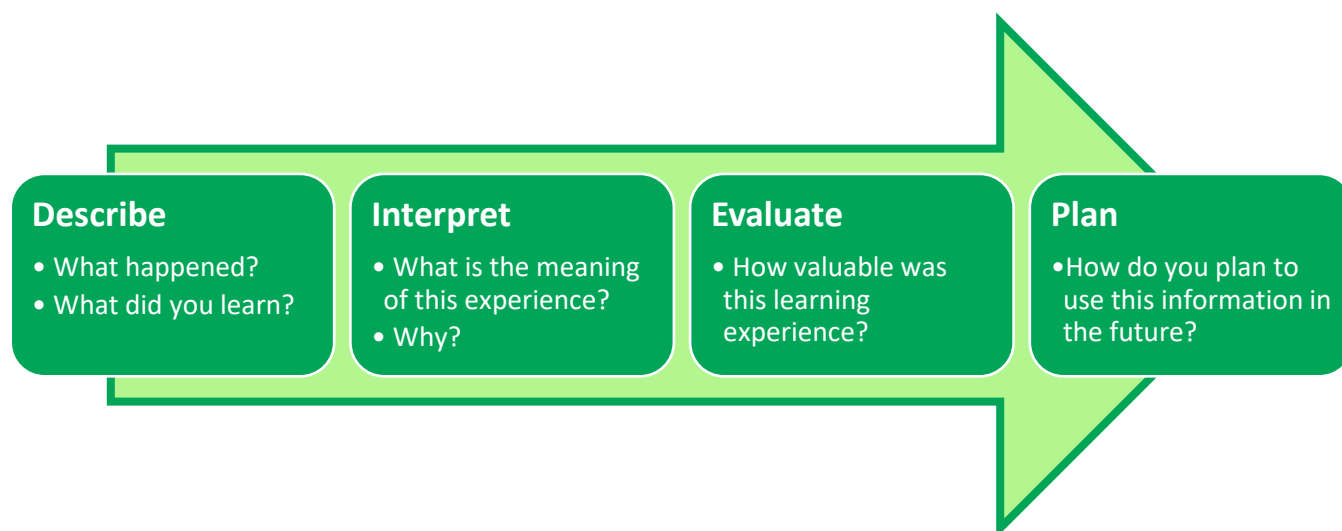


4-H Tech Changemakers Project: Reflection Guide

Having meaningful reflection time after facilitating a lesson can be a valuable experience. The word reflection has a Latin root that means the act of bending back. Spending time “bending back” allows people to think critically about an experience: What was done? What was observed? Are there any areas for improvement? Reflection encourages performance improvement, creativity, and self-discovery. While it’s not required, having time for your 4-H Tech Changemakers team to reflect after implementing an activity can be a valuable experience.

You may choose to have a group reflection, sitting down and discussing the questions together. Other teams may choose to allow each member to reflect and then meet to share their discoveries individually. Regardless of how the reflection process occurs, RMIT University offers the DIEP process to foster reflection exercises:



4-H Tech Changemakers teams can use these questions to guide reflection after teaching a lesson:

Describe:

- What was the topic of your lesson?
- Where was the lesson taught? Who were your participants?
- What did you do? What did the participants do?

Interpret:

- What was the purpose of the lesson?
- What were the ‘ah-ha’ moments of the lesson?

Evaluate:

- What were your objectives? Were they met?
- Do you think the lesson was successful? Why?

Plan:

- What did you learn that can be helpful for future lessons?
- How will you use this information for your marketing snapshots and/or reports?

References:

<http://www.cbkassociates.com/wp-content/uploads/2013/05/Meaningful-Reflection.pdf>

<https://hbswk.hbs.edu/item/reflecting-on-work-improves-job-performance>

<https://emedia.rmit.edu.au/learninglab/content/reflective-process-0>