EM-CITY TRAINING MODULE FOR YOUNG VOLUNTEERS

MODULE 7. REFLECTION

EM·CITY

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Duration of Module: 2hours

Aim of the Module: The aim of the module is to create an environment that fosters deep introspection and analysis of participants' experiences in emergency management training. Through this reflective process, participants are encouraged to critically evaluate their knowledge, skills, and attitudes, gaining a comprehensive understanding of their strengths and areas for improvement. The session aims to go beyond surface-level reflection, seeking to identify specific areas for growth and practical application in real-life emergency situations. By cultivating a proactive and continuous learning mindset, the reflection session aims to equip participants with the necessary tools and insights for effective emergency management in urban environments.

Learning Objectives

1. Foster self-awareness and understanding.
2. Enhance critical thinking skills.
3. Integrate theoretical knowledge with practical experiences.
4. Develop decision-making and problem-solving abilities.
5. Encourage a growth mindset and continuous improvement.
6. Improve collaboration and communication skills.

Learning activities/teaching methods

Reflection activities, feedback

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7.1 Reflection

7. 1.1 The importance and role of the reflection in EM-CITY Training Module

Reflection is a critical component of personal and professional growth and development. It involves taking the time to think back on past experiences, evaluate what was learned, and consider how those lessons can be applied moving forward. Whether it's reflecting on a single activity, a session, or an entire day, the act of reflection can help individuals gain a deeper understanding of themselves, their goals, and their aspirations.

Reflection plays a crucial role in the EM City pilot training for young people as interactive bridges for emergency situations among local people, CALD (Culturally and Linguistically Diverse) communities, and emergency authorities. Here's how reflection can be applied in terms of the EM-CITY Training:

Assessing Effectiveness: At the end of the training module, the participants, trainers, and CP operators who observed the training can reflect on the effectiveness of the training. They can evaluate what worked well, what challenges were encountered, and how the training impacted their understanding and preparedness for emergency situations. This reflection allows them to identify areas of improvement and make necessary adjustments to enhance the training program.

Cultural Sensitivity and Inclusion: Reflection provides an opportunity to examine the cultural dynamics and inclusivity within the EM City pilot training. Participants can reflect on how different cultural perspectives were integrated and how well CALD communities were engaged during the training. By reflecting on these aspects, the program organizers and participants can identify any biases or gaps in cultural sensitivity and work towards creating a more inclusive and effective training environment.

Collaborative Problem-Solving: Reflection allows participants to collectively analyze the challenges and issues that emerged during the training. They can reflect on how effective the communication and coordination were between young people, local people, CALD communities, and emergency authorities. This reflection enables them to identify potential solutions and strategies for improving collaboration and problem-solving in future emergency situations.

Emotional Resilience: Reflection provides an opportunity for participants to process their emotions and reactions during the training. They can reflect on how they felt during the simulated emergency scenarios and how their emotions affected their decision-making and response. This reflection helps individuals, especially young people, develop emotional resilience and better understand their own reactions in high-pressure situations, enabling them to respond more effectively in real emergencies.

Continuous Improvement: Regular reflection sessions after each training activity allow the program organizers and participants to continuously improve the EM City pilot training. They can reflect on the feedback received, lessons learned, and suggestions for improvement from all stakeholders. This reflection facilitates ongoing refinement and enhancement of the training program to meet the evolving needs of the community and emergency response systems.

By incorporating reflection into the EM City pilot training, participants can gain valuable insights, learn from their experiences, and continually improve the effectiveness of the program in bridging the gap between young people, local communities, CALD communities, and emergency authorities in emergency situations.

There are several different types of reflection, including self-reflection, group reflection, and guided reflection. Each type has its own benefits and can be used in different situations depending on the goals and objectives of the reflection. By incorporating regular reflection into your personal and professional life, you can gain a deeper understanding of yourself and the world around you, ultimately leading to growth and development.

- Critical reflection: Engaging participants in critical reflection fosters an examination of their assumptions, biases, and values, leading to a deeper understanding of their own perspectives and identification of areas for personal growth and development.

- Creative reflection:Creative reflection involves the utilization of artistic and expressive methods, such as drawing, painting, or storytelling, to engage in reflection and explore experiences and learning. This form of reflection is especially beneficial for participants who may find it challenging to express themselves effectively through conventional written or verbal reflection techniques. By embracing creativity,
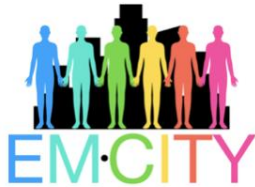
individuals can tap into alternative channels of communication and self-expression, enabling a deeper exploration of their thoughts, emotions, and insights.

- Collaborative reflection: Collaborative reflection is a form of reflection that involves working together with others to reflect on shared experiences and learning. This approach encourages active participation, dialogue, and the exchange of perspectives among participants. Collaborative reflection can be highly effective in building relationships, fostering a sense of community, and promoting a collective learning environment.

