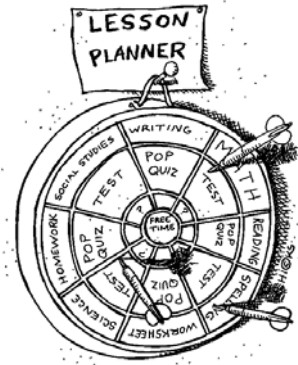


# Creative Reflection Ideas



## **If I Had a Million Dollars**

Present students with the scenario that they received \$1 million to improve their service agency. Instruct them to list all of the components of the program and their strengths and weaknesses. Students should allocate the fictitious \$1 million to improving parts of the agency and provide reasons for their answers. What if there was only \$50,000 to allocate to the project? Would they still want to allocate the funds in the same percentages or would they want to concentrate on just improving one or two parts? Why?

## **One-Liners**

Ask students to brainstorm a list of nouns, verbs, adjectives and adverbs that describe their experience. Challenge them to summarize what they have learned by writing, in one sentence, the importance or relevance of something they learned during the project. Have students use their one-liner as a topic for a essay or presentation. Relate the one-liners to headlines in newspapers or magazines.

## **It's All in a Name**

Ask students, "if you were going to write a book about your service-learning experience, what would title be?" Have students generate a name for their experience.

## **Division of Labor**

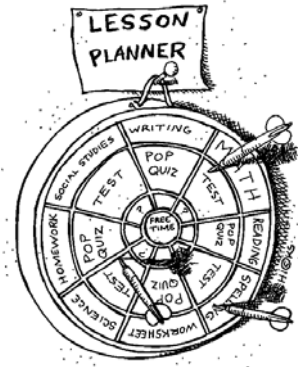
After students have engaged in a service-learning project, ask them to analyze the project in terms of a workforce. Who performed which activities? How were efforts organized? Who managed the project? Who were the suppliers? Who were the customers? To what extent was customer feedback used? How did the communication flow? Who made decisions and what types of decisions did they make? Discuss multiple types of divisions of labor and the idea of different ways to organize work. Talk about which type of organization is best for efficiency and effectiveness. Compare points of view of workers, managers, volunteers and customers.

## **Paralleling Picasso's Secret Guernica**

After a shocking massive air raid by the Germans prior to World War II, Picasso painted *Guernica*. This work has been the subject of many writings as scholars attempt to decipher its meanings. Ask you students to examine the painting and its many images, hypothesizing the messages Picasso was trying to convey. Then ask students to draw their own *Guernica* reflecting their service experience and messages they would like to convey through the artwork.



# Creative Reflection Ideas



## **Reflection of the Senses**

Have students reflect on their service experience by creating statements about how their service experience affected their senses. Pose the questions... What did you see? What did you hear? What did you smell? What did you taste? What did you touch?

## **Interview**

Two different approaches to the interview can be taken. One, place students in pairs and have them interview each other with pre-designed questions and then report their findings to the class. Two, have students compose an interview script where they are interviewed about their service experience by a famous person. These scripts can later be acted out in front of the class.

## **Inventory of the Community**

Have students prepare an inventory of the community in regards to their service experience. What resources are available in the community? Who are the local leaders? What organizations are there and what do they do? What relationships exist in the community? What are the attitudes toward the cause in the community? What challenges have been presented? What has been done for the cause in the past? What can be done in the future? What is the current standing of the cause?

## **Different Perspectives**

Have students recall an event from their service experience that exhibited some degree of conflict. Students can reflect on this event by writing about the event from both sides of the conflict. Have students explain the resolution that was reached naturally and propose an alternative resolution. These essays can be further used to stimulate a debate or discussion among the class.

## **The Making of a Movie**

Have students make their service experience into a movie like *Erin Brockovich*. Instruct them to begin by writing a story line for their movie that includes an introduction to the major characters, the key events that take place, the major conflict and the conflict's resolution. After writing the storyline, have students develop a title for their movie and cast the movie with famous actors and actresses. Every casting decision should be accompanied with an explanation about why the chosen actor or actress would be able to portray their character effectively.

## **4 Part Summary**

Have students structure their reflective essay or presentation around four basic questions: What did you do? Who did you help? What did you learn? How did you make a difference?

## **Service Learning Paseo Wheel**

Divide students into two groups of the same size. Have the groups form two concentric circles; one circle inside the other. The inner circle should turn to face the outer circle. Tell students that they will be asked a question and have one minute to consider their response. After one minute, instruct the students in the outer circle to respond to the question. The students in the inner circle then paraphrase the other students' responses without commenting on them. After two minutes, instruct the outer circle to move to the left and repeat the same question again. This time, have the inner circle respond to the question and the outer circle paraphrase their responses. This step can be repeated numerous times with the same sequence. Each time, students in the outer circle should move one spot to the left. Complete the activity by having students discuss what they have learned from sharing their thoughts. Possible reflection questions include: *What happens to students when they engage in service-learning, What happens to the community when students engage in service-learning, etc.*