

# Quality Matters in 4-H

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## *Reflection*



Learn. Grow. Lead.

# Quality Matters in 4-H

## Youth Program Quality Assessment (YPQA) Items: Engagement

University of Missouri Extension and the 4-H Center for Youth Development have adapted this publication with permission from University of Minnesota Extension.

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University of Minnesota Extension Center for Youth Development delivers education, training and professional development for adults who work with and on behalf of young people. Since 2000, the Extension Center for Youth Development has provided the latest youth development research and taught youth workers throughout Minnesota how to apply it in their work. The Extension Center for Youth Development is committed to expanding the knowledge and strengthening the practices of staff and volunteers who are committed to high-quality youth development experiences for young people.

### Attachments and resources

In addition to the staff meeting and training activities included in the Reflection Toolkit, the Extension Center for Youth Development has provided the following attachments and resources:

- “Landing and Closing Activities” and “The Experiential Learning Model” — excerpts from HighScope’s Youth Work Methods Series by Tom Akiva.

### Credit and thanks

The Reflections Toolkit was written and adapted by Deborah Moore and Andrea Jasken Baker as part of the resources available through the Quality Matters Project.

Thanks to HighScope for the permission to use their resources and for their continued partnership and support. For more information on HighScope, go to [youth.highscope.org](http://youth.highscope.org).

Quality Matters is a technical assistance and training project of the University of Minnesota Extension Center for Youth Development focused on improving youth program quality. Our thanks to the Quality Matters coach and consultants and youth programs who participated in Quality Matters. In very important ways, the development of all related Quality Matters toolkits were based on spoken needs and wise advice learned in practice and training.

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# Reflection

## Staff Meeting and Training Activities YPQA Items: Engagement

### What is it?

Reflection is a review of what has happened, how young people feel and what it all means. Reflection typically occurs after an activity, and it allows youths to make sense and learn from experiences.

### What does it do for youths?

- Recaptures experiences
- Considers how their feelings connect to experiences
- Evaluates experiences
- Connects experiences to their ideas about how the world works
- Refines their understanding
- Provides learning
- Engages in critical thinking
- Recognizes accomplishments
- Allows new plans to emerge

### Why is it so hard to do inside programs?

The end of a program session is usually chaotic with cleaning up, getting youths on buses or collecting backpacks. Time constraints often do not allow youths to complete a planned activity, let alone a reflection.

### Why build in reflection?

In spite of the challenges, building in regular (daily) reflection is one of the easiest (and cheapest) actions staff and volunteers can take to improve program quality.

Even better, with some session redesign and at no cost, staff can foster reflection into daily program rituals. That results in learning opportunities that help youths build important thinking skills and seek out relevance to their lives. Reflection will help your program make it real.

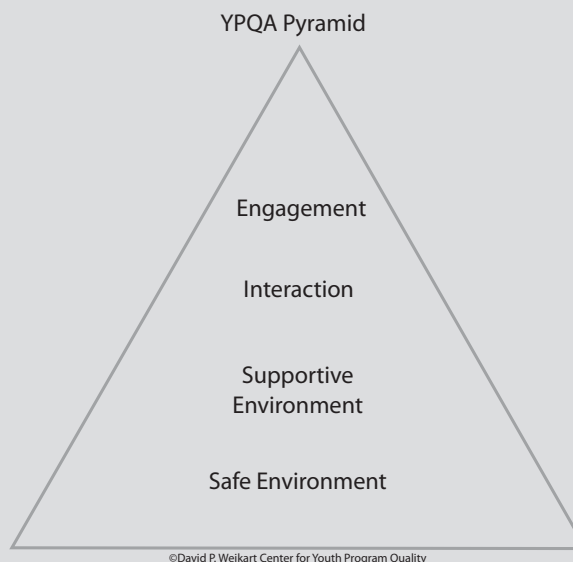
### YPQA Related Indicator: Engagement

All youths are engaged in an intentional process of reflecting on what they are doing or have done (like writing in journals, reviewing minutes, sharing progress, accomplishments or feelings about the experience).

All youths are given the opportunity to reflect on their activities in two or more ways (like through writing, role playing, using media or technology, drawing).

Throughout this program, all youths have structured opportunities to make presentations to the whole group.

Staff initiate structured opportunities for youths to give feedback on the activities (for example, staff ask feedback questions and provide session evaluations).



## Session Setup and Materials

Tables for small group work and conversation are set up with an open area toward the front of the room.

The workshop title and agenda are posted with the facilitator name on an easel pad.

### Setup

- An easel page posted with a hand mirror drawn on it
- An easel page with the YPQA items related to reflection
- Copies of this toolkit for participants
- Your completed YPQA (later)
- Post-it® notes

### Agenda

- Welcome and intro activity
- Simple Analysis Activity
- Reinforce and Check the Learning
- Tools, resources and handouts
- Next discussion time

Give staff and volunteers basic techniques needed to reflect with youths in daily sessions and to build reflection in to their programs.

