



# SPIDERS WEB

*Reflection on student assets and the web of strength they create*

## OBJECTIVES

- Students will reflect on their experience and connect learning to their classroom and community

## MATERIALS

- Long rope, yarn, or string

## TIME

20 min

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## LESSON INTRO

This activity, as written, asks students to reflect on the individual strengths that create a strong team. It is a visual/physical representation of how each person contributes to the greater whole.

## LESSON STEP BY STEP

1. Gather students to stand in a circle. One student starts by holding a roll of rope/yarn.
2. Ask students to share a personal strength that they recognize in themselves. This could be something that they saw in themselves on expedition.
3. Once a student has shared, he/she should pass the ball of rope or yarn to another student *across* from them. That student continues to hold his/her end of the string.
4. As students pass the yarn/rope across the circle a web will form between the group members.
5. Once every student has shared, spend some time reflecting on the metaphor of the “web”, that our individual strengths make a fortified unit as the group moves forward.
6. Invite one student to pull harder on their portion of the web, and one student to loosen their grip a bit. Notice how that affects the entire group. Ask students to make connections on this idea to their experience on the expedition or in the classroom.
7. Choose to “rewind” the web and have students share something they observed/appreciate about the student that they are “connected” to in the web.

## VARIATIONS

This activity can be adapted to focus on various themes other than individual student strengths such as:

- appreciating others
- personal commitments
- ways students will support each other

## FACILITATOR TIPS AND NOTES

1. You'll need a pretty long piece of rope for this activity. If you are using nicely wound string on a spool, students can pass that around the circle, while you hold onto the end. If you're using rope, or a loose bundle of string, you'll want to pass the string around a bit differently. To eliminate the group passing a big bundle of rope that will inevitable get tangled, dropped, and mixed up, you should hold the bundle and feed it through to the group as they pass it around. The group will need to shuffle the rope through their hands as they continue to pass it around the circle.

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## NOTES

**Educational Standards:** CASEL: Self Awareness, CASEL: Relationship Skills, P21: Leadership and Responsibility, CCRS: SL2: Integrate and Evaluate Information



# QUESTION BANK

*Good questions that help students reflect.*

## OBJECTIVES

- Students will reflect on their experience and connect learning to their classroom and community

## MATERIALS

- None

## TIME

Varies

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## LESSON INTRO

Reflection on the expedition experience can be a powerful time. Embrace this opportunity to pull out insights gained from the program. Use these questions to promote discussion with your students. Depending on the context, you can simply circle up and ask away. If that is not the best format for your students, you can use these questions paired with other activities in the curriculum.

These questions focus on taking the experience on course and making clear connections to self, life, school, and leadership. As a facilitator of this process, you must be clear in guiding and probing students with pertinent questions that will make application apparent and purposeful.

Reflection serves to build a bridge between the experience on expedition and the next step of students taking action in their own schools and communities. They are designed to be flexible to meet a variety of purposes--from a simple debrief of the expedition to a rich group process and application.

Your role is to take the energy from the expedition in the various ways it has manifested among the group and help to transfer it towards productive self-reflections and action. Listening, restating (but not preaching), and asking big questions will get you far! Probe the deeper meaning behind student answers. Asking: *Why? Tell me more? What do you mean?*

Ask for specific examples, and don't accept overused answers like "leadership" "communication" and "teamwork". If your students are ready, they may easily come up with personal and transferable lessons. However, for some students, this abstract thinking may take some intentional guidance and scaffolded questioning.

## QUESTION BANK

### Personal Process

- What was your favorite meal/campsite/view?
- What did you miss most while you were out there?
- When was a moment from the expedition that you were proud of yourself?
- What do you want to remember from your expedition?
- If you could re-live one moment, what would it be? Why?
- How was it to be away from technology?
- How did you notice that you responded to challenges? Give a specific example
- What is something you learned about yourself?
- How might this experience have influenced your outlook or approach to relationships?
- What moments did you notice your communication style change?
- How do you want people to communicate with you?
- What was it like to try something new or hard?
- How did this experience show you who you are?
- Where did you excel? Where did you struggle? Tell me more!

### Group and Leadership

- Tell about a moment when you were the leader of your group. How did it go?
- What helped you lead well?
- Who were the influencers in your group?
- What is something that you learned from your crew?
- We are a group whose strengths are \_\_\_\_\_ and our areas to improve are \_\_\_\_\_.
- Tell about a moment where you observed effective leadership from someone in the group.
- What is the difference between a leader and a boss?
- One Word Whip-Around: Leadership is \_\_\_\_\_.
- What's more important: getting it done, or keeping group moral?
- Revisit the essential questions from previous sessions. Based on a week of leadership experience, how might you think about these questions differently?

### Extending the Journey

- Which kind of people would be important for you to have along for your life journey?
- What belief, idea, or habit do you want to keep (or get rid of) as you move towards your goals?
- Do you think an Outward Bound course is something that people should go on? Why?
- Why do you think some people give up when faced with challenge, while others become stronger?
- What's the single most important idea/concept that you have learned in life that will help you grow, change, or succeed?
- Who influences you to be the person you want to be? How?
- Which experiences have shaped you the most in life? Explain.
- What advice would you give to the next group of students who will be going out on an expedition?
- What does it mean to try something?
- What have you learned about fear? Does it motivate or paralyze?
- How do our experiences shape and define us?
- Where have we come from and where are we going?
- Where can we transfer learning from the expedition into "real" life?

## NOTES

**Educational Standards:** CASEL: Self-Awareness, CASEL: Social-Awareness, P21: Leadership and Responsibility, P21: Social and Cross Cultural Skills, CCRS:SL1 Have Diverse Conversations, CCRS:SL3 Evaluate Perspective and Evidence



# QUARTER PAGE REFLECTION

*Writing or drawing as a way to reflect on personal qualities*

## OBJECTIVES

- Students will reflect on their experience and connect learning to their classroom and community

## MATERIALS

- Drawing Supplies (i.e. Markers, colored pencils)
- Paper

## TIME

20 min

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## LESSON INTRO

Use this reflection activity to help students identify leadership strengths they have discovered within themselves.

## LESSON STEP BY STEP

1. Students should fold the paper in quarters.
2. Instruct students to use each 'square' for a leadership trait that they know about themselves—and that they exhibited it on the expedition.
3. Students should sketch/draw their ideas and examples in each square.
4. Choose to share with small groups or as a whole class.

## VARIATIONS

This activity can be adapted to focus on various themes other than leadership strengths such as:

- moments of accomplishment
- personal goals
- times students felt supported/supported others

## FACILITATOR TIPS AND NOTES

1. Post these in the class or hallway. Refer to these student traits when you see them in action in class!
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## NOTES

**Educational Standards:** CASEL: Self Awareness, P21: Leadership and Responsibility