

# Reflection

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# Reflection

What? So what? Now What?

Informal reflection often starts with three simple questions: What? So what? Now What?

## **What?**

Participants describe the events that transpired during the activity.

What did you do?

What happened? And then...?

What part was your favorite?

How did you feel or think when ...?

How are you feeling about it now?

Who else had that experience? Who didn't?

Were there any surprises?

If we did it again, what would you want to do differently and what would you repeat?

## **So What?**

Participants explain what they feel they learned from the experience.

So What did you learn by doing this activity?

So what did you learn about yourself?

So what did you learn about your community (or environment, school, or others) that you didn't know before?

Debriefing Interpersonal Benefits:

Cooperation, Communication skills, Trust in others, Sharing of decision making, Problem solving skills

What did you notice?

What was that important?

What was the main point of the activity? How did you work with your team?

When were you really effective or at your best?

Why do you think that?

## **Now What?**

Participants explain how they can apply what they learned from the activity in different situations.

Have you experienced this type of situation before? When?

What did you learn?

What would you do different?

How does this relate to outside Girl Scouting?

How will you use what you learned in this activity?

Now that you know this about yourself, what would you like to try next.

Now that we did this Take Action project, what do you think we should do next to make sure it continues on?

# Reflection

## Highs and Lows

All Ages

Girl Scouts state the worst of their day/meeting first, and then discuss their favorite part of the day/meeting second.

Girl Scouts of Southern Appalachians

# Reflection

## Thumbs-Up

Daisy and Brownie

Upon the completion of an activity, ask the group specific questions...

- Do you feel that the group worked as a team?
- Do you think that the group used positive words with each other?
- Did you feel like you helped your team?
- Did you like this activity?

After you ask a question, the participants should answer with thumbs-up, thumbs-in-the middle, or a thumbs-down in relation to how they feel the answer is to them individually.

A discussion may take place between questions regarding different thumb positions, asking why they answered the way they did.

Girl Scouts of Southern Appalachians

# Reflection

## Think, Pair, Share

Brownie, Junior, and Cadette

At the end of an activity, give the team a minute to think about some of the observations they made during the activity.

1. Ask each person to find a partner with whom they did not work with during the activity.
2. Ask them to share two or three specific observations about the activity with one another; you can do this as you move from one element to another.
3. Upon arriving at the new element, ask a few participants to share what they talked about with their partner.

GS of eastern Iowa and western Illinois

# Reflection

## Popsicle Sticks

This method involves some preparation.

Gather some Popsicle sticks and on each stick write a question.

The girls can then each pull out a Popsicle stick and take a turn to answer the question written on it.

Questions might include,  
“How did today make you feel,”  
“What part of today made you happy,”  
“What did you learn today?”

Girl Scouts of Southern Appalachians

# Reflection

## Emotion Cards

Daisy, Brownie, Junior

This method involves some preparation.

Print out or design cards that have different faces on them. Each face should show a different labeled emotion: happy, sad, excited, proud, frustrated, satisfied etc.

Each girl takes a turn to pick a face that reflects how today made her feel and explain why.

Girl Scouts of Southern Appalachians

# Reflection

## Object or Animal Cards.

All Levels

This method is similar to emotion cards, except the cards can have objects like a key or a sunset, or animals like a lizard and a koala.

Each girl scout picks a card that relates to her day and explains why she chose that card.

For example, "I chose the monkey because monkeys like to play around and we got to play a lot today and I liked that."

Girl Scouts of Southern Appalachians



# Reflection

## Group Debriefing Questions:

- What did you just do together?
- How did you feel while you did the activity?
- What was one of the challenges of doing this activity?
- What did the group have to do or believe to be successful?
- What was one positive thing that happened during the activity?
- How can you apply what you just learned to other activities, life?
- How did you feel when you first saw the activity?
- What surprised you about this activity?
- How did it feel working with partners that you did not choose?
- What is one benefit of working with partners that you do not choose?
- How do you adjust to work together?
- How do you work to keep improving your work with others?

If the group succeeded:

- How did you accomplish your objective?

If the group was unable to complete the task in the given time:

- Since you were not able to accomplish your objective, does it mean your group is a failure?
- 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?
- What changes would you make in how you communicated?

- How do you feel now?
- What advice would you give to another group working on this activity?
- What would you do differently next time?
- What did a fellow team member do that was really helpful?
- What did you do that was helpful to the process?
- Did you try different ideas? If so, why did you change your approach?
- What did you like about how you cared for each other during this activity?
- What was one positive thing that happened during the activity?
- What was one good idea that someone on your team suggested?
- What did you think when you first heard the instructions?
- Did the group have a clear action plan?

We can go through life trying to avoid the obstacles, but it is 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?
- Who received help from others during the activity? Who gave help? Who did you trust to give you information and advice during this activity? Did anyone receive advice that led them to make an incorrect move? How do you know whom to trust in the real world? What criteria do you have to trust someone?

- Who made a mistake during this activity?

