REFLECTION & REVIEW
Reflection activities give structure and closure to your lessons, allow higher level thinking, and neatly package up take home lessons. These activities are often used at the end of each day, or the end of a course to help youth think about what they did that day, and learn from other youth about their experience. Reflection activities are only as good as the facilitator. If the facilitator is uncomfortable, or not taking the activities seriously, youth will follow his or her lead. The more successful your reflection activities are, the more the class transforms from a bike mechanics class, to a youth development event.

Here are a few notes on group facilitation:

**The facilitator's job is to:**
- Create a trusting atmosphere
- Relax the group
- Clarify comments
- Listen and question
- Support people
- Lead discussions

**Appropriate facilitator behavior includes, but is not limited to:**
- Asking open ended questions
- Inviting everyone to participate (drawing out quiet members)
- Periodically summarizing the discussion
- Staying quiet sometimes and waiting for a response (listening)
- Repeating back to someone what you heard them say to build understanding or clarity
- Staying attentive and interested
- Managing disagreements (focusing on issues, not personalities)
- Keeping the group on track
- Supporting group members equally

**What facilitators do not do:**
- Avoid topics, downplay ideas, refute people, or take sides
- Push personal agendas or assume that they have the “right” answer
- Control the group
- Permit ganging up on any individual

Use these guidelines as well as your own personal strengths to guide youth towards a deeper and broader understanding of themselves and one another. Bikes are an activity, but the goal is to build leadership, self-reflection, teamwork and problem solving skills. Reflection activities help youth connect the work they do on bikes, to the work we would like them to do within themselves and in the world.
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**Reflection Quick Questions**

Provide opportunities to share ideas, concepts or feelings with the group.

**Materials**
None

**Resources**
None

**Lesson**

At Bike Works we circle up for introductions and a Quick Question every class. Sometimes adults lead the questions, sometimes students come up with ideas.

*Examples of Quick Questions:*

1. Describe why you think community service and your work here is an important contribution to the world.
2. What is one thing you learned today that you did not know before? It can be bike related or not.
3. Where do you see yourself in 5 years?
4. On a scale of 1–10, where is your energy level? 1 = I want to sleep for a thousand years. 10 = I don’t think I can sit still for the rest of this sentence.
5. If you had one superpower, what would it be?
6. What is one thing that was hard for you today? How did you get through it?
7. What is one thing you are REALLY good at?
8. What is one thing that most people are surprised to learn about you?
9. Share one thing you can do that most other people cannot do. Demonstrate. Then have the group attempt to do the thing.
10. What is one word that describes how you feel right now?
11. Give a compliment to someone in the group or the group as a whole.
12. Have everyone demonstrate with a “thumbs up”, “thumbs down” or “thumbs middle” how they feel the day went, their comfort with a certain task/skill or any other question.
13. What is your goal for this week? For next class? For this program? Etc.
14. Go around the circle asking each student to put forth one thing s/he’s scared of in the adventure to come and one thing s/he’s excited about.
BOUNCE THE BALL
A way to add movement into question time.

LESSON
1. Clear a space so that no one is injured and nothing is broken.
2. Have participants stand in a circle.
3. Begin with a question, such as, “What is something you liked about the session today?” and bounce the ball to a youth who then answers. The catcher then bounces the ball to someone else who answers. It is important to use a large-sized bouncing ball so that everyone can easily catch it. A smaller ball is more difficult and the “misses” can be a distraction to the process as well as leave the individual with a sense of failure.
4. Participants continue bouncing the ball around the circle to each other and answering the question. Participants can answer more than once. After folks run out of things to say, you can add a new question.

MATERIALS
A large ball

RESOURCES
None

SOURCE
David P. Weikart Center for Youth Program Quality

NOTE
It is important to use a large-sized bouncing ball so that everyone can easily catch it. A smaller ball is more difficult and the “misses” can be a distraction to the process as well as leave the individual with a sense of failure.
MENTAL WALKTHROUGH

Review processes or steps taken during the day.

LESSON

1. Ask participants to mentally “walk through” the steps or process of an experience, or the process of carrying out a new skill they have learned.

2. Either have youth think quietly through the steps on their own or guide them (or have one of the youth guide them) through the walk through out-loud.

3. Clarify any remaining questions or issues that arise during the walkthrough.

MATERIALS

None

RESOURCES

None

SOURCE

David P. Weikart Center for Youth Program Quality
ROSE, BUD, THORN

Check-in with the group and see how everyone is feeling.

LESSON

1. Have participants write or say one of each of these in regards to the activity. They can share these with the adult supporter, a partner, in a small group or the whole group.

