



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

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?



ROCK, LEAF, STICK REFLECTION

A hands-on way to reflect on personal takeaways.

OBJECTIVES

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

MATERIALS

- Rock
- Leaf
- Stick

That will be passed around by the group

TIME

20 min

LESSON INTRO

This activity is a structured share out that is meant for students to reflect on what they are taking away from their program.

LESSON STEP BY STEP

1. Invite students to gather in a circle.
2. Pass the items around one by one (or all together) using the follow prompts:
 - Rock:** Something I rocked at, or am proud of, during the expedition was...
 - Leaf:** Something I want to leave behind (attitude, belief, fear, etc.) is...
 - Stick:** Something I want to stick to, or keep doing from now on, is...
3. Allow time for everyone to share

VARIATIONS

1. If you can utilize an outside space, begin by asking students to find their own rock, leaf, and stick, from the area. Once they are gathered back, share the prompts and continue with the reflection. If it's appropriate for the space you are using, you can invite students to keep one item as a personal reminder of their idea.

NOTES Educational Standards: CASEL: Self Awareness, CASEL: Social Awareness, P21: Social and Cross Cultural Skills, P21: Leadership and Responsibility, CCRS:SL1 Have Diverse Conversations



TEAMMATES-CONSULT REFLECTION

Facilitated discussion protocol for reflection.

OBJECTIVES

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

MATERIALS

- Writing paper for each student
- Cup or container for each group
- Question Bank Discussion Prompts (for the facilitator)

TIME

30 min

LESSON INTRO

If a large group circle discussion is not your (or your students') style, use this method to get students discussing in small groups.

Prep work includes choosing questions from the list for student to discuss.

LESSON STEP BY STEP

1. Explain to students that they will take part in a reflection routine with several phases:
 - Phase 1: Introduction to the Prompt
 - Phase 2: Group Discussion (refer to any group discussion norms that your group uses)
 - Phase 3: Individual Writing

The first phase can be a practice round if students are unfamiliar with this routine.

2. Students sit facing each other in groups of three or four.

Phase 1:

3. A cup is placed in the center of each team's work space. Students begin by placing their pencils/pens in the cup.

4. The facilitator posts, or shows, the first reflection prompt such as “*What is something that you learned from your crew while you were on your Outward Bound program?*”
 - This lesson is designed for the students’ facilitator to create their own reflection questions, or choose questions from the Question Bank that will resonate with the group.
 - Questions should be broad and without easy answers. If you’re using questions from the Question Bank, pick from the *Group and Leadership* or *Extending the Journey* sections.
 - If you’d like us to suggest questions for each round, we included our ideas in the Facilitator Tips Section
5. Allow a few moments of quiet think time before moving to the next Phase.

Phase 2:

6. Begin Phase 2 by saying “Teammates, consult.” With the pencils still in the cup, students take turns sharing their ideas and answers to the question. Students should discuss their answers and seek to come to a consensus on the answer to the question—although this is not required. Students should, however, seek to understand their teammates’ ideas if there is a difference of opinion.
7. After 3–5 minutes of discussion (decide how much time is needed based on the complexity of the question and your observations while circulating), the facilitator will transition students to the next phase.

Phase 3:

8. Begin Phase 3 by saying “Teammates, write.” At this point, all students remove their pencils from the cup and write the answer to the question in their own words on their own paper. This is an individual and quiet phase.
9. When the students are finished recording their answers, the Phases are repeated with the remaining questions. Repeat procedure for as many questions as you wish.

VARIATIONS

Rather than having each student end the round by writing their own personal reflection, you could run this activity in a way that substitutes individual reflection with a group scribe that summarizes the big ideas from the discussion.

1. Students gather in small groups of three or four; **have each group assign a “scribe” for the first round.**
2. Teacher poses the question (use your own, or questions from the question bank)
3. Allow time for conversation in small groups.
4. Teammates should **come to a consensus or summary of their conversation and the scribe records it.**
5. After this Phase, the **scribe shares out** the group summary to the class.
6. Before the starting a new round, a **new scribe** should be chosen.
7. Repeat the procedure for as many questions as you wish.

FACILITATOR TIPS AND NOTES

1. Make sure you write the questions on the board, or include in a PowerPoint slide, rather than just saying them aloud. This grounds students to the question, caters to visual learners, and keeps you from having to repeat, repeat, repeat.
 2. Teammates Consult increases involvement and accountability by having students work in a small group to answer questions via discussion. This protocol encourages all teammates to hear multiple perspectives, seek to understand, or gain further insight for their own ideas.
 3. Here is a sample reflection prompt progression:
 - What is something that you learned from your crew while you were on your Outward Bound program?
 - What's more important for a group: getting it done, or keeping group moral?
 - Why do you think some people give up when faced with challenge, while others become stronger?
 - How do you think our Outward Bound experience has changed us as a group now that we're back?
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NOTES

- **Source:** Expeditionary Learning Protocols and Strategies; Teammates Consult.
- **Educational Standards:** CASEL: Self Awareness, CASEL: Relationship Skills, P21: Communication and Collaboration, CCRS: SL2: Integrate and Evaluate Information