

# Reflection Handbook

The Center for Leadership & Civic Education  
The Florida State University



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*“Action without reflection leads to burnout.  
Reflection without action leads to cynicism.”*

- Albert Einstein

## WHAT IS REFLECTION?

- Reflection is the process of deriving meaning from experience; also called “meaning-making.”
- Reflection engages participants in conscious, intentional, critical thinking for the examination of their service experience.
- Reflection is most effective when it is done *before, during* and *after* service activities.
- Reflection connects academic knowledge to practical application.
- Reflection allows a participant to clearly tell the story of his or her service.
- Reflection activities should have an outcome. Possible outcomes include:
  - o Deepening participants understanding of a social issue
  - o Confronting challenging social issues or prejudices
  - o Team building
  - o Acknowledging participants
  - o Making meaning from an indirect or frustrating service experience
  - o Improved critical thinking

## REFLECTION MODELS

There are several models of best practice for structured reflection. These include Kolb’s Experiential Learning Cycle and Eylar and Giles “4 C’s.”

### Kolb’s Experiential Learning Cycle: What? So what? Now what?

#### *What?*

- Facts and occurrences
- Objective reporting, without judgment or interpretation
  - o What happened?
  - o What did you observe?
  - o What were the results of the project?

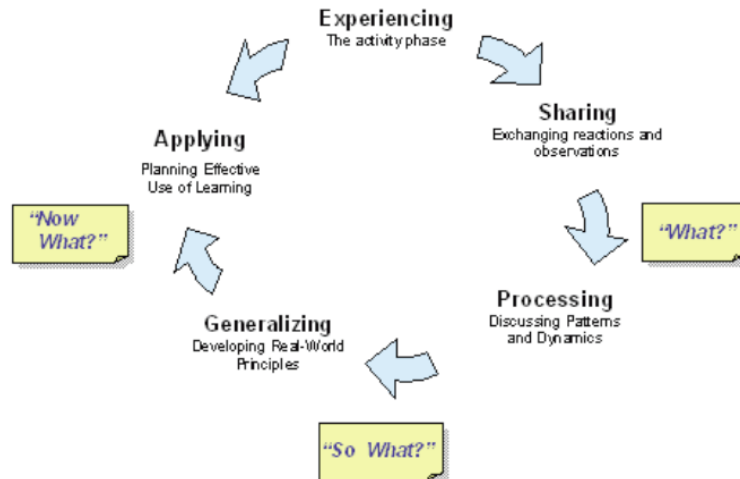
#### *So what?*

- Looks at consequences of actions
- Shift from descriptive to interpretive
  - o Did you learn a new skill or clarify an interest?
  - o Did you hear, feel, smell, or see anything that surprised you?
  - o What feelings or thoughts were most strong for you today?
  - o What did you like/dislike about the experience?
  - o What did you learn about the people served?
  - o What are some of the most pressing community needs? How did the project address these?
  - o In what ways did the group work well together?

#### *Now what?*

- Taking lessons learned and reapplying them to other situations
- Big picture, goal setting and long-range planning
  - o What seems to be the root cause of the problem addressed?
  - o What contributes to the success of projects like this?
  - o What hinders the success of projects like this?
  - o What learning occurred for you during this experience?
  - o How can you apply this learning?
  - o What information can you share with your peers or other people engaged in service?
  - o If you performed this service task again, what would you do differently?

## The Experiential Learning Cycle



### Eyler and Giles (1999) "4 C's" of a Quality Reflection Experience

- *Continuous*: The reflective process is implemented and maintained continuously before, during and after the service experience.
- *Connected*: The service experience is directly linked, or connected, to the learning objectives of the course or activity and allows for synthesizing action and thought.
- *Challenging*: Learners are challenged to move from surface learning to deeper, critical thinking through the use of thought provoking strategies by the instructor or community facilitator. Since learners may encounter uncomfortable feelings, it is important that the participants feel they are in a safe and mutually respectful atmosphere where they can freely express their opinions, ideas and thoughts.
- *Contextualized*: Reflection is contextualized when it corresponds to the course content, topics and experience in a meaningful way.

### WHAT IS REFLECTION?

- Engaging participants before they serve to prepared them for reflection throughout the project.
- Includes research, writing learning outcomes, journaling, creating an image to show expectations for the project, etc.