ROSE
Something that was positive, something they are proud of, something they liked.

BUD
A new idea they hope to develop or something they are looking forward to in the future.

THORN
One thing that was challenging, that they would have liked to be different or something they did not enjoy.

MATERIALS
None

RESOURCES
None

SOURCE
David P. Weikart Center for Youth Program Quality
**LESSON**

1. In a large open area use ropes to make three concentric circles large enough for all the participants to stand in the center one. (You can use your foot to draw in the dirt if you don’t have ropes.)

2. Introduce the concept of comfort zones to the group. The Comfort Zone is where we feel most safe and secure. When we choose to step out of our Comfort Zone to try something new, we are in the Growth Zone. If something is beyond our ability and becomes too scary or too threatening then it is in the Panic Zone.

3. Describe how important it is to stay within the Growth Zone while on a new adventure, for we do not learn in our Panic Zone.

4. Start asking questions to the group regarding how they feel about certain things (ex: spiders, sleeping outside, being away from home, rock climbing, etc.) and have the participants physically place themselves in the zone appropriate to their own feelings about each activity.

*Example questions:*

1. How do you feel about performing an overhaul on a front hub?
2. How do you feel about working in pairs with a diverse variety of people—including people with repair skills at a different level than your own?
3. How well do you feel you’ll be able to take the knowledge and experience that you’ve gained in this class and apply it outside of this class (e.g. repair your bike, your mom’s bike, etc.)?
4. How likely are you to ride your bike to the library, a friend’s house or school?
5. How interested are you in taking another bike repair class sometime in the future?

**MATERIALS**

None

**RESOURCES**

None

**SOURCE**

WE Bike NYC
LESSON

1. Post a piece of large paper (easel paper works well) or use a whiteboard, and draw three columns.

2. In column one: “Green Light,” participants list the things that they would like to start doing in the group.

3. In column two: “Yellow Light,” participants list the things that they would like to continue doing in the group (with or without modifications.)

4. In column three: “Red Light,” participants list all the things they would like to stop doing in the group.

5. This can lead to a discussion about norms, decisions and ultimately a plan based on the lists they generate.

   This is a great time to use sticky notes. These allow students to move around, to add things somewhat anonymously and to move ideas from column to column during group discussion.

MATERIALS

Large paper
Markers
Pencils/ pens
Sticky notes (optional)

RESOURCES

None

SOURCE

David P. Weikart Center for Youth Program Quality
POST-IT PLANNING

Include youth in program planning.

LESSON

1. Decide on a theme, project or idea. Be as general or specific as you like.
2. Distribute sticky notes and ask youth to take turns writing tasks related to the theme, project or idea.
3. When the list of tasks is exhausted, have volunteers, with the help of the group, rearrange the notes to put them in order (chronological, priority, etc.)
4. Make any additions or changes to the tasks.
5. Document the final list.

VARIATION #1: LESSON PLANNING

This is a great way to allow students to arrange class sessions. After learning the parts of the bike, ask students to write down what they would like to work on and to put them in an order they would like for the class “flow.”

VARIATION #2: LEARNING AS WE GO

If you want, you can have students fill in additional steps as they learn them. For example, if the class writes “steering” on the first day as something they would like to learn how to fix, after the class on “headset overhauls” you can change the name of the class on the sticky note and fill in the 5½ steps to an overhaul. Leave these notes up on a wall in the classroom so the students can see what they have learned, refer back to notes for clarification in the future, and make changes as the class progresses.

MATERIALS

Large paper
Markers
Pencils/ pens
Post-it notes (optional)

RESOURCES

None

SOURCE

David P. Weikart Center for Youth Program Quality
GENIUS QUESTIONS

Provide an opportunity for youth to ask each other questions, review topics and share knowledge in a silly way.

LESSON

1. Have three volunteers stand up in front of everyone.
2. Introduce them to the rest of the group as one person, a genius in a particular field, who is so smart that they have three brains.
3. The other participants then take turns asking the genius questions.
4. The genius must answer by having each person say one word at a time so that the three build sentences together. When one person feels the answer is done, they stop talking and play continues to the next question.

Example:

Angie: What do snails eat?
Susan: Snails
Shari: eat
Sam: grubs
Susan: when
Shari: they
Sam: are
Susan: hungry.

MATERIALS

None

RESOURCES

None

SOURCE

David P. Weikart Center for Youth Program Quality
DEBRIEF HAND

Easy to remember way to provide peer feedback.

