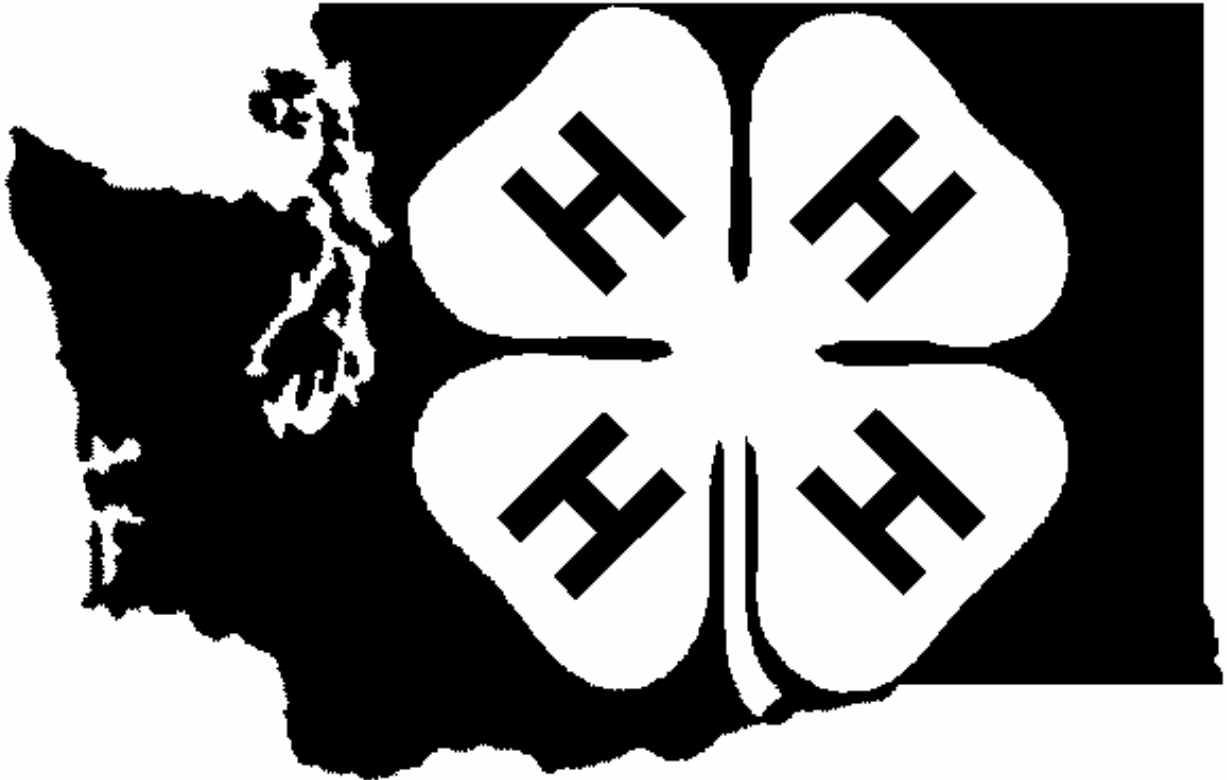


Destination: Reflection Island



**2011 Western Regional 4-H Forum
Seattle, WA
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Presented by:

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Defining 4-H Youth Development**

4-H Youth Development programs focus on building lifelong learning skills that develop a young person's potential. This extensive set of programs is designed to engage youth in healthy learning experiences that will increase their self-esteem and problem-solving skills.

Programs address stress management, self-protection, parent-teen communication, personal development, careers, outreach and interchange, and global understanding. A wide range of content offerings encourages youth to explore science, technology, and citizenship.

The mission of the 4-H Youth Development Program is *to create supportive environments in which culturally diverse youth and adults can reach their fullest potential.*

The 4-H Youth Development vision is: *4-H is a world leader in developing youths' ability to become productive citizens and catalysts for positive change to meet the needs of a diverse and changing society.*

Four value statements guide 4-H Youth Development programs:

- Youth development is the focus of all program activities. 4-H allows individuals to unlock their potential through active involvement, quality experiences, empowering relationships, and a positive support system.
- Partnerships are essential in youth development work for resource development, program innovation, delivery capabilities, creation and delivery of caring environments, and access to research-based knowledge.
- Volunteerism is fundamental to delivering quality programs, developing adult educational capacity, and teaching youth to volunteer.
- Diversity strengthens the ability of 4-H to develop positive values among program participants and to provide them with opportunities for program involvement.

