

## KINE 4F93 – Lab #9 (Winter)

**Instructor:** Ashley Johnson

**Lab Theme:** Experiences Seminar

**Objective of Lab:** To debrief and discuss implementation in the field, the last 3 weeks of leading/teaching at Active Living Population/Site

### Activity 1: Give One, Take One

**Materials/Equipment:** Cue Cards – one for each student

- Students work individually
- Students share something positive they experienced during their implementation and something negative.
- On your note card:
  - o Positive experience on front
  - o Negative or challenging experience on back
  - o Don't put your name on it
- Switch with someone in the class, read the information, switch again, switch again and again
- Have a few students read out the positive comments, and a few the negative (talk about the points as a group)

### Activity 2: News Reporter

**Materials/Equipment:** None

- Students get into partners (not their ALP partners)
- Partners take on the roles of 'interviewer' and 'participant'.
- The interviewer asks questions while the 'participant' shares his/her thoughts about teaching so far.
  - o Is it what you expected?
  - o How or how not?
- Next, the roles are switched and questions are repeated

### Activity 3: Debriefing Grab Bag

**Materials/Equipment:** A bag filled with random articles (12 items)

**Items include:** Stuffed dog, eye glasses case, gloves, roll of tape, Post its, ruler, puzzle pieces, shorts, Frisbee, deck of cards, ear muffs

- Students into ALP Partners/Groups
- Pass the bag around and all the groups grab an object and explain how the object RELATES to your experience
- Pass the bag around again, and have partners pick another piece and try the same task
- Do as many rounds as desired and have partners/groups share at the end

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\*CONSIDER this thought process for your Service- Learning Reflection assignment

### Activity 4: Beach Ball Q & A

**Materials/Equipment:** 4 beach balls with questions from various questions Service – Learning Reflection (The Participatory Museum) Outline (and others).

- Students get into groups of 4 (each group needs a ball) – try to avoid your ALP Partner
- Have students play keep up (indicate the body parts that they are allowed to use – i.e. hands only, feet only, any part but feet and hands, head only)
- When music stops, one person will catch the ball in hands.
- Indicate that the person who has the ball, should answer the question that is touching their left/right thumb/index/middle/ring/pinky finger. For example, "Answer the question that is touching your right index finger".
- Once answered, turn music on again and continue
- Half way – have groups switch balls (stars and non-stars on the balls).
- Ask students if any of the questions on the balls were familiar? They should say yes – as 3 on each ball are from their Service Learning Reflection (Participatory Museum) Assignment.

Questions from Service-Learning Reflection:

- a. What did you like about the experience?
- b. What did you dislike about the experience?
- c. Talk about any disappointments or successes of your project. What did you learn from it?
- d. Describe a person you've encountered in the community who made a strong impression on you, positive or negative (note: do not use identifying names).
- e. Did you hear or feel anything that surprised you?
- f. What did you learn about the people/community?
- g. If you could do the project again, what would you do differently?
- h. Complete this thought: Because of my service - learning, I am....

Other Questions:

- Name 3 things that make you happy
- If you could have a super power what would it be and why?
- If you could travel anywhere, where would you go?
- What do you want to be doing ten years from now?
- Describe your day today in one word.

### Activity 5: Traffic Debrief

**Materials/Equipment:** Chart Paper, Markers, 3 pieces of paper (Red, Green, Yellow with questions for White Board)

- Students get into ALP Partners/Groups
- A part of the implementation process was conducting program evaluation
- Ask the group the two types they collected were:

- Process Evaluation (Quality, Reach, Satisfaction)
- Outcome Evaluation (Pre-test vs Post-test)
- Remind students that the 5<sup>th</sup> section of their ALP is Program Evaluation – displaying/summarizing results and connecting to changes that were made informed by results
  - Have them write out on the chart paper – the types of information they collected (summarize findings)
  - Students will be using these results to help inform the final version of their program
  - Have the students share some of their answers, debrief their examples with how they might use the information gathered to change the final version of their ALP

Now using the summary they created on their chart paper, answer the traffic light questions.....

- A traffic light is used to help direct motorists while driving to keep them from crashing. The lights signify things a driver should do to keep things flowing smoothly. The three colors on the stoplight can be used as metaphors for behaviors:
  - What are you doing well? (green light)
  - What do you need to be careful of or do we need to change? (yellow light)
  - What do you need to stop doing? (red light)
- Now share with another group, and have them offer any further feedback/insight on changes that could be made

## Activity 6: Body Part Debrief

**Materials/Equipment:** Chart Paper, Markers, Handouts with Body Part Debrief Questions

The basic concept for this activity is that you discuss your experience while relating to different body parts. Each part can represent a metaphor related to that part. For example:

- "Eye"
  - Could represent something new that you saw in yourself or someone else.
- "Stomach"
  - Could represent something that took guts for you to do.
  - What pushed you outside your comfort zone?
- "Brain"
  - Could represent something new that you learned about yourself, a peer, or the group.
  - What did you learn through your experience?
- "Heart"
  - Could represent a feeling that you experienced.
  - What things come from the heart?
- "Hand"

- In what way did your partner/group or community partner support you?
  - Could represent someone you would like to give a hand to for a job well done.
- "Ear"
- Could represent something positive you heard from participants about their experience
  - Could represent something that was hard to hear—did you receive constructive feedback or not-so-constructive feedback.

**\*this activity resembles how each body part RELATES to the experience. Similar concept to the Service – Learning Reflection (The Participatory Museum) Activity**