LESSON

This is a quick group debrief activity and provides students a chance to give concise feedback. Each student holds up all five fingers and goes down the line:

**THUMB**
Something good, “Thumbs up!”

**POINTER**
Something you want to point out.

**MIDDLE**
Something that didn’t work or that needs improvement.

**RING**
Something about the group dynamic. (“You are married to this group” is a good way to remember this one.)

**PINKY**
A little detail you noticed.

MATERIALS

None

RESOURCES

None
PATS ON THE BACK

Provide an opportunity to praise and encourage each other. Good way to close an experience in a positive way.

LESSON

1. Tape an 8.5 x 11 sheet of paper on the back of each participant.
2. Give each participant a pen.
3. Ask each person to write something meaningful and special about each other on their papers (like a yearbook). Encourage youth to comment about things that “can’t be seen with your eyes,” or “something you noticed and appreciate about this person that others may not see.”
4. When everyone has signed and written to each person, then they can look at their own and read them.

MATERIALS

8.5 x 11 paper
Pens for everyone

RESOURCES

None

SOURCE

David P. Weikart Center for Youth Program Quality
CELEBRATION

Easy to remember way to provide peer feedback.

LESSON

1. Break the group into pairs.
2. Have partners create some way to celebrate—high-fives, a dance, a cheer, or some other expression.
3. Throughout the day, when someone yells “Celebrate!” each student must find his or her partner and celebrate together. This is a great way to break up particularly stressful classes like Brakes and Gears.

Give students guidelines for creating small goals and let them celebrate with their partners when they complete them.

For example:
- When you disconnect the brake cable—Celebrate!
- When you correctly adjust the brake pad position—Celebrate!

NOTE

Make sure that celebration pairs are not in the same working group, and that they only celebrate when their partner or themselves calls it! It can get silly, fast, so you may want to put a limit on the number of celebration calls per group.

MATERIALS

None

RESOURCES

None

SOURCE

The Caring Classroom
**STUDENT LED TEACH-BACKS**

Opportunity for youth to lead the class, share knowledge and take on leadership. Check-in about what knowledge sunk in and what needs to be reviewed.

**LESSON**

These can be quick end-of-day teach-backs or revolve around a whole day. See “Make-Up Activities” (p. 154–156).

Ask a student to come to the front of the class and teach a specific part of what was learned that day, for example, the 5 1/2 steps of an overhaul or how ball bearings work.

If you work this into the end of every class, students can be creative in how they present information—could be a song, charade, drawing, etc.

**MATERIALS**

None

**RESOURCES**

None
INTERESTING OBJECTS

Opportunity for youth to share something more personal about themselves.

LESSON

1. Before class, fill a box with a variety of objects. The box should contain many more objects than there are people in the group to give ample choice for the participants.

2. At the beginning of class, have each participant select an object from the box.

3. Once each participant has selected an item that is interesting to him or her, ask him or her to share how that object represents some aspect of themselves, the workshop, or program.

MATERIALS

A box of objects—can be bike related or not

RESOURCES

None

SOURCE

David P. Weikart Center for Youth Program Quality
LEARNED SO FAR

Review what has been learned in the class. Evaluate what youth still want to know.

LESSON

1. Give each participant two different colored index cards.
2. On one card ask them to write one thing they’ve learned.
3. On the other card they write a question they still have.
4. Collect the cards and either redistribute them to the group or review them on your own.

MATERIALS

Two different colored index cards
Pens/ pencils

RESOURCES

None

SOURCE

David P. Weikart Center for Youth Program Quality
STANDING IN THE SHADOW OF OUR SUCCESS

Invite youth to recognize and celebrate their own successes.

LESSON

1. Review the goal of the group or session.
2. Ask participants, one by one, to physically go to the place in the room where they felt the most successful in moving the group towards its goals. If the group is stuck, review some of the things that have happened to help stimulate their reflection on their success.
3. Invite participants to say a sentence or two about their contribution.

MATERIALS

None

RESOURCES

None

SOURCE

David P. Weikart Center for Youth Program Quality
LESSON

1. Young people review or consider a question, a video clip, article, or other prompt. You might have youth write down their initial responses. It’s a good idea to let them know that they will be sharing their responses with others.

2. Using a grouping strategy (p. 157–161), have youth form pairs.

3. Allow youth to discuss their thoughts with their partners.

4. Have volunteers share a summary of their discussion with the whole group.

MATERIALS

None

RESOURCES

None

SOURCE

David P. Weikart Center for Youth Program Quality
CONCENTRIC CIRCLES

Provide an opportunity for youth to get to know each other on a deeper level.

LESSON

1. Divide participants into two groups. Ask one group to become an inner circle and the other an outer circle. Members of the inner circle face outward while members of the outer circle face inward so that inner and outer circle members are facing each other. Make sure there are equal members in each group—if you have an even number of participants, everyone should be standing across from a partner; if you have an odd number, one can wait around or there can be a group of three.

