



## Activity Reflection Tool Instructions

***To be used immediately after a learning experience. Youth can draw, make a video or write to these prompts. This reflection tool can be used by individuals or can be prompts to lead group discussions.***

### **Outline of the project:**

- **Who/what we made, helped, raised, grew, or improved:** This would be the title of the activity and what you did. Examples: “We planted flowers at the veterans’ home,” “We learned animal husbandry for our market hogs,” “We made bottle rockets.”
- **How we did it:** Describe the process of the learning experience. Include what was discussed prior to the project and the steps of the activity.
- **When we did it:** Describe the time frame. How long was spent on this activity?
- **Where we did it:** Describe location of activity. Examples: 5<sup>th</sup> grade science class, Windsor Fair, after school meeting, or 4-H Club meeting.
- **Why we did this:** Describe the purpose of this intentional learning experience. To gain knowledge or experience in what? To practice what skill set or life skill?

**What did you learn?** Use the following questions as prompts. It is recommended to choose at least one from each of the Processing, Generalizing, and Applying questions listed below to ask. Or you can keep it open ended: “What did you learn?” The Life Skills Wheel can be used as a prompt for youth to identify life skills and discuss **how** they were learned.

*Processing Questions- Discuss how questions are created by the activity. The leader might list some of the reoccurring theme, issues, or questions.*

- 1.) What problems or issues seemed to occur over and over?
- 2.) What similar experience have you had?

*Generalizing Questions-Find general trends or common lessons in the experience. Identify the important points that apply to the “real world.”*

- 1.) What did you learn about yourself through this activity?
- 2.) What did you learn about (life skill, i.e..., making decisions)?
- 3.) How do the major themes or ideas relate to real life and not just the activity?
- 4.) How did you go about using that life skill (i.e... making your decision)?

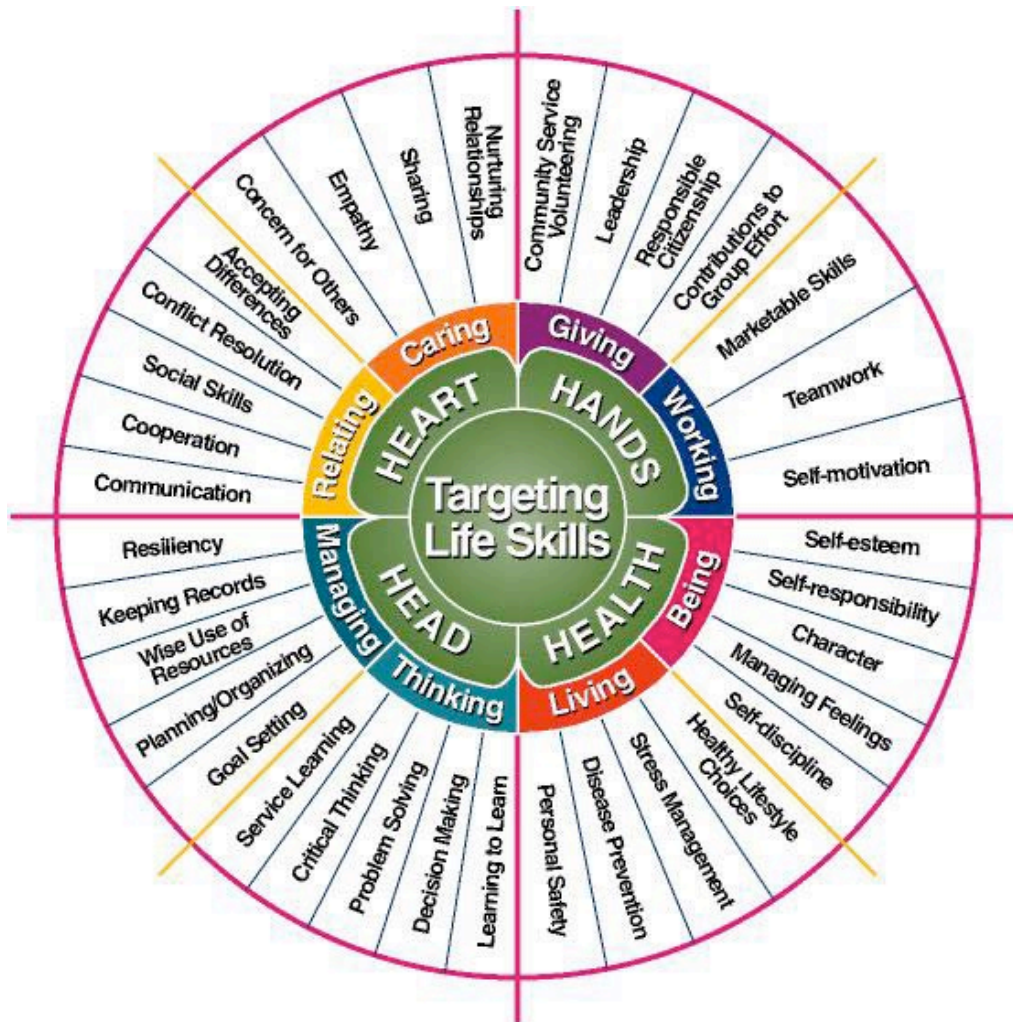
*Applying Questions- Talk about how the new information can be applied to everyday life or sometime in the future.*

- 1.) How can you apply what you learned (i.e. making decisions) to a new situation?
- 2.) How will the issues raised by the activity be useful in the future?
- 3.) How will you act differently in the future as a result of this activity?

**Was it easy or hard? What was easy or hard about it?** Describe the difficulty level, discussing the difficulty level and if difficult, how was the activity still accomplished? Why was it easy or hard? What about next time?

**Did you have fun? Do you think your friends had fun too? Why?** Have youth reflect on the group process and working with others.

## Life Skills Wheel



Life skills are defined in the Targeting Life Skills Model as “Skills that help an individual to be successful in living a productive and satisfying life.”