### DESIGNING A REFLECTION ACTIVITY

- Reflection should:
  - Have an outcome
  - Be appropriate for the group
  - Happen before, during, and as soon after the service experience as possible
  - Be directly linked to the project or experience
  - Dispel stereotypes, address negative experiences, increase appreciation for community needs, and increase commitment to service
  - Be varied for different learning styles, ages, etc.
  - Actively involve the service recipients
  - Be facilitated well for maximum participation, creativity, and learning
  - Be structured to allow adequate time

## WRITING LEARNING OUTCOMES

Learning outcomes are useful for clarifying goals, determining measurable outcomes, and defining meaningful outcomes. Learning outcomes can be personal, professional, or academic. Well-written outcomes also include some form of measurement.

Example: *As a result of living in Argentina/Honduras/Ecuador I will be able to communicate in Spanish as evidenced by having a conversation without a translator.*

The first part (as a result of . . .) tells what someone is going to do. The second part (I will . . .) is the goal. What separates a goal from a learning outcome is the measurement piece (as evidenced by . . .). Note that being able to communicate in Spanish may be very different for different people. For someone, this may imply mastery of the language while for others this may be simply ordering a meal without assistance.

Individual learning outcomes are excellent for long-term service because participants can revisit/revise the learning outcomes and journal about how their outcomes changes and were or were not attained through their service.

## A WORD ABOUT JOURNALING

Journaling is one of the best reflection tools. Ideally, participants should journal following each service experience, for a set period of time (five to fifteen minutes). Facilitators can provide structured questions or prompts for journaling. Facilitators should remind participants not to worry about grammar and respect the confidentiality of journals.

## A WORD ABOUT PLANNING REFLECTION

As noted above, effective reflection takes time and preparation. The activities in this book are sorted into categories to help you in planning a meaningful, effective reflection session. In order to ensure a smooth session, allow plenty of time, gather supplies in advance, and have a backup plan, in case one activity is longer or shorter than anticipated. Allow participants to express themselves, but don't be afraid to jump in and steer the discussion if the group gets off task. Most importantly, make sure participants feel like the reflection space is a safe space for sharing ideas.

## THE KEY

The activities listed below can be drawn out or condensed to fit a given time frame. The time indicated by the key is an estimate of the average duration of the activity.

- ⊕ 15 minutes or less
- ⌚ 15 – 30 minutes
- ⌚ 30 minutes – 1 hour
- ⌚ 1 hour or more

There are several other categories for the activities:

- ∞ long-term: activities work well for ongoing projects, such as a service-learning course
- ★ reflection: activities can occur prior to the project and be revisited following the project
- ✍ journal/writing: journaling is a tried and true reflection, so we've included many creative prompts
- 👤 prep materials ahead: activities require more than pencil and paper; gather materials in advance
- ⌘ creative: "artsy" projects that include hands-on or creative endeavors
- ♥ appreciation: activities for building the team and encouraging the heart

**REFLECTION ACTIVITIES: APPRECIATE**

*Appreciation activities provide an opportunity for participants to give positive feedback and affirmation to one another. These activities work well at the end of a session, day, or project.*

**Appreciation Cards** ⌚ ✎ 🖐️ ❤️

Each person writes his or her name on a piece of paper. The pieces of paper are passed around the circle and each person writes something they appreciate about that person. When the papers return to the person of origin, allow the participants time to read the papers.

**Happy Bags/Posters** ⌚ ✎ 🖐️ ❤️

Each person decorates a paper bag with his or her name. During break times, group members write positive and encouraging notes to each other on index cards and leave them in each others' bags. Alternately, on the wall there is a poster board for each person. During breaks, participants can write on each other's posters. This works best when participants have breaks during which to write notes or write on posters.

**Inside Circle** ⌚ ❤️

Each team member takes turns sitting in the middle of the circle with their eyes closed (or opposite the group with their back to the group) and remains silent while the rest of the group shares things they appreciate about that person. You can have someone write down what is said to give to the person in the following the activity.

**Whisper Walk** ⌚ 🖐️ ❤️

The group forms two lines facing each other. One blindfolded person at a time walks down the middle of the two lines. People on either side of the line step in to the middle (if and when moved to), tap the person on the shoulder, and whisper in their ear something they appreciate about them. People at the end of the line help guide the person back in line before removing the blindfold.

