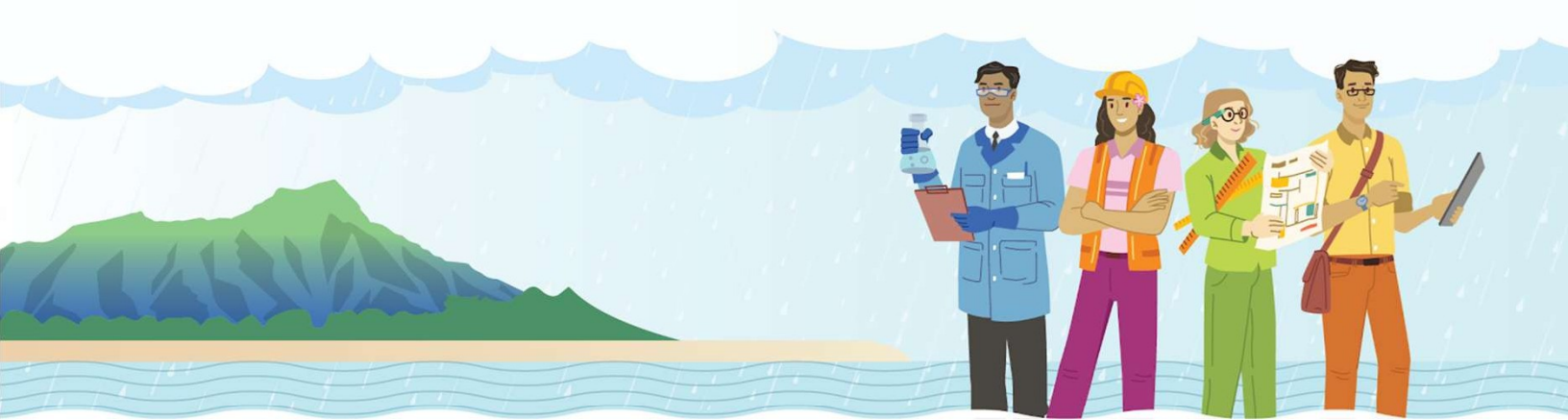




Wrap it Up & Celebrate

Storm Water Career: All

All Careers Full- Course Lesson Plan #: 14 of 15

Next Lesson Plan Title (Full-Course): Field Trip

Select Career Short-Course Lesson Plan #: N/A

Next Lesson Plan Title (Short-Course): N/A

SUMMARY

In this lesson, students will learn about debriefing as a tool for project management and use debriefing skills to reflect on their learning throughout the Storm Patrol Young Professionals Program. Students that worked on projects will present their final project proposals and debrief with their team.

FOCUS & GOALS

In learning about debriefing, students will:

- Understand how reflection on and discussion about an experience enhances learning
- Develop their debriefing skills to promote effective feedback and provide thoughtful dialogue

MATERIALS NEEDED

- Deck of playing cards
- Printed worksheets

LEARNING OBJECTIVES

- Identify debriefing topics and discussion points
- Describe the importance of debriefing for various experiences
- Apply debriefing skills to their storm water learning and projects

VOCABULARY

Debrief - A reflective discussion, evaluation, and analysis of a particular experience.

Background

We have spent the past lessons exploring the storm water management industry, how it intertwines with careers in planning, engineering, science, and architecture, and how individuals in those careers work together on projects to solve storm water issues within our communities. Some students have even harnessed that learning to bring their own storm water projects to life. By debriefing and reflecting on the learning and project experiences, students can evaluate their progress, successes, and challenges to enhance their learning, reinforce key takeaways, skills, and lessons, and help to shape their future endeavors or continued learning.

A debrief is a reflective discussion, evaluation, and analysis of a particular experience. It can be utilized in an individual or group setting to reflect on learning, teamwork, and areas of success or improvement, and in many different environments, from a learning in a classroom setting to working on a group project. Debriefing can be

Background Continued

formal, with structured activities, reflections, and questions, or informal, through individual reflection or more casual conversations between peers.

Project debriefing is the final closing phase of project management and involves reflecting on the project both individually and as a team, to discuss and identify where the team and each team member have succeeded and where improvements can be made, such as where members of the team may need more support, how communication can be facilitated, or what roles, responsibilities, and priorities need more clarity in the future. Debriefs can help teams work together more effectively and efficiently, and are an integral part of project management, as they can improve performance by over 20% when compared to teams that do not conduct regular debriefs.

During the debrief, the team should discuss what happened during the project process, what the team has achieved successfully, and the challenges that may have arisen. From there, they can evaluate their effectiveness and determine what can be improved or conducted differently in the future.

In this lesson, students will use debriefing skills to reflect on their learning throughout the program, discuss their continued interest in storm water and storm water careers, and identify goals for future education or career exploration. Storm Patrol teams that participated in project-based learning will present on their final projects and conduct a debrief session to determine successes, challenges, and improvements encountered throughout their project.