The goals of the 4-H Youth Development Program include:

Reshaping the learning experience - to reshape the process by which 4-H learning experiences and relationships are designed and delivered to meet the needs of diverse populations of youth, volunteers, business and academic partners, and collaborating youth development organizations.

Building a world leader image - to manage the 4-H image to maintain compatibility with the 4-H Values, ensure support of diversity in all program endeavors, and build an image of 4-H as a world leader in youth development education.

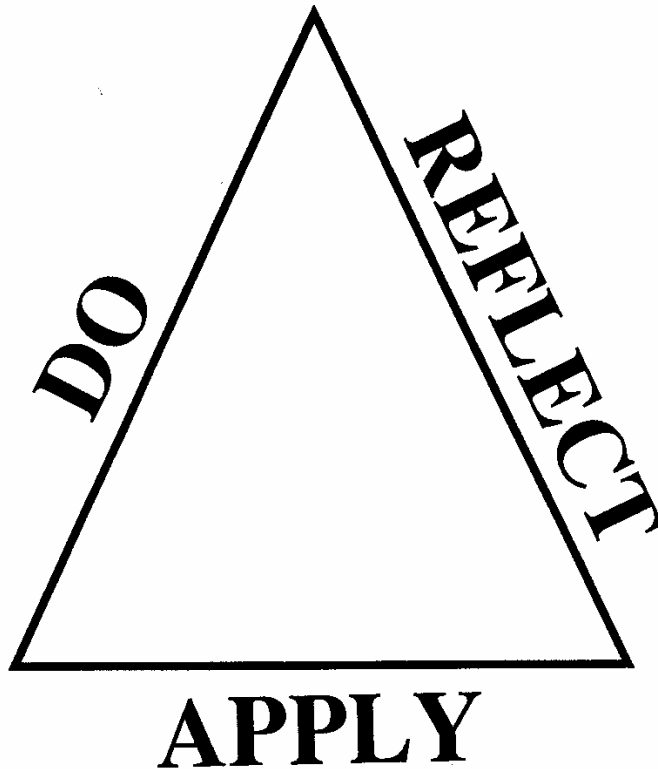
Training professionals in youth development education - to offer professional development programs that will facilitate recognition of Extension staff as world leaders in quality youth development education.

Developing strategic partnerships - to develop internal and external partnerships of mutual benefit through identification of common needs. Partnerships must be based upon shared perceptions of the 4-H Vision, Values, and Mission.

Involving youth - to involve youth actively as equal partners and recognized resources in defining, developing, implementing, and continually diversifying and improving 4-H Youth Development education.

Involving volunteers - to develop a process for recruiting and educating youth and adult volunteers, and for managing and recognizing their efforts.

Experiential Education Model



Processing/Debriefing

Processing is reflecting on an experience. This process is the middle of a three-part cycle: do, reflect, and apply. In its simplest form doing is the club and member goal setting; establishing and forming a contract or project plan with the club; and instruction and immersion in the activity (i.e. club meetings service activity, etc).

It is the second phase of the cycle, reflecting, which brings out learning gained from a project or activity. If during and after an activity, we look at our club and say, "Tell me how you feel and how this is going to affect the rest of your life," we would probably get a resounding, "Okay," and "I don't know." We need a process to get to these points.

The third phase of the cycle is applying what has been learned to new activities and projects in 4-H, family, school, and life in general. These plans will emerge in reflection. Hopefully you will develop ways for your members to put their plans in action!

Terry Borton, in Clifford Knapp's *The Art and Science of Processing Experience*, is helpful in structuring an effective reflectinging sequence. She presents three tiers: the What?, the So What?, and the Now What?

The What?

The *What?* Helps us ease into the discussion by beginning with the facts. It "pertains to the substance of the club interaction and what happened to the individuals." (Clifford Knapp). Because of the doing in the experience, there are plenty of facts, occurrences, and interactions to work with. Here are some methods that can help get at these "What?" facts:

The So What?

Active listening presupposes that we do something with what we hear. The interpretive aspects of the *So What?* provide us with the place to do that. Because we've gotten the club to talk, it's much easier to get into this. According to Borton, it "pertains to the difference the experience made to the individuals, the consequences, and the meaning for them." (Knapp, p. 6). It's here that club members abstract and generalize what they are learning from the experience.

