

Service-Learning Reflection Activity

**Estimated Time: 60 mins**

**Materials: 8.5 x11 blank paper**

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| **TIME** | **Activity, Action, Detail, Notes** |
| Introduction – 5 mins | Overview of reflection activity and why it is important.   * Discussion base reflection helps you learn the perspective of others. * Reflection transforms experience into genuine learning about individual values and goals and about larger social issues. * Reflection challenges you to connect service activities to course objectives and to develop higher-level thinking and problem solving. * Reflection works against the perpetuation of stereotypes by raising your awareness of the social structures surrounding service environments. * By fostering a sense of connection to the community and a deeper awareness of community needs, reflection solidifies and increases your commitment to service beyond the term of the course. |
| Describe – 20 mins | Spectrum Activity- student line up according to their level of agreement of the questions below. Strong agreements on one and strong disagreement on the other. Decide on a midpoint or occupy that space yourself for their reference.   1. Does this experience align with your assumptions of what SL would be? 2. Are you having a positive SL experience so far? 3. Has/will this experience change(d) your view on the “subject matter”? 4. Have you had an experience that directly connects to this class? 5. How important is this service to the community? |
| Examine – 20 mins | Concentric Circles- Have the group arrange themselves so that they are facing each other in two circles, one inside the other. You can have the group count off by 2s (1, 2, 1, 2…). Then have all the 1s form their chairs into an inner circle, facing the 2s who were to their left.  Or you can simply say that every other person should move to face the person to their left.  Once the circles have been created, tell the group that they will be having a series of short conversations with a series of partners. They should introduce themselves to each new partner, and they should share the time so that each person has a chance to speak.  Give the group a question that each pair is to discuss.  After one or two minutes, call time. Tell the **inside circle** to move one seat to the left so that everyone is facing someone new.  Remind people to be sure and introduce themselves to their new partners. Then give another question for the new pairs to discuss.  **COURSE THEORY FOCUS QUESTIONS**   * How does the service experience relate to class material? * Did the experience contradict or reinforce class material? * How did course material help you overcome obstacles or dilemmas in the service experience? * What aspects of your learning may be due to your service experience?      * **CLIENT FOCUS QUESTIONS** * What similarities do you share with the people you are serving? What differences? * What are their strengths? What can you learn from them and their strengths? * How do you think you are perceived by the people you are serving? * What do you think a typical day is like for the people you serve? What pressures do they confront? * How does their situation impact their life socially, educationally, politically, recreational, etc.? * What stereotypes are you confronting about the people you serve? Have you re-conceptualized these stereotypes? What new information lead you to do this? |
| Articulate learning | Create a mind map in response to all of these sentence starters. If done individually an 8.5 x 11 sheet will work. In larger group 11x17 will work too.   * + I learned that…   + I learned this when …   + This learning matters…   + In light of this learning… |
| Closing – 5mins | * Do you feel this was a helpful way to reflect on your experience? * Did these activities help you connect your experience and course content? * Would you recommend this for future students? |