Reflection Activities

Leading reflection activities after a hands-on activity can help students learn how to apply their skills to authentic tasks and projects. These informal assessment activities focus on students’ analytical skills; ability to integrate what they learn; creativity; ability to work collaboratively; and practice written and oral expression skills.

1. **Beach Ball Toss** - Use a beach ball with general reflection questions written on it, when the ball is caught the youth answers a question (determined by where the left or right hand and a specific finger lands, this question’s location is identified by the ball passer prior to tossing the ball). For example prior to passing the ball the passer might say, “Right pointer finger” and when the catcher catches the ball this is the question he/she will answer.

2. **Dice** - Post general process questions associated with each die number where everyone can see. Remember to keep these questions open enough for all to answer. For example “What was your favorite part of this activity?” Have youth take turns rolling the die and answering the question.

3. **Baggie Team Challenge** - Place quick mini challenges on slips of paper split into baggies (each baggie should contain the same challenges), each team gets a baggie. Examples of mini team challenges following a circuitry unit may include: make a cheer about circuits, write down as many electronic component names as possible, create a dance move that represents how a circuit operates, etc. Teams get a short amount of time to complete as many of the challenges as possible, maybe 5 minutes. After the time has been called have teams volunteer to share some of their challenge solutions.

4. **Gallery Walk** - This could be done individually or in small groups. Youth circle the room and stop at questions/topics posted on the wall and write or draw their responses on a large poster paper. This circling could be done at their own pace or at a structured rotation time. As youth rotate they should read what the previous youth have written/drawn and then add their thoughts to the poster.

5. **Idea Swap** - One individual from each partner group stays with their project/design brainstorm and is prepared to share the thinking behind the design. The second partner goes around the room and gathers ideas from other teams’ designs, then brings back what they learned to their partner to discuss ways to improve their own design.

6. **Think-pair-share** - Pose a reflection question to youth and give them a designated time to 1) think about their answer on their own, 2) discuss their thoughts with a partner, and 3) share-out with the larger group. This allows youth multiple ways to participate in a more low-stakes environment than simply a large group discussion.

7. **Put Yourself on the Line** - Point out an imaginary line, point to one end of the line that represents “Strongly agree” and the opposite end which represents “Strongly disagree”. Ask youth what they think the middle represents (neutral, neither agree nor disagree). Explain that the line is a continuum and that they should place themselves accordingly. Make a statement and have youth move along the line. Have youth discuss with those standing next to them why they are standing where they are. Ask for volunteers to share their thoughts with the larger group. Make 2-4 statements, asking youth to move and share as needed.

8. **Exit Ticket** - Exit tickets are a quick assessment tool for facilitators to help them become more aware of youths’ understanding of concepts. Exit cards are written responses to questions posed at the end of a learning activity or session. Post-it exit tickets could be posted on walls as youth leave under pre-determined headings.

9. **Where to Now?** - As a group, or individually, develop extension ideas that relate to the day’s activities. Consider which variables can be changed and what the results might be.

10. **Youth-led Closing** - Have pairs lead the class in a closing discussion. Either have questions already prepared or take time to let them develop questions for the group. This gives youth the opportunity to take on leadership roles and enhances their ownership of the learning.