You can use the above *What?* techniques in the *So What?* by simply shifting from the descriptive to the interpretive. For example, use the Go Around as a way to describe how participants feel about the event. You can also ask each club member to come up with a one word or short sentence definition of a key term, such as support, discounting, success, helping, involvement, leadership, and confronting. Perhaps some of those key terms will arise from the Go Around or the Memory Game. You can then build upon what they're already talking about. In addition, try The Whip-- a short round robin or a positive non-threatening whip in which each person completes a short statement like, "I'm glad that I...."

We can also ask the club to reflect on goals they've been working on during the *So What?* phase. The question "did we live up to the 4H pledge" gets us into those club goals. It is a general, non-threatening question, one that can be asked after every experience, and a safe place to start because you're not focusing on any individual behavior. It translates as: "Did we treat each other well, or did we discount each other?; Was there support, or devaluing?; Did we stick to the rules we set up?" The

club is seen as an entity that needs to be taken care of, much as we take care of an individual. The club members are both the agents of change and the persons to be changed. We can say "Without a healthy and responsible club, we are greatly diminished."

The Now What?

The Now What? is the process of taking lessons learned from the experience and "reapplying them (those lessons) to other situations." (Rhoades, p. 104). We call these "transfer points." It is standard device at the end of the reflection to ask a question like, "What lessons did we learn by doing this project that we can use when we get ready for fair?" Taking the learning from one activity and carrying it over to the next activity helps the club connect what they have been doing to a larger picture. Often you will clearly see what can be carried over, but the club will not have the foggiest notion. It is important to help them make the connections.

The Now What? is a good place to talk about goal setting away from the 4H experience. Use the energy of the experience to start participants thinking about what they can do in other areas of their lives. For example, the support energy that a particular person exhibited during a club activity could be suggested as a lesson that can be applied to being able to concentrate during an academic class, or the caring that is necessary to hold down a job.

The reflecting process can be a safe time where the club considers its activities. The leader's confidence in the importance of reflecting helps the process become a meaningful experience for the club. It is a skill like any other and must be practiced and honed by both leader and club. Reflecting has certain principles that need to be remembered:

- Don't be surprised by resistance. Make the reflection project-centered, where the discussion is connected to the club problem-solving experiences so important to 4H activities.
- Train yourself to listen and observe all activities prior to reflecting, and utilize that material in an appropriate manner within the reflection.
- Sequence the reflection in such a way that it leads up to more gutsy issues.

Conclusion

Conscious leadership is a worthy endeavor. 4H activities provoke such profound interactions that you must be able to plan, observe, and respond to them. Experiential Education can be a powerful force when the three elements-Do, Reflect, and Apply are taken seriously. But it should not cause you to tighten up and lose your spontaneity and your sense of humor.

We hope these considerations will help your club activities resonate in positive ways as you learn about, and practice, these skills.

Reflection Skills

- Ask open ended questions
- Focus on feelings
- Repeat feelings
- Draw out learning
- Focus on one issue at a time
- Monitor verbal and non-verbal behavior constantly

- Test out perceptions
- Appropriate self-disclosure
- Ask the club to summarize
- Review
- Focus on behavior
- To explore more deeply
- How did you feel? How was that for you? How was that experience?
- How did you feel? What is everyone feeling right now (one word to describe your feelings)?
- You must have felt relieved.
- What can we learn from that?
- We want to move on to that. Let's see what else there is on this topic.
- Look for signs of confusion, boredom anger, etc.
- What do other people feel?
- I am confused. How do other people feel?
- Where have we got to'?
- We seem to have covered *blank*. Does that sound right? Anything to add? Have I missed anything?
- What was she doing that made you think that?
- Can you say more about that? What would be an example?
- What is happening here right now?
- Does the large amount of joking going on suggest avoidance of an important issue?

