feel about the part you did? Name a tip you learned about working as a team.

Options: Have youth decorate triangle flags to add to a rope across the room. Or draw a large outline of a person and youth choose a circle, triangle, square etc. decorate and cover or surround the person.

Author: Barb Piehl, Extension Educator, University of Minnesota, Extension Center for Youth Development Educator

23

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23

Missing Person

REFLECTION (*Use while a group is still working together*)

Materials Needed: Rope or string/yarn at least 20 ft. long (preferably longer)

Directions: This activity can be used to help a group assess its needs and priorities. Create a rope outline of a body in the centre of the group circle. Explain that this represents a person who can join the group. Ask participants to think creatively about the kind of person they would like to have in their group. The person might share some of the characteristics already in the group (e.g. sense of humor, enthusiastic) and may also represent some characteristics that are missing (e.g. time-keeping, someone willing to ask the tough questions, telling decent jokes). Try to bring the person alive by asking for a name, & their strengths and weaknesses. Ask: how would our group be better if this person was in it? This reflection can be done during a meeting or at the conclusion of a session in preparation for the next session.

Note: Some groups so like the idea that they recreate the rope body on the ground when needed, or regularly call out the name of the missing person when they need help. In addition, since the group will “create” this person, they should figure out what to do with the rope when it is time to “un-do” it. Perhaps the group will want to have the rope handy for other meetings, perhaps not. They might cut the string into small pieces and each person take a piece with them in order to “hold onto” the qualities that the missing person offered.

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

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24

Ping Pong Pyramids

LEADERSHIP—Group Dynamics

Materials Needed: Ping Pong Pyramid pieces, one set per group

Directions: Divide into groups of 2-4 people. Give each group a set of PPP pieces in a zip-lock bag.

Explain that their challenge is to build a symmetrical Ping Pong Pyramid using all the pieces in their bag. Each team will use communication and problem solving skills to figure out the challenge. (**Note:** this will be a trilateral pyramid, meaning it has a **triangular base** and **triangular sides**, all the same size). If desired, you can set out a completed pyramid as a sample.

Reflection: Debrief with a discussion of what the challenge was like, how the group did problem solving, what roles each person played, and what success looked/felt like. Ask groups to share strategies or show others how they built the pyramid.

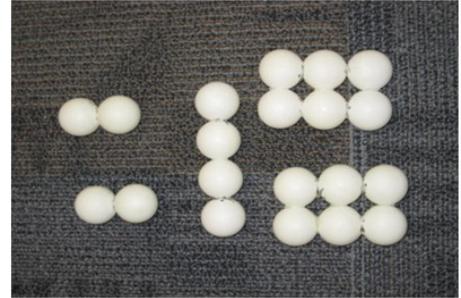
To Make 1 set of PPP pieces: You will need 20 PP balls, hot glue gun.

See photo of the pieces

(One 4-ball linear piece, Two 6-ball pieces, Two 2-ball pieces).

Solution:

1. Lay the 4-ball linear piece on the floor.
2. Lean one of the 6-ball pieces against this 4-ball piece so that their lengths run parallel to one another.
3. Lean the second 6-ball piece against the first 6-ball piece, so that the two 6-ball pieces are set perpendicular to one another.
4. Lean the two sets of 2-ball pieces (thinking of them as one long 4-ball piece) vertically against the three set pieces. Done!



Source: Rohnke, Karl & Steve Butler (1995). Quicksilver. Project Adventure, Inc., Kendall/Hunt Publishing Co.

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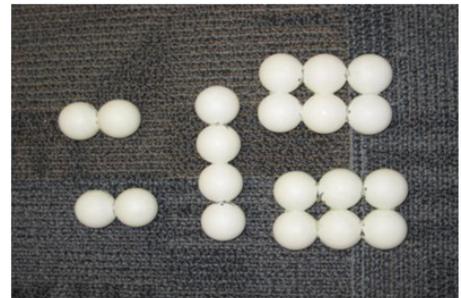
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25

Spokes

LEADERSHIP—Goal Setting OR REFLECTION

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.

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26

Step In—Step Out

LEADERSHIP Team Building

Materials Needed: Large, open space, questions

Directions: Ask the group to stand in a circle. Explain you are going to ask some questions that will help members get to know each other a little better. Say: With each question, step into the circle if the question/statement applies to you. After some of the questions, ask the group to divide in half and discuss their response, or break into 4 groups and discuss favorite season, or find everyone vacationing the same place as you (mountains or ocean) and find out what they like to do there. The smaller group discussion allows people to interact using a common interest and experience. At the end, bring the whole group into one circle. Ask individuals to share something interesting about his/her participation in the activity/experience or if there is someone's answer they'd like to hear more about.