2. Pose a question for participants to ask or answer with the person facing them.

3. When you call for the group to switch, the inner circle stays in place while the outer circle shifts one person to the right. Each person should be facing a new partner. You can then pose a second question.

4. The exercise continues for several rounds or until the original partners meet each other again.

VARIATION: SOCIAL JUSTICE EMPHASIS

This activity is often used to explore social justice within groups that already know each other.

Examples of social justice themed questions:

- Share your first memory of gender/race/class.
- Share an experience of oppression in your life.
- What do you think when you hear the word diversity?
- When else have you intentionally talked about diversity/social justice.
- What makes someone an ally?

NOTE

You will want to debrief this activity through a group discussion as it can be intense for some folks. Make sure you are ready to do this as the last step.

MATERIALS

None

RESOURCES

None

SOURCE

David P. Weikart Center for Youth Program Quality

FRAMEWORKS

Reflection & Review

BIKE WORKS 2015
WORD WEBBING

Visually connect related concepts and ideas.

LESSON

1. Write the main concept in the center of a large sheet of paper.

2. Youth write ideas, facts and related concepts around the main concept and connect these to the central concept with lines. It is often more effective when many young people are engaged in writing ideas and making connection lines. Laying the paper out on a table or on the floor can facilitate this type of participation.

3. The process continues using one or more of the related ideas, facts, concepts and more connection lines. The final product is an intricate web of lines, facts, issues, and ideas.

MATERIALS

Big paper
Markers

RESOURCES

None

SOURCE

David P. Weikart Center for Youth Program Quality
K-W-L: KNOW, WANT TO KNOW, LEARNED

Understand what the group already knows, wants to know, and wants to learn. Helpful for lesson planning and review.

LESSON
1. Have youth label three columns on a sheet of paper: Know, Want to Know, and Learned. Alternatively, use pre-printed forms.
2. Have youth fill out the first column with what they know about the topic they are about to read about or experience. Allow youth to share what they know with each other.
3. Have youth brainstorm things they want to know about the topic they are about to read about or experience and record them in the second column. This can be done aloud, as a group, or by individuals.
4. After the text or experience, have youth record the answers to their questions, or additional information they learned in the third column.

MATERIALS
Pre-made K-W-L paper
Pens/ pencils

RESOURCES
None

SOURCE
David P. Weikart Center for Youth Program Quality
LESSON

1. Begin with stating the specific goal of the brainstorming session.

2. Make sure to establish the rules of brainstorming:
   - No idea is a bad one.
   - Don’t discuss the merits or details of any one idea.
   - Get as many ideas listed as quickly as possible.

3. It often works well to have one youth designated as “recorder” to write all the brainstormed ideas out on a board, big paper or letter paper. If you use a chalk board or white board, be sure to snap a photo of the final brainstorm before it gets erased!

4. At the end of the session, the leader guides the group in narrowing down the options raised.

MATERIALS

Big paper
Markers

RESOURCES

None

SOURCE

David P. Weikart Center for Youth Program Quality
**LESSON**

1. Start the day with some time to finish up the bikes the youth have been working on. Make yourself available to all students, don’t get head–down into any projects!

2. Before students arrive, write on the white board a list of remaining tasks for them to finish on their bikes during the last day. These tasks include cleaning, fixing any flats, pumping up tires, replacing grips/saddle/pedals and lubing their chains.

3. Once you inspect these final tasks, students can move on to decorating their bikes with stickers and duct tape, etc.

4. When the finishing touches are complete, fit each student to their bike by helping them adjust seats and handlebars. As people finish, have them help other youth so that everyone can be caught up and ready to move on together.

5. With finished bikes, demonstrate the ABC Quick Check (p. 167). Discuss Helmet Fitting (p. 169) and give them a bike map of your city.

6. Be sure to leave a little extra time for in–depth cleanup and a longer reflection activity at the end. Pats on the Back (p. 194) is a good one!

7. Once the bikes are done, and the classroom is clean, take time to recognize each student, allow them to show off their bike, and give them a certificate! If you want, invite parents to come 15 minutes early to watch this part of the class!

8. Don’t forget to talk about ways in which people can continue to be involved in your program and have on hand some program material they can take home.

**MATERIALS**

- Bike projects from the course
- Bike decorating materials (stickers, duct tape, colored straws cut up as spoke beads, pipe cleaners etc.)
- Markers

**RESOURCES**

- Graduation Certificate (p. 233)

**SOURCE**

David P. Weikart Center for Youth Program Quality