**REFLECTION ACTIVITIES: CHECK-IN**

*Check-in activities are a good, quick way to gauge the mood of the group and process immediate reactions and emotions.*

**Emotion Stickers** ⌚ ★ 🖐️

Provide each group member with five stickers. On the wall, tape pieces of paper with different emotions (happy face, angry face, bewildered face, confused face, etc.). Ask each person to place the stickers on the papers that applied to them during a particular activity. Discuss as a group.

**One to Three Words** ⌚ ★

Each person shares one to three words to describe the service activity or how they felt about the service activity.

**Two Things** ⌚

Have each person share two things they have learned from their experience, and how they can apply what they learned to tomorrow, this week, the rest of their life, etc.

⌚ 15 min or less	⌚ 15 – 30 min	⌚ 30 min – 1 hour	⌚ 1 hour or more	∞ long-term
★ prelection	✎ journal/writing	🖐️ prep materials ahead	⌘ creative	❤️ appreciation



**REFLECTION ACTIVITIES: CREATE**

*The following activities ask participants to process their reflections by creating something tangible, such as a drawing, photo book, or video. These items are useful for sharing service experiences with interested parties, archiving service experiences, or revisiting reflections at a point in the future. Most of these activities require materials in addition to paper and pencil.*

**ABC Book** ⌚ ∞ ✎ 🖐️ ✂️

This book is illustrated with one sentence, thought and/or picture about the service project for each alphabet letter. For older participants, use the project or organization name instead of the alphabet.

**All on the Wall** ⌚ ✎ 🖐️ ✂️

Put a poster board or large piece of paper on a wall. Participants write or draw feeling, thought, or observations on the paper. After everyone has a chance to write or draw, gather the group and have a facilitator lead discussion based on the writings.

**Cartoon** ⌚ 🖐️ ✂️

Have the participants break into groups of 3 – 6 people. Have each group illustrate a cartoon that educates others about the service project or a social issue.

**Cave Drawings** ⌚ 🖐️ ✂️

Provide each group with a piece of chart paper and markers. Ask the group to make a cave drawing about their experience. Each group member must contribute to the drawing – it's a cave drawing so you don't have to be an artist. After a few minutes, each group shares their drawing.

**Create Something Artistic** ⌚ ✎ 🖐️ ✂️

As a large group or as individuals, have the participants create something artistic (song, poem, collage, sculpture, story, or skit) to express what happened, how it felt, or what the experience meant. The artistic representation can incorporate what the participants learned or accomplished, or challenges they overcame along the way. The final product could be presented to non-profit organizations, parents, or other participants.

**Display/Mural** ⌚ ∞ 🖐️ ✂️

Create a group or project display/mural, which chronicles the project. The display can be used as an outreach tool for recruiting volunteers or to raise public awareness about the project.

**Gingerbread Models** ⌚ 🖐️ ✂️

Using a large piece of butcher paper, have the participants trace someone. Using pictures and words have the group fill in the outline of what makes a good mentor, leader, advocate, team member, etc. At the end of the day, ask participants to add to/change the drawing based on what they learned

**Image** ⌚ ★ ✎ 🖐️ ✂️

Prior to the project, each person writes or draws about the people they will be serving, the issue area with which they will be working, the subject matter, or their feelings about the project. Following the service project, revisit the image and discuss.

⌚ 15 min or less	⌚ 15 – 30 min	⌚ 30 min – 1 hour	⌚ 1 hour or more	∞ long-term
★ prefection	✎ journal/writing	🖐️ prep materials ahead	✂️ creative	♥ appreciation

**Lifeline Biography** ⌚ ★ 🖐️ ✂️

Have participants draw a line representing their life and plot significant periods/events (with writing or drawings) influencing who they are. Share with a partner or small group. This can be adapted in several ways. Use a river as a metaphor, where were there rapids, meandering, etc. Another variation is the Service Biography, which includes the first service experience, service influences, positive and negative impacts on their life, etc.

**Masks** ⌚ 🖐️ ✂️

Using a paper plate, participants should make a two-sided mask. On one side, have participants draw an image of how others might see them. On the other side, how they see themselves. Discuss the contrast.

**Media** ⌚ 🖋️ 🖐️

The group can learn new skills while reflecting by writing a press release, taking pictures, contacting media outlets, and obtaining media coverage of the project.