Everyone will make a mistake at some point during an activity. When everyone acknowledges that they all made mistakes, point out that they were still able to solve the challenge (if in fact they were able to). Then ask the group to tell whether mistakes are “good” or “bad.”

# Reflection

## Group Discussion

Reflective learning in a group discussion works when you ask questions that help the Girl Scouts connect their feelings or thoughts to their experiences or the meaning of an activity. One easy framework to follow is:

Heart/Head/Hands

What did they feel?

What did they think?

What are they inspired to do differently or try next?

For more information, take

Spotlight Skills Module - Leading Group Discussions

# Reflection

## Picture This

All Levels

Provide the girl scouts with a few pages from catalogue or flyers and ask them to choose a picture that reminds them of the activity.

This could be a face that expresses a particular feeling, an object, a landscape, or a person's particular position.

Ask them why they chose that picture, and then continue with other questions.

This can also be done with Virtual images.

# Reflection

## Fingers

Daisies, Brownies, Juniors

Ask the girl scouts to grade different parts of an activity by showing only a few fingers for a weak part and several or all fingers for a strong part, for example:

From 1-10 fingers:

Did you like the lock in?

Did you participate actively in the stations?

Would you like to do this again?

For each aspect of the activity, ask them why they graded it the way they did.

# Reflection

## The Thermometer

Juniors

Show the girl scouts an imaginary line, representing a thermometer, along a wall. Specify that one end of this thermometer means "I agree" and the other end means "I disagree". Between the two ends positions are somewhat mixed.

Make statements about the activity:

I liked this activity.

I felt excluded during this activity.

I did my best to participate.

Ask the girl scouts to indicate whether they agree with each statement by positioning themselves along the thermometer. After repeating the exercise with five or six statements, get back in a circle for them to comment on their answers.

# Reflection

## The Call-in Show

Juniors

Create a mock radio or TV call-in show to spark the girl scouts' interest. Begin with a theme tune from a popular TV show. Use sentences such as:

Okay, we have a call on line 2.

Good morning Madam!

You are on the air: Go ahead!

Can you tell our 100,000 listeners what you think of....

Thank you very much for calling. Onto our next caller...

# Reflection

## One Word Check-In

All Levels

One by one, ask the girl scouts to say the first word that comes to their mind when they think about the activity they just did.

It could be an emotion, an adjective, or even a color.

Ask them why they chose that word and then continue with other questions.

# Reflection

## The Huddle

### Brownies

Do a mock sports team huddle to spark the girl scouts' interest. Have them form a tight circle with their arms around each other as for a team huddle. Use questions such as:

How did the project go?

Did you give 110%?

What is our game plan for the next project?



# Reflection

## Draw Your Face

Brownies

Ask the Girl Scouts to draw a face that shows how they feel about the activity.

Next, ask them why they feel that way, and then continue with other questions.

This can be done digitally using emoticons, or as an art project.

# Reflection

## The Interview

### Daisies

Conduct a mock interview to spark interest. Make a fake microphone and pass it from one girl scout to the next. Remember to encourage those with voices to speak clearly into the microphone. As a good journalist, make sure to write down some quotes in a notebook!

# Reflection

## The Interview

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Conduct a mock interview to spark interest. Make a fake microphone and pass it from one girl scout to the next. Remember to encourage those with voices to speak clearly into the microphone. As a good journalist, make sure to write down some quotes in a notebook!

# Reflection

## Rose, Bud, Thorn

Juniors and Older

This is a variation of highs and lows.

A Rose is a highlight, success, small win, or something positive that happened.

A Thorn is a challenge, or something that the Girl Scouts need more help with.