### The “why” of reflection brainstorm

Begin the session by drawing a large hand mirror on a piece of easel paper.

Ask participants to brainstorm as many reasons as they can for why it is important to reflect after an experience. As participants are calling out ideas, write them on your hand mirror. When all ideas have been shared, supplement with the reasons listed in the bulleted list on page 3 of this toolkit.

### General overview

Start discussion by reviewing the introduction information on page 3.

**“Take time to deliberate, but when the time for action arrives, stop thinking and go in.”**

— Andrew Jackson

**Next**, review the quality indicators from the YPQA that are related to reflection. These are also on page 3 of this publication. You might want to post these on the wall as a visual guide.

Remind participants that reflection is one of the key indicators to youth engagement in the YPQA tool. Because engagement is at the top of the pyramid, it is often an area that programs need to improve.

The key to making improvements stick is to make those behaviors described in the YPQA occur every day. These activities will help staff and volunteers learn and practice techniques for regular reflection.

**Finish** by acknowledging that some barriers might hinder building in regular reflection time. Have participants jot down notes about what gets in the way of using reflection regularly.

Ask participants to share some of their challenges and make note of ideas to use later.

## Simple Analysis Activity — 45 minutes

### Reflection — How are we using it?

Draw a picture of your daily program schedule on two to three large sheets of easel paper (or make a copy for each participant to write on). It might look something like this:

Gathering and gym time Snack time Homework time	Small group time Daily activity or lessons	Dismissal Special events
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### Directions

Give participants sticky notes. Ask them to write down where and what they do to help youths reflect in the program. Place the sticky notes under the appropriate area of the daily program schedule.

### Process

Ask participants about what they notice from this simple analysis. Pay attention to how and how often youths are given opportunities to reflect. It's not uncommon that the primary means of youth reflection only occurs once or twice a year during a written program evaluation process.

### Action

Break participants into small groups. Using the list of reflection techniques at the end of this toolkit, ask the groups to select two to three techniques that could be used in each segment of your program schedule. Share ideas with the full group.

### Finish

Ask participants to try one technique in the coming week. Let them know that the group will check in to share and reflect on what happened.

Use the Head, Heart and Feet activity to close.

### Head, Heart and Feet activity

Draw an outline of a person with a heart on the chest. Ask participants to write down three things to place on the head, heart or feet of your drawing:

- For the head, write down one new thought you had during the session or a new thing you learned.
- For the heart, write down an emotion you experienced and why.
- For the feet, write down one thing you will take away and act on in the coming week.

Ask participants to share what they wrote and then place their papers on the drawing.

### Follow-up

At your next staff meeting (or after staff have had some time to try out a technique), use the A Rose and a Thorn activity as a reflection technique to review how they worked at your next staff meeting.

### A Rose and a Thorn activity

Participants are asked to state one “rose,” or good thing that has happened for them when trying a reflection technique, and one “thorn,” or challenge that has arisen during the training. Make sure to find a way to thank and celebrate all efforts to try something new.

**“By three methods we may learn wisdom; first, by reflection which is noblest; second, by imitation which is easiest; and third, by experience which is most bitter.”**

— Confucius

## Reinforce and Check the Learning

### Reflection: Using parallel process to change daily practice

#### Definition

Parallel process is an idea that comes out of the field of social work. When using parallel process, practitioners use the same strategies or behaviors in their own work that they foster in their clients. For example, if you are fostering peaceful conflict resolution with young people, you should use the same techniques when a staff conflict occurs.

#### Application idea

Use the concept of parallel process in youth programs. Start by building reflection time in to regular training and staff meeting times. To begin, model one reflection technique included in the attachment at the end of this toolkit. Each week, ask a staff member to volunteer to practice a reflection activity at the next meeting. After each demonstration, finish by giving feedback on the staff member's use of the technique and a brief discussion of where others could try it out.

By using parallel process for reflection, you encourage staff to start practicing reflection activities in a safe space. It also will foster both the expectation and regular routine for using reflection as a part of your program culture.

#### Start a program memory book

Want to take it one step further? Start a binder or notebook of all the reflection techniques used by staff over time. Make sure this notebook is accessible or copied for shared use by all staff and volunteers who lead youth activities. With staff turnover issues and volunteers within our programs, we often lose valuable practice ideas from great workers because they leave with their ideas. Begin building program memory by capturing those good practices and giving new staff and volunteers a head start.

## Additional Resources You Already Have...

### Mini YPQA

A few weeks after using these activities, find the YPQA completed by your Quality Matters coach or consultant.

Using the items noted on page 3 of this toolkit, ask one staff member to observe (or pair staff to co-observe) the program and score on those items.