Reflection Techniques

- *The Go Around*. Everyone in the club contributes a descriptive sentence. The description can be shortened to one word as well (random, round the circle, talking stick, etc.).
- *The Memory Game*. "One person starts, explaining in detail everything that happened. Everyone must listen carefully. If anyone else in the club thinks that the person talking missed something that happened, say, "hold it!" Then explain what is missed. Then, the speaker who said "hold it" will continue, etc. (p. 11, Quinsland and Ginkel, op. Cit.)
- *Talk in the present tense*. "I'm now climbing up the pegs on the tree. My knees are acting like sewing machines!" Because of the present tense, the participants come close to reliving the actual experience.
- *Photographs*. If you take instantly developed pictures, you'll generate a high degree of What? interest. Video-tape also works and helps to break down nervous resistance. The What? can be the structure for an entire debrief. Starting with the What? leads naturally into interpretation. In experiential learning, specific well placed What? questions, and the dialogue that follows, helps participants raise their awareness level about those issues and behaviors that should be maintained, and those which they might want to change. Once one phase or time period has been exhausted, use the What? questions to move on, and in so doing, go through everything that happened. This is especially effective with longer experiences where there are many details that need to be worked over. You can bounce ahead, or go back, depending on the needs of the club. You can always come back to the sequence of events as a way to maintain an orientation. The need to keep going can also be used as a way to get the club out of a no-win situation.
- *Small groups*. Small Group discussions may be directed or open-ended; then share headlines and highlights with the whole club.
- *STOP EVERYTHING!* We need to regroup!
- *Circles*.

- *Journaling.*
- *Sculpting.* Sculpt with playdough or your bodies something that has been their experience.
- *Drawing.* Draw a representation of _____.
- *Continuums.* Individuals place themselves on a scale of task to maintenance functions.
- *Process Observers.* Have individuals from club stand to side and observe process, then give club feedback.
- *Fast Forward.* Have the club reenact the initiative in fast forward speed.
- *Storytelling.* Once upon a time ... there was a club... (pass the story around the circle).
- *Dyads/Fishbowl.* One observer per participant - individualized feedback. Can set up in advance what participant wants feedback on related to an individual goal.
- *Creative Reporting.* Pass the microphone and television camera around the circle.
- *Concentric Circles.* Have club split and form concentric circles facing each other. Each person shares something with the other person - an observation, appreciation If you have time, rotate one of the circles every few minutes.
- *Scales.* Rate the experience on a scale of 1 to 10. On the count of three, everyone votes. The club can then go on to share why they chose a particular rating.
- *Song Dedication.* In groups of 3, make up a song for each individual in another group of 3, affirming something that they've learned.
- *Gossip.* One individual turns their back to the club and the club talks about that person, showing appreciation, significant contributions or learnings.
- *Wind it up.* Pass around a ball of yarn and scissors, having each person cut of a piece. Do not specify length of pieces. During the reflection, each person must talk as long as it takes to wind their piece of yarn around their finger.
- *Automobile.* Have each person compare their function or performance in the club to a part of a car (i.e. I was the wind shield wiper since I helped clarify what we doing.)
- *Pile.* Place a pile of unrelated objects in the center of the circle. Have each participant say how their day (or role in the club) was like one of the objects.
- *Sign In/Sign Out.* Sign in at the beginning of the day using your non-dominant hand in cursive. Sign out at the end of the session in your dominant hand, in cursive. Note feelings with both and relate to feelings when joining a club.