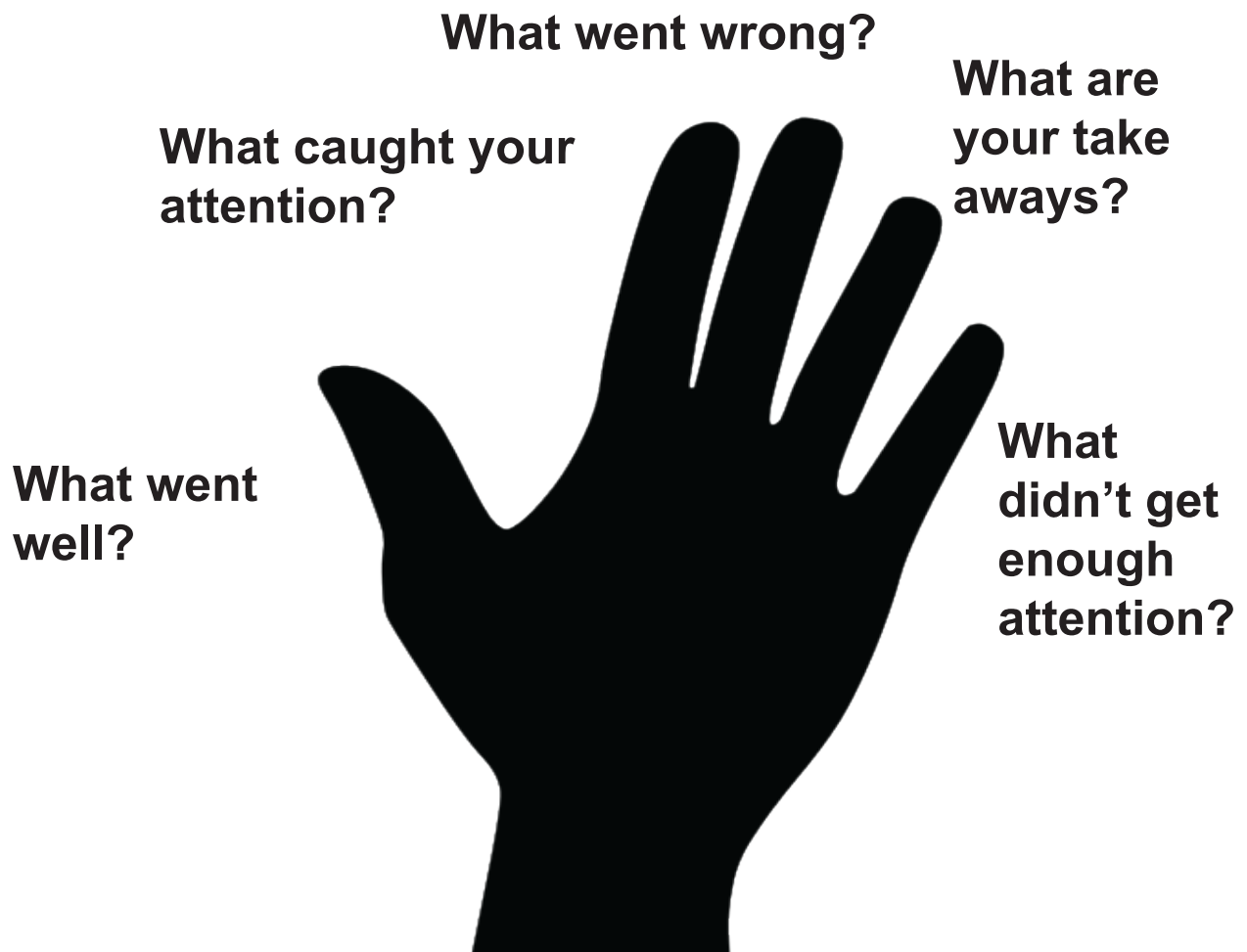
A Bud is something to look forward to doing or learning about, or a new idea that is blossoming.

A follow-up activity can be brainstorming how to turn Thorns into Roses, or describing ways thorns might support learning and growing.

[www.Mindfulschools.org/inspiration/mindful-reflection](http://www.Mindfulschools.org/inspiration/mindful-reflection)

# Reflection

## Five Finger Debrief



# Reflection

## Skit

Divide your girl scouts into small groups. Give each group five minutes to put together a skit that highlights one thing they learned from their experience.

Allow the other groups an opportunity to ask questions about the skit.

More Options:

You can also present them with a bag of random objects and have each group use one or several of them use them as props in their skit.

You can use the same bag to ask individuals or groups to explain how an object related to what they learned from the activity.

# Reflection

## Snapshot

Have the girl scouts pose for a “Snapshot”, with you being the camera person, that depicts their experiences.

Once they have posed, ask questions about what they are doing and why they chose that pose.

# Reflection

## Scouts' Own

A Scouts Own is a special inspirational ceremony in Girl Scouting. It is set apart from the other activities of troop and camp life as a time for quiet and reverence.

Each Scouts' Own is different, as it is planned and led by girl scouts, and centers around a theme they have chosen. It is also an opportunity for them to express their serious thoughts and deeper feelings.

Detailed information about a Scouts' Own is included in the module:

Spotlight Skills - Ceremonies



# Reflection

## Journal

Individual reflection can be done as a journaling exercise. Girl Scouts can explore their feeling using words or by drawing. To focus their reflection, provide prompts based upon the activity they completed.

Prompts can include:

- What surprised you?
- What's the most important thing you learned?
- What do you want to learn more about?
- When were you most creative?
- What made you curious?
- When were you at your best?
- Where should you start next?
- What can you do with what you know?

# Reflection

## Poem

Ask the girl scouts to write a poem about their experience. You can give them an option to write in many forms, some examples are:

Haiku - a traditional Japanese haiku is a three-line poem with seventeen syllables, written in a 5/7/5 syllable count.

Limerick - a five-lined poem that consists of a single stanza, an AABBA rhyme scheme, and whose subject is a short, pithy tale or description.

Blank Verse - written with a precise meter that does not rhyme.

Rhymed - Rhymed poetry rhymes by definition, although their scheme varies.

Free Verse - lacking consistent rhyme scheme, metrical pattern or musical form.

[www.masterclass.com](http://www.masterclass.com) Poetry101

# Reflection

## Song

Ask your girl scouts to select a favorite song, camp song or other, and change the lyrics to reflect the experience.

They can build upon this. For example, on a camping trip they can write a different verse for each activity. By the end of a weekend they will have a complete memory reminder of their time at camp.

Be sure to ask the significance of each choice they make.