Bring the scores back to a staff meeting to compare to the full YPQA and share how things have changed since the original observation.

### Assessment

To help you score your program, refer to the Weikart Youth Program Quality Assurance forms. Download a free PDF of these resources from the David P. Weikart Center for Youth Program Quality at <http://www.cypq.org/downloadpqa>.

**“We worry about what a child will become tomorrow, yet we forget that he is someone today.”**

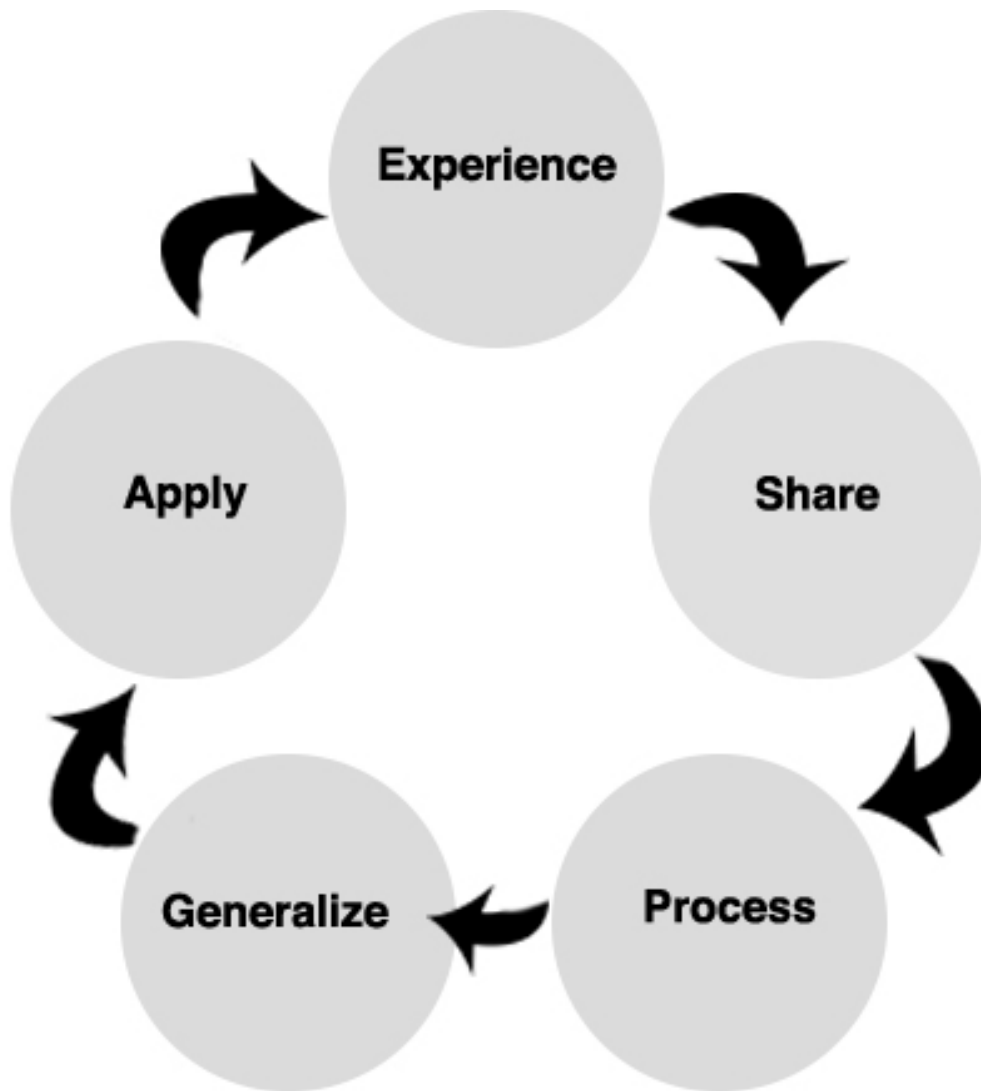
**— Stacia Tauscher**

### Raise your engagement bar...

Why not ask youths or a youth advisory group to observe and score the YPQA?

If you want to engage youths, ask them to observe and score alongside a staff member. This may take some preparation to review how they should be accurate and neutral observers, but it is a great way to involve youths in the program.

## Experiential Learning Cycle



Adapted from Pfeiffer and Jones, 1981.



## Training and Supporting Adults

### Module: Planning and presenting workshops — Resources for trainers

When working with training groups, particularly groups that have multiple meetings, it is important to consider the beginnings and endings of any training experience or set of training experiences. Beginnings set the tone for the group and mark a direction (psycho-social, task-related or both) in which the group may proceed. Endings allow for groups to collectively acknowledge, summarize and celebrate what has occurred in training. This resource provides trainers with ideas for the beginnings and endings of future training sessions they will conduct.