I. Is It in the Cards for You? Activity

1. Discuss with students the definition of debriefing, its importance both in the classroom and within teams, and different debriefing strategies.
2. Direct the students to form groups and divide well-shuffled deck(s) of cards between the groups.
3. Each group will deal one or more cards to each group member. The group members will individually reflect on certain aspects of their experience during the program based on the suit of the card(s) received and discuss their thoughts with the group. Try to ensure that each group member has a different suit(s) to encourage more varied reflections and discussions.
 - **Heart:** The student should reflect on something felt by the heart throughout the program. What was their favorite lesson, career, or skill? Was there a moment they were proud of themselves for overcoming an obstacle or learning something new?
 - **Spade:** The student should share something that was dug up or cultivated during the day. Did they discover a new topic, skill, or interest? Did they grow, build upon, or dive deeper into a prior interest that they already had?
 - **Diamond:** The student should identify something that was valuable. What is a valuable skill or piece of knowledge that they acquired?
 - **Club:** The student should consider something that will grow in the future. Are they inspired to pursue the field of storm water management? Do they want to continue exploring a particular career? What might their next steps be after the conclusion of the program? What future challenge can they set for themselves within storm water management? What is a storm water issue at home or in their community that they may be able to address?

To maximize the impact of debriefing, project managers should:

1. Allocate time for debriefing upon its completion to help guide future projects.
2. Communicate the importance of debriefing to their team members.
3. Facilitate a safe and comfortable debrief environment in which members can participate and provide feedback. For example, they should encourage constructive feedback, avoid assigning blames, and reframe errors and challenges as learning opportunities.
4. Reward team members for their successes and encourage the team to celebrate the work accomplished.
5. Keep themselves and the team accountable to any decisions or improvements discussed or decided on during the debriefing session.

Adaptations and Resources

Storm Patrol Project Based Learning Track:

- All Storm Patrol teams present their Capstone Presentations, following the *Build & Execute: Final Project Proposal* section of the Storm Patrol Project Workbook. After each presentation, time should be left for other students to ask questions about the group's presentation.
- After the completion of their project and presentation, each team conducts a debrief session using the questions in the Project Debrief worksheet to structure their discussion. The worksheet can also be completed individually and then discussed as a group.

If students need some ideas on what to reflect on for their debrief, they can consider the following:

- For the goals of the project, SMART objectives, deliverables, and timelines.
- For the successes of the project or areas of excellence, the achievement of project goals and objectives, team organization, collaboration, written and oral communication, effectiveness, problem solving and the management of changes or issues.
- For the areas of improvement, how clearly tasks were defined, group conflicts, timeline delay, deliverable changes, and the achievement of objectives.
- Celebrate their success! You can throw a party to commemorate the students' innovative storm water projects and provide them a Certificate of Completion, have the students nominate their teammates for awards (ex. Outstanding Leadership, Creative Thinker, Master Researcher, Future Engineer), or even organize a school-wide event to exhibit their work.

Activity-Centric Learning Track:

Conduct Activity I.

Tips to Truncate Lesson:

- Eliminate or assign the Project Based Learning Activity Debrief worksheet as homework.
- Instead of reserving class time for presentations, have each Storm Patrol team pre-record their presentations. Assign each student to review 1-2 presentation videos and provide feedback, questions, or comments.

Tips to Extend Lesson:

- In the *Is it in the Cards for You?* Activity, limit the deck(s) to lower-numbered cards, such as Ace, 2, 3, 4, and 5 and instruct the students to share the number of reflections or thoughts that the card indicates.
- Conduct a class-wide debrief using the Project Debrief worksheet to structure the discussion. Have the students reflect on their successes, challenges, strategies, and future considerations during the program, and anything they enjoyed or would like to change about the curriculum, or additional resources that they might have benefitted from during the lesson plans.
- After completing their debrief, have each Storm Patrol team share about one success, challenge, and future consideration that their group discussed

Resources:

- Boud, D., Keogh R., & Walker, D. *Reflection: Turning Experience into Learning*, <https://craftingjustice.wordpress.com/wp-content/uploads/2017/04/david-boud-rosemary-keogh-david-walker-reflection-turning-experience-into-learning-routledge-1985-pp-1-165.pdf#page=70>.
- Reyes, D. L., Tannenbaum, S. I., and Salas, E., *Team Development: The Power of Debriefing*, https://ctsicn.org/sites/g/files/zaskib901/files/2021-04/Reyes%2C%20Tannenbaum%2C%20%26%20Salas%202018%20Team_Development_The_Power_of%20Debriefing.pdf.
- Landay, S., *Creating a Memorable Debrief*, <https://blog.trainerswarehouse.com/debrief-tools-for-processing-and-memory>.