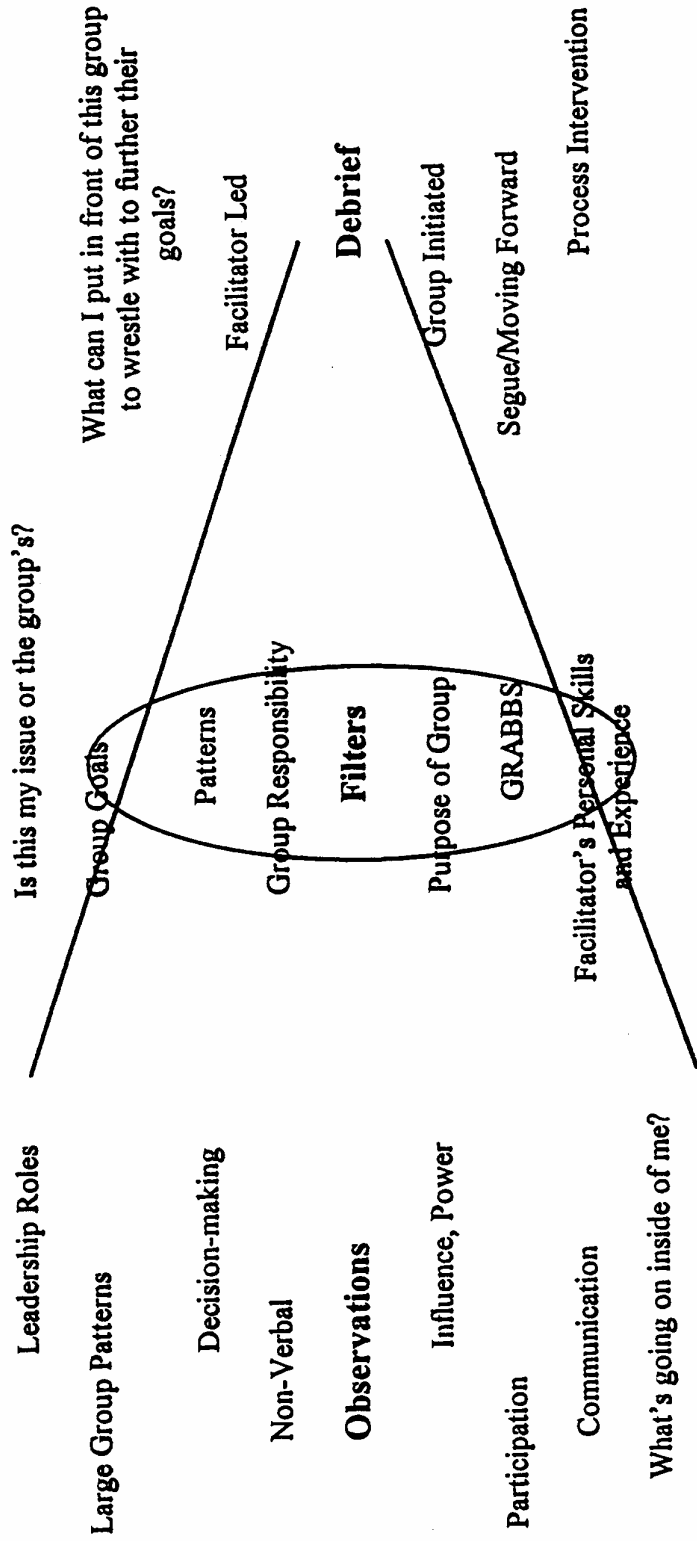
Sources: *Project Adventure. Inc.* and *Leadership by Design*

In genuine community there are no sides. It is not always easy but by the time they reach community the members have learned how to give up cliques and factions. They have learned how to listen to each other and how not to reject each other. Sometimes consensus in community is reached with miraculous rapidity. But at other times it is arrived at only after lengthy struggle. Just because it is a safe place does not mean community is a place without conflict. It is, however, a place where conflict can be resolved without physical or emotional bloodshed and with wisdom as well as grace. A community is a club that can fight gracefully.

- M. Scott Peck, MD

From Observations to Debrief

Leadership by Design, 1996



Reflecting

3 Ways To Get Started

First, set the expectations for the club to do their own reflecting. It is the club's responsibility to learn and discover from their experience. To be a successful "reflector," the leader needs to be able to take themselves out of the process and turn it over to the club. The leader's job is to build the best program possible and to act as a "mirror," so that the members can discover new insights. It is also helpful to provide the club with good models for reflecting. Use a variety of techniques and encourage members to be creative!

1. Facilitator Focused Debrief

- Direct conversation and questions towards goals
- Avoid WHY questions as they tend to elicit defensive responses or go "too deep." Use WHAT or HOW questions.
- Bring attention to what happened during the activity that matches with a particular club goal.
 - “How did it go? What happened? (no answer) Give me a video recap.
 - “What did it look (or sound) like to you?”
- Question their assumptions, but let them make their own decisions.
 - “Gosh, I always assumed this, but hearing you talk, I'm not so sure anymore.”
- Redirect conversation if it gets off track.
- Move the club on:
 - “What would you do differently if we repeated this activity?”
 - “What would you do differently on the next activity?”
 - “What ONE thing would you like to repeat or do differently?”
- Prepare club for transfer of learning back to school or home.
 - “How will you remember to do _____ next time?”
 - “What are we going to carryover and how will we know if we have?”
 - “How can you use these skills/methods at the office?”