Activities intended for the beginning of a training are called landing activities. Activities designed for the end of a training are called closing activities.

*Landing activities* are designed to get participants ready to move forward on the training issues for that particular session. Landing activities typically have a more specific purpose than name games or icebreakers. They flow

directly into the purposes of the session and usually are used as a way to bring participants back together after they have been apart. Landing activities can be used to tie unfinished business to the current session's agenda, review concepts, gauge opinions and motivations, and generally check in with the group as it moved on to its next set of steps.

*Closing activities* allow for individuals to bring closure to their experiences as they move out of the training into application of the training or related tasks. Good closing activities allow individuals to reflect and make a personalized assessment of where they have been. Neither landing nor closing activities need to be long. Often the same activity can be used as a landing or closing, as long as it is applied for different purposes and related to a different point in the group's common history together.

### Landing and closing activities

#### Hopes and Fears

Participants are given two different colored note cards. On one note card, they are asked to write down the hopes that they have for the session or training experience. On the other note card, they are asked to write down the fears that they have for the session or training experience. All cards are collected, then redistributed so that each participant now has the cards of another participant. This is done so that specific hopes and fears are not attached to a particular person. Each participant reads aloud the hopes and fears written on his or her cards.

The group selects the themes heard among the hopes and fears expressed and discussed. Often, this activity is followed with the setting of group norms or guidelines. This activity can be a landing or closing. If this is used as a closing, take special care to resolve the fears expressed in the group or to create a plan for follow-up in the near future.

#### Milling to Music

Ask participants to stand up and explain that music will be played. While the music is playing, participants are asked to mill to the music. When the music stops,

participants are given a question to share with the person closest to them. Pairs take a few minutes to ask and answer the question. When the music starts the second time, participants mill again. The activity is repeated through several rounds. Questions should connect to the social or task-related purposes of the training. Upbeat music is recommended. This is usually used as a landing.

#### A Rose and a Thorn

Participants are asked to state one "rose," or good thing that has happened for them, and one "thorn," or challenge that has arisen during the training. The activity can be used as a landing by asking about a rose and a thorn that occurred since the last meeting. It can also be used at the end of a session to gauge high and low points over the course of a training. (This activity is also listed as a Simple Analysis Activity on page 5.)

#### Standing in the Shadow of Our Success

This activity is used to review and celebrate personal and group sense of accomplishment. Individually, participants consider their role in contributing to the group's progress. Participants are asked, one by one, to physically "stand in the shadow" (move to the place in the room) where

## Training and Supporting Adults (continued)

they felt most successful in moving the group toward its goals. For example, someone who worked well in a small group might sit in the corner where the small group met. Someone who facilitated a large-group discussion might stand by the flip chart. Participants are invited to say a sentence or two about their contribution. This is typically used as a closing.

### Crossing the Line

All participants are asked to stand on one side of the room. They are told that the facilitator will read a series of statements. Once a statement is read, all participants for whom that statement is true walk to the other side of the room. The facilitator uses a reflective prompt such as “Notice who is on one side of the room and notice who is not.” Participants silently acknowledge the configuration of the room’s participants. Participants are asked to rejoin the individuals who did not move. The exercise is often used to make the group to aware of minority viewpoints and power dynamics that either exist in the room or could influence training.

### Index Cards

Participants are given two different colored index cards. On one card, they are asked to write one thing they’ve learned. On the other card, they are asked to write one question they still have. This can be used as a landing as a review of the previous session or as a closing for the current session.

### Circle Game

Each participant is given an index card and is asked to write down a question he or she still has about the session

or training. Cards are collected and placed in a pile. Participants are seated in a circle. One person volunteers to be first to draw a card. The volunteer reads aloud the question on the card and answers it. After he or she has given an answer, the question is opened up to others in the group to answer. This can be used as a landing or closing.

### What Would You Do? How Would You Describe It?

In this variation of the circle game, the facilitator prepares scenario or concept cards beforehand, or participants are given index cards and asked to write down a scenario or concept that relates to the training. Cards are placed in a pile. The facilitator asks one participant to volunteer to leave the room.

Once the volunteer has left the room, a card is selected. The remaining participants are shown or told the scenario or concept on the card and asked to think about their answer to it. The volunteer is asked to come back in. Everyone in the room knows the scenario or concept on the card except the volunteer. The volunteer steps in the middle of the circle and asks one person, (if it is a scenario) “What would you do?” or (if it is a concept) “How would you describe or define it?” The participant either guesses the concept or scenario or asks another person the same question. To save time with large groups, you may limit the number of persons asked the question to three to five people. This activity can be used to review content, gauge comfort with the material or generate solutions to potentially challenging situations.

Excerpts from High/Scope’s Curriculum for Youth Workers

## Notes