- Future-focused reflection: Future-focused reflection involves reflecting on one's future goals, aspirations, and desired outcomes. This type of reflection is centered around envisioning and planning for the future, and it can be instrumental in helping participants identify areas for development and set specific, achievable goals.

- Self-reflection is indeed a fundamental and widely practiced form of reflection. It involves dedicating time and space to introspect and deeply contemplate one's own experiences, actions, thoughts, and emotions. Self-reflection can be pursued through various methods such as journaling, meditation, mindfulness practices, or simply finding a quiet and calm environment for introspection.

- Group reflection is a collaborative form of reflection that involves sharing and discussing experiences with others. It can take place in various settings, such as group debriefings after a training session, team meetings, or structured reflection sessions. Group reflection offers several benefits and can be a powerful tool for building relationships and fostering a sense of community within a group or team.

- Guided reflection is a structured approach to reflection that involves following a specific process or set of prompts to facilitate the reflective practice. It provides a framework and direction for individuals who may be new to reflection or find it challenging to initiate the process independently. Guided reflection can be facilitated through various tools, such as reflective journals, guided meditation sessions, or structured reflection exercises.

Understanding the different types of reflection and their benefits allows you to choose the most suitable approach based on your needs and the specific context. Whether you gravitate towards self-reflection, group reflection, guided reflection, or a combination of these approaches, the key is to incorporate reflective practice into your routine on a regular basis.

7.1.2 When is a good time to reflect?

In EM city training, there are several prime opportunities for reflection:

- Reflection after each activity: Following activities such as presentations, group discussions, or hands-on exercises, participants should take a few minutes to reflect on what they have learned and how it can be implemented. This reflection reinforces the material covered and deepens understanding.

- Reflection after each session: Participants should engage in reflection at the conclusion of each training session. This broader perspective allows them to consider how the session's content aligns with the overall training program and how it can be integrated into their EM city initiatives.

- Daily reflection: At the end of each training day, participants should take time to reflect on the collective activities and learning experiences. This reflection aids in connecting the dots between different activities and sessions, identifying patterns, and extracting emerging themes.

- Overall reflection at the end of the training program: Participants should engage in comprehensive reflection upon completion of the EM city training program. This reflective practice prompts participants to step back and contemplate the entirety of their experience, assessing what they have learned, how they have grown, and what valuable insights they will carry forward.

- By actively engaging in reflection at these opportune moments, participants in EM city training programs can deepen their learning, enhance their understanding of practical applications, and effectively utilize their new knowledge and skills in real-world situations.

7.2 Examples of Activities/Techniques to be Used During the Reflection Sessions

Activity 7.1 What, So What, Now What

Aim of the activity/technique: The aim of this activity is to facilitate participants' reflection on their experiences, analyze the significance of those experiences, and consider actions for the future.

Duration: 20-30 minutes

Preparation/Materials/Equipment:
- Flipchart paper or whiteboard
- Markers

Outcomes of the activity:

Knowledge:
- Understanding the importance of time management, problem-solving, perseverance, prioritization, and decision making in training.

Skills:
- Developing confidence, resourcefulness, adaptability, and resilience in training.

Attitudes:
- Fostering a proactive and action-oriented mindset towards training.

Instructions/Suggestions:

1. Write "What, So What, Now What" on the flipchart paper or whiteboard to introduce the framework for reflection.
2. Ask participants to think about a recent experience they had during the training program. It could be an activity, a discussion, or any other significant moment.
3. Instruct participants to individually write down their responses to the following questions:
4. What happened during the experience? (What)
5. What did you learn from the experience? (So What)
6. What actions will you take based on what you learned? (Now What)
7. Give participants a few minutes to reflect and write down their responses.

8. Once participants have finished writing, invite them to share their responses with the group. Encourage open discussion and the sharing of insights, ideas, and lessons learned.
9. Facilitate a summary of the key takeaways from the activity. Emphasize the importance of applying the insights gained to participants' work as trainers.

By following this structured reflection process, participants will deepen their understanding of their training experiences, analyze the significance of those experiences, and develop actionable steps for their future training endeavors. This activity helps participants integrate their knowledge, skills, and attitudes to become more effective trainers.

Activity 7.2 Rose, Thorn, Bud

Aim of the activity/technique: This activity aims to help participants reflect on their training experiences by identifying positive aspects (rose), challenges or areas for improvement (thorn), and potential opportunities or areas of growth (bud).

Duration: 20-30 minutes

Preparation/Materials/Equipment:

- Flipchart paper or whiteboard
- Markers
- Sticky notes (optional)

Outcomes of the activity:
Knowledge:
- Enhanced understanding of strengths, challenges, and potential opportunities within the training program.