**Mind Map** ⌚ ★ 🖋️

Choose one or two words describing the overall focus of your service and place them in the center of the page. Extending from the center of your paper, branch off ideas that are related to the topic of your map, they can include key terms, facts, ideas, or other information that stands out. Add emphasis to your mind map by adding color, images and changing the layout.

**Mosaic or Quilt** ⌚ ∞ 🖐️ ✂️

In both of these reflections, each person creates a piece of the finished product. For a mosaic, gather mortar, tiles, plates, a mold, etc. and make mosaic stones representing the service experience. For the quilt, assemble fabric squares and fabric paint. Have participants create patches representing the service experience. Collect the squares and have a volunteer create a quilt from the pieces. Display the mosaic or quilt for other to see.

**Public Service Announcement (PSA)** ⌚ ∞ 🖐️ ✂️

In small groups, have participants create a 60 – 90 second PSA for a specific social issue of non-profit agency. Hold a film festival to screen the PSAs.

**Scrapbook or Memory Box** ⌚ ∞ 🖐️ ✂️

Have the group create a scrapbook of memories, including pictures, quotes, skills learned, challenges overcome, etc.

⌚ 15 min or less

⌚ 15 – 30 min

⌚ 30 min – 1 hour

⌚ 1 hour or more

∞ long-term

★ prefection

🖋️ journal/writing

🖐️ prep materials ahead

✂️ creative

♥ appreciation



## REFLECTION ACTIVITIES: DISCUSS

The following activities are discussion based. Some of the activities include a written component to facilitate conversation. Few of these activities require additional materials.

### Five Senses 🕒 ★

Before the activity, project, or event ask participants to share what they expect to hear, smell, see, touch and taste. At the end of the day, ask participants to share a sensory observation from the day (sound, smell, sight, taste, or tactile sensation) and make a mental bookmark of the project with that observation.

### Interview 🕒

Break the group into pairs or triplets and have them interview each other about their service experience. The interviewers should take notes and summarize for the group.

### Magazine Clippings 🕒 🖐️

Cut out pictures from magazines and laminate the pictures (these pictures could be as abstract or concrete as you want). Spread the pictures out on the floor. Have each group member pick two that applied to them during a particular activity. Ask participants to share with the group why they chose these pictures.

### Object Share 🕒 🖐️

Each person brings an object and shares how the object is like them or the project they just completed. Examples include: “what I contributed to the team,” “how I felt about this project,” or “what I learned.” The object can be something found in nature, a type of food, a book, etc.

### Parables/Stories 🕒 🖐️

Read a piece of pertinent literature and have participants identify correlations to the service experience.

### Plan for the Future 🕒

Pretend the year is 2023. Ask participants to answer the following questions: How has this service experience affected your life? What have you done since this service experience? How have you changed your life? How have your actions impacted your community?

### Question Discussion 🕒 ★

Gather the group in a circle and ask a question. Randomly, or in a circle, each person responds to a posed question (see page 13 for a list of potential questions).

### What do you want? 🕒 ★

Make up a list of questions that begin with “What do you want ...” (i.e. from your service experience, from your fellow leaders, to happen in the world, etc.). Let the group take turns answering each question. Then ask how they are going to actively and intentionally achieve what they want.

🕒 15 min or less

🕒 15 – 30 min

🕒 30 min – 1 hour

🕒 1 hour or more

∞ long-term

★ prelection

🖋️ journal/writing

🖐️ prep materials ahead

⌘ creative

♥ appreciation

**REFLECTION ACTIVITIES: EVALUATE**

*Evaluative activities emphasize critical thinking and ask participants to dig deeper into a social issue.*

**Different Perspectives** ⌚ ∞ ✎

Ask participants to recall a specific occurrence from the day that involved some degree of conflict. Ask the participants to assume the viewpoint opposite that which they actually held during this conflict (or the viewpoint they were the least empathetic with) and write a description of the conflict from this perspective. This can include what happened, their role in it, what they want, and what they envision as the ideal solution. Good debrief questions are:

- "How did it feel to write this?"
- "How were you able to get in the other persons shoes?"
- "How was this difficult?"
- "What is one thing you realized through this writing?"