1. Group Starts to Self-Debrief; Leader Role Shifts To:

- Keeping groundrules (Full Value Contract).
- Listening and reflecting.
- Periodically (Use “I” messages and paraphrasing).
- Group “Stuck-in-the-Middle” Debrief
 - * A group dynamic that is not part of the activity may be getting in the way of the club functioning or reaching its goal.
 - * Leader Question “Can they reach their goals if I don't bring this up?”
 - * If you bring the issue to the attention of the club, they will do whatever they will do about it. The leader's job is not to change their behavior, but only *reflect* what is happening. It is the club's responsibility to deal with it.

1. Club “Stuck in the Middle” Debrief

A group dynamic that is not part of the activity may be getting in the way of the club functioning and reaching its goals

Leader question: “Can they reach their goals if I don't bring this up?”

If you bring the issue to the attention of the club, they will do whatever they will about it. The leader's job is not to change their behavior, but only to reflect what is happening. It is the club's responsibility to deal with it.

Opening Questions:

“What is going on? How does this effect the club?”

“What is happening here?”

- “Stop. Go around and say what this looks like to you right now.”
- “It looks like _____ to me. Is that really happening? Tell me more.”
- “I think you folks look disgruntled? Is that happening for you?”
- “What would you like it to be?”
- “How could you see making this happen?”

Model bringing attention to the behavior that is blocking movement in a nonjudgmental way. Try to normalize the behavior. Then move the club forward. “Now where do we go from here? How can we move on?”

Designing Processing Questions to Meet Specific Objectives

By Clifford E. Knapp

The ultimate goal for experiential educators is to assist participants in learning from their experiences. Participants should be taught how to apply the skills, concepts, and attitudes they have learned to future life situations.

Experiential educators can improve their ability to process or debrief experiences by being clear about their objectives and then by planning strategies to meet them. Processing is a method for helping people reflect on experiences and for facilitating specific personal changes in their lives. The skill of processing primarily involves observing individuals, making assessments about what is happening, and then asking appropriate questions.

There are many personal and club growth objectives that can be achieved through adventure and other types of experiential programming. Among the more important objectives are: communicating effectively, expressing appropriate feelings, listening, appreciating self and others, decision making, cooperating, and trusting the club. If the leader has one or more of these objectives in mind, the observations, assessments, and processing questions may be better directed toward achieving these ends. The underlying assumption of this article is that if the leader and participants know where to go and how to get there, the participant is more likely to arrive. The following questions, organized by specific program objectives, are designed to assist leaders in more effectively processing experiential activities for personal and club growth.

Communication Effectively

1. Can anyone give an example of when you thought you communicated effectively with someone else in the club? (consider verbal and non-verbal communication)
2. How did you know that what you communicated was understood? (consider different types of feedback)

3. Who didn't understand someone's attempt to communicate?
4. What went wrong in the communication attempt?
5. What could the communicator do differently next time to give a clearer message?
6. What could the message receiver do differently next time to understand the message?
7. How many different ways were used to communicate messages?
8. Which ways were most effective? Why?
9. Did you learn something about communication that will be helpful later? If so, what?

Appropriately Expressing Feelings

1. Can you name a feeling you had at any point in completing the activity? (consider: mad, glad, or scared) Where in your body did you feel it most?
2. Is that feeling a common one in your life?
3. Did you express that feeling to others? If not, what did you do with the feeling?
4. Do you usually express feelings or suppress them?
5. Would you like to feel differently in a similar situation? If so, how would you like to feel?
6. What beliefs would you need to have in order to feel differently in a similar situation? Could you believe them?
7. How do you feel about the conflict that may result from expressing certain feelings?
8. How do you imagine others felt toward you at various times during the activity? Were these feelings expressed?
9. What types of feelings are easiest to express? ...Most difficult?
10. Do you find it difficult to be aware of some feelings at times? If so, which ones?
11. Are some feelings not appropriate to express to the club at times? If so, which ones?
12. What feelings were expressed non-verbally in the club?
13. Does expressing appropriate feelings help or hinder completing the initiative?