Sample questions that may be used:

1. Are you a Native of this state (e.g. Minnesota)?
2. Can you roll your tongue?
3. Ask group members to fold/cross your arms. Ask them: When you fold your arms, is your right arm on top?
4. Your favorite season is Winter, Spring, Summer or Fall?
5. If you have gone without a shower for over 1 week....
6. Have you eaten frogs' legs?
7. Do you have both a brother and a sister?
8. Have you traveled on 3 or more continents?
9. Have you ridden on a horse?
10. Are you more interested in vacationing in the mountains or the ocean?
11. Have you broken a bone in your body?

Other questions can be used. It is important to sequence questions from low risk to higher risk.

Author: Rebecca Meyer, Extension Educator, University of Minnesota, Extension Center for Youth Development

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Step In—Step Out

LEADERSHIP Team Building

Materials Needed: Large, open space, questions

Directions: Ask the group to stand in a circle. Explain you are going to ask some questions that will help members get to know each other a little better. Say: With each question, step into the circle if the question/statement applies to you. After some of the questions, ask the group to divide in half and discuss their response, or break into 4 groups and discuss favorite season, or find everyone vacationing the same place as you (mountains or ocean) and find out what they like to do there. The smaller group discussion allows people to interact using a common interest and experience. At the end, bring the whole group into one circle. Ask individuals to share something interesting about his/her participation in the activity/experience or if there is someone's answer they'd like to hear more about.

Sample questions that may be used:

1. Are you a Native of this state (e.g. Minnesota)?
2. Can you roll your tongue?
3. Ask group members to fold/cross your arms. Ask them: When you fold your arms, is your right arm on top?
4. Your favorite season is Winter, Spring, Summer or Fall?
5. If you have gone without a shower for over 1 week....
6. Have you eaten frogs' legs?
7. Do you have both a brother and a sister?
8. Have you traveled on 3 or more continents?
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Other questions can be used. It is important to sequence questions from low risk to higher risk.

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27

Sunburst

REFLECTION

Materials Needed: 1 triangular piece of paper (make 3 triangles out of an 8½X11 piece of yellow paper, lengthwise), 1 marker per person, roll of masking tape, 1 center section (half a circle made out of a full sized poster board)

Directions:

- Give each person a marker and a triangular piece of paper
- Have each person write a reflection on the paper (i.e. what you have learned from this experience/program, what the experience/program has meant to you, what you enjoyed most from this experience/program). Participants may color the triangles too.
- Write the name of the program on the half circle and tape it on the wall, (about waist high so participants can reach to attach the higher triangles AND make sure there is enough space overall so participants can tape their triangles along the rounded part of the center section)
- When everyone is done, have them hand in their triangle piece and you can tape up the triangle (stagger each row between the existing triangles) along the center section so the triangles look like rays of the sun OR give participants a piece of masking tape and have them tape their piece along with those of the other participants. (depends on the age and ability of the participants)

Reflection: Look over what people wrote on the triangles and share some aloud. Facilitator may conclude with some reflections on the group's experience. Leave the "starburst" up for everyone to see and read the various responses. Facilitator may want to use the comments for reporting program impact to stakeholders.

Source: This activity was originally created by Bill Svendsgaard, Extension Staff Emeritus, University of Minnesota, Extension Center for Youth Development. Adapted by Carol Skelly, Community Program Associate, University of Minnesota Extension, Center for Youth Development.

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28

Talk Time

REFLECTION

Materials Needed: Small plastic box, questions on small slips of paper

Directions: “Talk Time” is a beginning place for discussions and sharing. Setting aside this time establishes a routine of reflection and creates a “space” for sharing that group members appreciate. Have someone in the group pick one slip of paper from the box and read the question out loud. This person has the first chance to respond to the question. Ask other group members to respond, and discuss the question as a group. Facilitator may ask additional leading questions as desired.

Sample Questions:

- What do you think is the most important trait of a good friend? Explain why.
- Describe your perfect day. Where would you be, who would you be with, and what would you be doing?
- What is your most important possession? Why?
- What does it mean to be a risk taker? What risks are worth taking? Which ones are not?
- Would you rather be known for being good looking, athletic, or smart? Why?
- If you could pick a super power for a day, what would it be?
- What are some possible reasons you think kids start to smoke or drink (alcohol beverages)? What can be done to keep kids from starting?
- What are some reasons some kids get picked on at school? What could be done to support these kids?

Source: This concept is from “Chat Pack,” Questmore Publishing. There are a variety of similar tools on the market, including Chat Pack for Kids, Chat Pack Stories, etc. Available at www.TheQuestionGuys.com and sold in gift stores. Adapted by Carol Skelly, Community Program Associate, University of Minnesota, Extension Center for Youth Development.

