



## Reflection on experiences

These post-game activities are designed to provide a smooth transition from the excitement of group games to a more relaxed and calm state, allowing teenagers to understand what happened during the simulation. The following questions are ideas you can ask the group to support their reflection. (see “leaving the magic circle in Moderator’s Handbook)

Reflective questions can help teenagers process their experiences and learning after playing a game in class. Here is a list of reflective questions suitable for this context:

1. Think about the role you played in the team. How did your strengths contribute to the overall performance, and what areas could you improve upon?
2. Were there effective communication and collaboration within your team? How did teamwork impact the outcome of the game?
3. Did you notice any patterns or strategies employed by other teams that you found interesting or effective?
4. In hindsight, is there anything you would do differently if you were to play the game again? Why?
5. How did the game promote critical thinking and problem-solving skills? Can you give specific examples?
6. Were there any moments where you had to make quick decisions under pressure? How did you handle those situations?
7. Reflect on the importance of teamwork in the context of this game. How did the dynamics of the team contribute to the overall experience?
8. Did you find yourself relying on specific skills or knowledge that you have acquired in other areas, such as school subjects or extracurricular activities?
9. What did you learn about yourself and your peers through this game? Were there any surprises or discoveries?
10. Consider the connection between the game and real-life situations. How might the skills and lessons from the game be applicable in your daily life or future endeavors?
11. In what ways did the game encourage creativity or out-of-the-box thinking?





12. How did the game contribute to a sense of community or unity within the class?
13. What feedback or suggestions do you have for improving the game or similar activities in the future?
14. How can the experiences from this game be applied to your academic or personal development?
15. What skills or qualities do you think are essential for success in this type of game, and how can you further develop them?

Feel free to adapt these questions based on the specific game played and the learning objectives you want to emphasize. Encourage students to share their thoughts openly and consider how the game experience relates to broader aspects of their lives.

### *Follow ups - sharing*

As mentioned earlier, it can be difficult for some people to verbalize their emotions, thoughts. In case the group needs some more support for sharing, you can find some activities here:

#### **1. Circle Share - cards of emotions**

Have the teenagers sit in a circle and take turns sharing their thoughts and feelings about the game – give them a set of emotion cards to choose from or set of pictures. Encourage them to show the card and talk about what they enjoyed, what challenged them, and what they learned. This open format allows for personal reflection and group discussion.

#### **2. Small Group Discussions:**

Divide the participants into smaller groups (same small groups they worked) in and assign each group a specific discussion topic related to the game. Afterward, each small group can share their insights with the larger group. This method promotes focused conversation and diverse perspectives.

#### **3. Write and Share:**

Provide each teenager with a notecard or piece of paper and ask them to write down one thing they liked about the game and one thing they found challenging. Then, invite them to share their responses with the group. This allows for reflection and the opportunity to express thoughts in writing or verbally.





#### 4. **Pair and Share:**

Pair up the students and have them share their experiences with their partner. Encourage them to discuss their highlights, struggles, and any strategies they used during the game. Afterward, pairs can share interesting insights with the entire group.

#### 5. **Visual Reflection:**

Provide art supplies and ask the teenagers to create a visual representation of their experience during the game. This can include drawings, diagrams, or even a collage of images and words. After everyone has created their visuals, they can present and explain them to the group.

Sharing experiences in a fun and engaging way can be an excellent strategy to keep teenagers involved and excited. Here are five fun ways to share experiences in a group of teenagers after a game:

#### 6. **Team Skits:**

- Divide the group into teams and assign each team a specific aspect of the game (e.g., the funniest moment, the most challenging part, or a memorable victory).
- Challenge each team to create a short skit or play that humorously depicts their assigned aspect. This not only encourages creativity but also provides a light-hearted way to share experiences.

#### 7. **Photo Booth Storytelling:**

Set up a makeshift "photo booth" area with props and costumes.

- Encourage teenagers to take pictures that represent their game experiences and feelings.
- Afterward, each participant can use their photos to create a short story or explanation about their game journey while showcasing the images.

#### 8. **Reverse Roles:**

- Have the teenagers switch roles with the game facilitator or instructor.
- Let them explain the game from their perspective, highlighting what they observed, what they liked, and what they found challenging. This role reversal can be quite amusing.





#### 9. **Emoji Reflections:**

- Provide a list of emojis and ask teenagers to select a few that best represent their feelings and experiences during the game.
- Invite them to create emoji stories or posters to share their emotions and highlights, using the chosen emojis.

#### 10. **Tug-of-War Insights:**

- Use a metaphorical approach by setting up a visual representation of a "tug-of-war."
- Ask participants to place tokens or objects on either side of the "rope," representing their positive and negative game experiences.
- As a group, discuss what factors contributed to the game's "tug-of-war."

These fun sharing methods not only make the post-game experience enjoyable but also encourage creative expression and lighthearted reflection.

### **Draw connections between the simulation and the real world**

Closing off the section, you might want to draw your students' attention to the connection between their experiences and how these dynamics can appear in the real world. This can enhance their factual knowledge and support their cognitive learning.

Based on what areas you want to work with (e.g. economic imbalances between countries; the race for resources; the effect on industry on nature; different interests of different actors; etc.), check out the UpToYou Learning Platform, where you can find videos and teaching materials in these topics.