Deferring Judgment of Others

1. Is it difficult for you to avoid judging others? Explain.
2. Can you think of examples of when you judged others in the club today? ...When you didn't judge others?
3. What were some advantages to you by not judging others?
4. What were some advantages to others by you not judging them?
5. How does judging and not judging others affect the completion of the activity?
6. Were some behaviors of others easy not to judge and other behaviors difficult?
7. Would deferring judgment be of some value in other situations? Explain.
8. Can you think of any disadvantages of not judging others in this situation?

Listening

1. Who made suggestions for completing the activity?
2. Were all of these suggestions heard? Explain
3. Which suggestions were acted upon?
4. Why were the other suggestions ignored?
5. How did it feel to be heard when you made a suggestion?
6. What interfered with your ability to listen to others?
7. How can this interference be overcome?
8. Did you prevent yourself from listening well? How?
9. Did you listen in the same way today as you generally do? If not, what was different about today?

Leading Others

1. Who assumed leadership roles during the activity?
2. What were the behaviors which you described as showing leadership?
3. Can everyone agree that these behaviors are traits of leaders?
4. How did the club respond to these leadership behaviors?
5. Who followed the leader even if you weren't sure that the idea would work? Why?
6. Did the leadership role shift to other people during the activity? Who thought they were taking the leadership role? How did you do it?
7. Was it difficult to assume a leadership role with this club?
8. Why didn't some of your take a leadership role?
9. Is it easier to take a leadership role in other situations or with different club members? Explain.
10. Did anyone try to lead the club, but felt they were unsuccessful? What were some possible reasons for this? How did it feel to be disregarded?

Following Others

1. Who assumed a follower role at times throughout the activity? How did it feel?
2. How did it feel to follow different leaders?
3. Do you consider yourself a good follower? Was this an important role in the club today? Explain.
4. How does refusal to follow affect the leadership role?
5. What are the traits of a good follower?
6. How can you improve your ability to follow in the future?

Making Group Decisions

1. How were club decisions made in completing the activity?
2. Were you satisfied with the ways decisions were made? Explain.
3. Did the club arrive at any decisions through club consensus? (some didn't get their first
4. choice, but they could "live" with the decision)
5. Were some decisions made by one or several individuals?
6. Did everyone in the club express an opinion when a choice was available? If not, why not?
7. What is the best way for this club to make decisions? Explain.
8. Do you respond in similar ways in other groups?
9. What did you like about how the club made decision? What didn't you like?

Cooperating

1. Can you think of specific examples of when the club cooperated in completing the activity? Explain.
2. How did it feel to cooperate"
3. Do you cooperate in most things you do?
4. How did you learn to cooperate?
5. What are the rewards of cooperating
6. Are there any problems associated with cooperation?
7. How did cooperative behavior lead to successfully completing the activity?
8. How can you cooperate in other areas of your life?
9. Did you think anyone was blocking the club from cooperating? Explain.

Respecting Human Commonalties

1. How are you like some of the others in the club?
2. Were these commonalties a help to the club in completing their task? Explain.
3. Were these commonalties a hindrance to the club in completing their task? Explain.
4. Do you think you have other things in common with some of the club members that you haven't found yet?
5. How did this setting help you discover how you are similar to others?

Respecting Human Differences

1. How are you different from some of the others in the club?
2. How do these differences strengthen the club as a whole?
3. When do differences in people in a club prevent reaching certain objectives?
4. What would this club be like if there were very few differences in people? How would you feel if this were so?
5. In what instances did being different help and hinder the club members from reaching their objectives?

Trusting The Group

1. Can you give examples of when you trusted someone in the club?
2. Is it easier to trust some people and not others? Explain.
3. Can you think of examples when trusting someone could not have been a good idea?
4. How do you increase your level of trust for someone?
5. On a scale of 1-10 rate how much trust do you have in the club as a whole. Can you explain your rating?
6. What did you do today that deserves the trust of others?
7. How does the amount of fear you feel affect your trust of others?

Closure Questions

1. What did you learn about yourself?
2. What did you learn about others? How do you feel about yourself and others?
3. What new questions do you have about yourself and others?
4. What did you do today of which you are particularly proud?
5. What skill are you working to improve ?
6. Was your behavior today typical of the way you usually act in groups? Explain.
7. How can you use what you learned in other life situations?
8. What beliefs about yourself and others were reinforced today?
9. Would you do anything differently if you were starting the activity again with this club?
10. What would you like to say to club members?

Obstacles are those frightful things you see when you take your eyes off your goal. - Henry Ford