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29

We're A Great Looking Group

REFLECTION

Materials Needed: None

Directions:

Purpose: To reflect on a group's experience at its conclusion, or to help affirm a groups' work/role midway through a task. Stand in a circle. Standing "shoulder to shoulder" works well for the energy of this activity. Leader explains: "This activity is called 'we are a great looking group!' In every group, it's important to reflect on the positive things that have happened in our work together, (or to affirm our work so far, or the way we have met challenges, or say whatever fits for your group). So this is our chance to affirm positive things you have seen happen as we have worked together. I'll start us off, by saying: 'We are a great looking group!' then I ask you to jump in with your own reflection. So after someone speaks, you'll start by saying: "And not only ____ (e.g. "Not only are we a great looking group, we__(are really respectful of each other's opinions) ____." The next person might jump in and say: "And not only are we really respectful of each other's opinions, we____." Ask if the directions are clear to all, then Leader begins by saying with great enthusiasm: "We are a great looking group!"

Let conversation flow until everyone has had a chance to speak at least once. Any affirmation or comment on some positive aspect of the group, its work, its interactions or accomplishments, no matter how small, is acceptable. Generally laughter prevails as the group strives to add to the list of why they are a good looking group! The facilitator wraps up this activity by speaking about the importance of looking for the positive, and that the behaviors and attributes which we notice and affirm tend to reappear. As leaders, how do we notice and affirm strengths and talents in others?

Source: WI Association of School Councils, Inc. Leadership Workshops, Staff Training manual (original author unknown).

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What's My Reflection Question?

REFLECTION

Materials Needed: Note cards each with a different reflection question written on them (need one for each participant, could have repeat questions depending on size of group)

Directions: Hand each participant a card face down so that they cannot see the question on their card. Ask them to hold their card up to their forehead with the question visible to all but themselves. Instruct participants to move around to individuals answering the question the other person is holding. Each participant should hear answers from a minimum of 3 or more people before guessing what their reflection question is. After most or all have discovered their reflection question, ask a few to share reflections they heard while doing the activity.

A Start on Reflection Questions

- What are some ways you like to learn?
- What have you learned about making decisions?
- How did others help you?
- Why was this an important/useful thing to do?
- What surprised you about this project?
- What was most challenging?

Author: Barb Piehl, Extension Educator, University of Minnesota, Extension Center for Youth Development

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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). Articles, tips, tools of the trade, archived e-newsletters, research.

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.
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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

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. Great leadership building activities using energizers, games and initiatives.

Reflection Handbook. The Center for Leadership & Civic Education, The Florida State University. Available online at: <http://thecenter.fsu.edu/educated/reflection.handbook.pdf>

Quality Matters Toolkit: Reflection. (2010) University of Minnesota Youth Work Institute. Available online at: http://www1.extension.umn.edu/youth/staffonly/youthnu/youthnu_handouts/11_handouts/qm-toolkit-reflection.pdf

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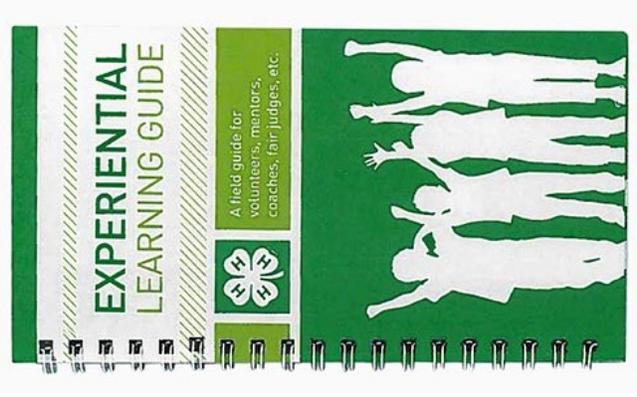
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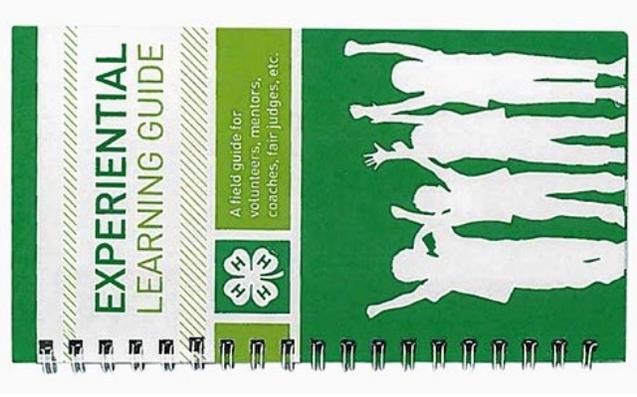
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