

Professional Development Situation: Meeting**Skill Focus: Reflecting and Processing STEM Experiences****Time Required: 15 minutes**

PROGRAM CONSIDERATIONS

Participants will reflect on their own facilitation of STEM activities in order to add more opportunities for reflection to their program.

Agenda

Reflecting on Your Practice – 10 minutes

- [Reflection Page](#)

Conclusion—5 minutes

Materials

- One copy of [Reflection Page](#) for each participant.
- Chart paper and markers

Before the Session

- **Read this meeting guide** to become familiar with the content and allow time to personalize the activities to best suit your presentation style. Read all informational materials.
 - *Italics indicate text that can be read aloud or emailed to participants.*
- Send reminder email about the meeting. Determine if any participants require accommodations (sight; hearing; etc.).
 - *The next professional development opportunity to enhance our STEM skills will be on DATE at TIME at LOCATION. Our focus for this session will be “Reflecting and Processing STEM Learning”. **If you keep a journal about your teaching, you should bring it with you to this meeting.** Let me know if you require any accommodations to participate in the training. I am happy to answer any questions you have and look forward to seeing you at the workshop. I can be reached at CONTACT INFO.*

- Gather all materials needed for the session.
- Develop a list of all possible questions participants might have during the meeting. Create potential responses to be explored through informal conversation. Review any key terms or ideas that may be unclear.
- On the day of the session, test the audio and video equipment.

Session Outline

Reflection (10 min)

- Introduce the purpose of reflection:
 - *Reflecting on your practice helps you recognize successes and improve on target areas throughout your program.*
- Pass out the [Reflection Page](#).
 - *Think of the last time you worked with youth. It may or may not have been related to STEM. We're going to take some time of quiet reflection so you can journal about how the day went with your youth. On the reflection page, record the things that happened in the first column, how it related to STEM in the second, and how you might move forward in the third.*
- Consider playing quiet music for about six minutes while participants write.

Conclusion (5 min)

- Debrief. Ask:
 - *What did reflecting on your facilitation do for you?*
 - *Did it make you feel anxious? Worried?*
 - *What are you proud of in your practice?*
- Explain the purpose of reflection.
 - *Reflection is not worrying about the "coulda-would-shouldas," but rather it's a way for you to recognize your practice as special, distinct, and important. When you start to recognize patterns in the ways you respond to things, you can work to build on them or to change them in ways that empower you.*
- Post a piece of chart paper on the wall.
- Ask participants to now to think about their program.
 - *How can we build in time and space for reflection for the youth in our program?*
- Record their responses. If they are stuck, some prompting questions might be:
 - *When can we reflect with them?*
 - *What ways can we prompt them to reflect?*
 - *After major events or projects, how might they reflect?*

After the Session

- Email the participants:
 - *Thank you for your participation in the recent Click2Science training on “Reflecting and processing STEM Experiences”. I hope you found it useful and applicable to your practice. I am including a list of strategies you identified as helpful reflective practices to use in your program. Consider sharing your thoughts with a co-worker, supervisor, or friend. Please let me know if you have any questions. You can reach me at CONTACT INFO.*
- Attach the list of strategies they brainstormed for allowing youth reflect.

Want to Earn Credit? Click2Science has teamed up with Better Kid Care to provide continuing education units. Check it out at: <http://www.click2sciencepd.org/web-lessons/about>

