# **Daily Reflection exercises**

## Pass the ball

**Materials needed:** a small ball

**Description:** The facilitator prepares a set of questions related to what learners learned the previous day. The group sits in a circle and music is playing on the background. The learners throw the ball to each other. When the music stops, the person that is holding the ball has to answer the question asked by the facilitator.

## Sketches

**Materials needed:** flip chart paper and markers or crayons

**Description:** In this activity the groups of participants use sketches to represent what they learned. The final sketches are hanged on the flip chart in order to discuss about each groups design.

## Group photo

**Materials needed:** a camera

**Description:** Gather all participants and ask them to reflect upon what they did learn the previous day. Explain to them that they are going to create a living “snap shot” of what they’ve learned. Ask for a volunteer to take the scene and take a pose that illustrates something relevant to what he/she learned to previous day. The other participants step in to complete the picture. At the end take a photo with the camera and discuss the theme.

## Skit /parody

**Material needed:** nothing

**Description:** Gather the participants together and split them into 5 groups. Each group has to reflect upon what they’ve learned the previous day and create a relevant skit within 10 minutes.

After each presentation, facilitate a group discussion with all the participants. The discussion should include reflection questions and include an opportunity for the “audience” to share reactions to the presented skit, give suggestions for effective future projects, and give positive feedback to the actor/actresses.

## Group tale

**Material needed:** a notebook and a pen

**Description:** The idea of this activity is to engage participants into thinking and expressing what they’ve learned. You will start this activity by telling to participants that the purpose is to create a collective tale that reflects the main topics of what they’ve learned the previous day. A volunteer starts with a sentence relative to what they’ve learned and a second volunteer continues the tale with a relevant sentence to the previous one. The activity goes on till all the participants write down a relevant sentence. At the end the facilitator reads the tale and discussion starts.

## The evolving evaluation

**Material needed:** Flip chart

**Description:** This is a more formal evaluation/reflection activity that works well for groups of adults. It helps the course coordinator to learn what the participants felt were the most important parts and learning points of the activity or session. The primary value of this activity is that it allows the participants to create the topics and discuss what they feel is important. The topics choosen and the depth of discussion will often surprise the facilitators.

Gather the group together and explain that they are going to have an opportunity to expand on what they learned through the activity or lesson and, also pose questions to other group members. Allow individuals several minutes to think of a specific topic (in relation to the project they completed or new ideas learned) they’d like to discuss further with the other group members. When a person comes up with a question or discussion topic, ask them to write it on a piece of flip chart paper. Depending on the group size, allow two to four people to come up with topics. Post the pieces of flip chart paper around the room so everyone can view them.

 Source: Maja Kuna Parrish, ICRC