Skills:
- Improved reflection and self-assessment skills, communication and collaboration abilities, and analytical and problem-solving capabilities.

Attitudes:

- Foster a growth mindset, open-mindedness, resilience, and adaptability.

Instructions/Suggestions:

1. Introduce the activity by explaining the purpose: to reflect on the training experiences and identify positive aspects, challenges, and potential areas for growth.
2. Divide the participants into small groups of 3-5 people, or they can work individually if preferred.
3. Provide each group or individual with flipchart paper or sticky notes and markers.
4. Instruct participants to write or draw their responses to the following prompts:
5. Rose: What were the positive aspects or highlights of the training program? What did you enjoy or find valuable?
   Thorn: What were the challenges, difficulties, or areas for improvement in the training program? What aspects could be enhanced or addressed?
   Bud: What are the potential opportunities, ideas, or areas for growth that you see emerging from the training program? What can be explored or developed further?
6. Give participants enough time to reflect and write down their responses for each category.
7. Once participants have completed their reflections, invite them to share their roses, thorns, and buds with the larger group. Encourage open discussion and allow participants to explain their responses.
8. Facilitate a group discussion to explore common themes, insights, and potential actions that can be taken based on the reflections shared.
9. Summarize the key takeaways from the activity, emphasizing the importance of recognizing both positive aspects and areas for improvement, and identifying opportunities for growth and development in the EM city context.

Activity 7.3 3-2-1 Reflection

Aim of the activity/technique: This activity aims to help participants reflect on their learning and experiences by identifying three key insights, two areas for improvement, and one action step for future application.

Duration: 15-20 minutes
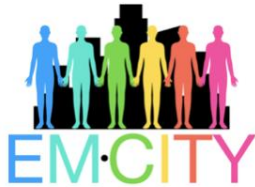
Preparation/Materials/Equipment:
- Flipchart paper or whiteboard
- Markers
- Sticky notes (optional)

The outcomes of the activity:
Knowledge:

- Consolidation of key insights: Participants gain a clearer understanding and retention of the most significant learnings from the training program.
- Awareness of areas for improvement: Participants identify specific knowledge gaps or skills that require further development or focus.

Skills:

- Reflection and self-assessment skills: Participants enhance their ability to reflect on their learning experiences and extract meaningful insights.
- Goal-setting and action planning skills: Participants practice setting actionable steps based on their reflections, translating knowledge into practical applications.

Attitudes:

- Commitment to continuous learning: The activity cultivates an attitude of ongoing learning and improvement by encouraging participants to identify areas for growth and take proactive steps.
- Self-accountability: Participants take ownership of their learning journey by recognizing areas for improvement and setting action steps for self-improvement.

Instructions/Suggestions:

1. Introduce the activity by explaining the purpose: to reflect on the training program and identify key takeaways, areas for improvement, and actionable steps for future application.
2. Distribute flipchart paper or sticky notes and markers to participants.
3. Instruct participants to write down their responses based on the following prompts:

4. Three key insights: What are the three most significant things you have learned or realized during the training program?
5. Two areas for improvement: What are two aspects or skills that you feel you need to improve or work on further?
6. One action step: What is one specific action you will take to apply what you have learned from the training program?
7. Give participants sufficient time to reflect and write down their responses for each category.
8. Once participants have completed their reflections, invite them to share their insights, areas for improvement, and action steps with the larger group. Encourage open discussion and allow participants to explain their responses if desired.
9. Facilitate a group discussion to explore common themes, insights, and potential actions that can be taken based on the reflections shared.
10. Summarize the key takeaways from the activity, emphasizing the importance of continuous learning, self-improvement, and taking actionable steps towards applying new knowledge and skills.

This activity provides a concise and focused reflection opportunity for participants to consolidate their learning, identify areas for growth, and commit to actionable steps. It promotes individual reflection and group sharing, fostering a culture of continuous improvement and application of knowledge in the context of EM city training.

7.3 Useful links and resources

Bartholdson, C., Molewijk, B., Lützén, K., Blomgren, K., & Pergert, P. (2018). Ethics case reflection sessions: enablers and barriers. Nursing Ethics, 25(2), 199-211.
Celani, M. A. A., & Collins, H. (2005). Critical thinking in reflective sessions and in online interactions. AILA Review, 18(1), 41-57.

Magalhães, M. C. C., & Celani, M. A. (2005). Reflective sessions: a tool for teacher empowerment. Revista Brasileira de Linguística Aplicada, 5, 135-160.
Tomico Plasencia, O., Lu, Y., Baha, S. E., Lehto, P., & Hivikoski, T. (2011). Designers initiating open innovation with multi-stakeholder through co-reflection sessions. In IASDR2011, The 4th World Conference on Design Research (pp. 317-329).

Johns, C. (1999). Reflection as empowerment?. Nursing Inquiry, 6(4), 241-249.

https://www.salto-youth.net/tools/toolbox