**Inventory (also called Needs Assessment)** ⌚ ★ ✎ 🖐

Develop an inventory for the community being served or your own community, regarding the social issue being addressed. What are their resources? Who are the local leaders? What roles do organizations play? What relationships exist? What other work has been done? What are the various attitudes about the project? What are the challenges?

**Teach** ⌚ ✎

Ask the group to assemble references for learning more about a particular social issue. The group can use the resources to teach others what they learned through their service experience.

**Think About It** ⌚ ★ ✎

Present the group with a social injustice (perhaps one faced during the service project) and have them answer the four questions below.

Social injustice: \_\_\_\_\_ (e.g. people who work full time and are homeless)

1. Does this social issue move or bother you? Why or why not?
2. How can this problem be solved? Can it be solved?
3. What stereotypes will have to change for this injustice to be righted?
4. How can I, individually, change my behavior patterns to create a positive change?
  - List five things you can actively do to help create this change.
  - List 3 – 5 things you can do to modify your attitudes/beliefs/ideas to support this change.
  - List 3 – 5 ways that you currently support the solution to this problem.

⌚ 15 min or less	⌚ 15 – 30 min	⌚ 30 min – 1 hour	⌚ 1 hour or more	∞ long-term
★ prefection	✎ journal/writing	🖐 prep materials ahead	⌘ creative	♥ appreciation

**REFLECTION ACTIVITIES: MOVE**

*The following activities get participants out of their seats and moving around the reflection space.*

**Four Corners** ⌚ ★

Designate the four corners of the room as “strongly agree,” “agree,” “disagree,” and “strongly disagree.” Tell participants that for each statement, they should stand in the corner that best represents their view. Read the statements below (or write your own statements). Once the participants have gathered in the four corners, allow a few participants to express why they chose their stance. The idea is that the questions progress from less controversial to more controversial. The questions can easily be tailored to fit the type of service, leadership, or teambuilding activity performed by the group.

1. Cats are better pets than dogs.
2. Coffee is a necessity in the morning.
3. Cartoons are only for children.
4. Spinach is disgusting.
5. Athletics receive too much attention at the collegiate level.
6. If people don't volunteer, agency clients will still get the assistance they need.
7. Service should be required for all participants.
8. I believe my service is/was useful.
9. Hunger/homelessness is a national crisis.
10. Hunger/homelessness is a global crisis.
11. I feel well educated about the service project and the issues facing my community.
12. Racism is a thing of the past.
13. I recycle regularly.
14. I have a role in reducing the spread of HIV/AIDS.
15. Community service is not about me.

**Rope Activity** ⌚ 🤝 ♥

Gather the group in a circle and give each person a length of rope (or yarn). Each person tells what they have learned and what they will do with their learning and then ties one end of their rope to the rope of the person next to them. Once all have shared and tied, ask the group pull the rope taut and ask them about the significance of the symbol (a circle) they have formed. Ask one person to let go, and discuss how that affects the group. This activity is similar to the Yarn Web.

**Snapshot** ⌚

Create a silent snapshot of the service project. One person begins with a pose or action related to the project and everybody else joins the “snapshot.”

**Yarn Web** ⌚ 🤝 ♥

Have the group stand in a circle. One person starts with a ball of yarn and shares something (what they will bring to the next project, something they appreciate about the person to whom they are throwing the yarn, what they learned, etc.) before tossing the ball of yarn to the next person. The yarn forms a web supported by the group. Discuss the significance of the web. This activity is similar to the Rope Activity.

⌚ 15 min or less	⌚ 15 – 30 min	⌚ 30 min – 1 hour	⌚ 1 hour or more	∞ long-term
★ prefection	✍ journal/writing	🤝 prep materials ahead	⌘ creative	♥ appreciation

**REFLECTION ACTIVITIES: PLAY**

*These activities incorporate reflection into familiar games and provide a fun twist to asking questions during reflection.*

**Jenga Tower** ⌚ 🖐

Purchase a Jenga game. On each block, write a question for reflection. Have participants answer the questions on the blocks they select as they play the game.

**Pictionary** ⌚ 🖐

Design a Pictionary game about the service experience. Ask participants to share their feelings about the service experience.

**Play-Dough Sculpture** ⌚

Give each participant a small container of clay or Play-Doh. Ask them to sculpt something that represents the service project to them.

**Question Ball** ⌚ 🖐

Using a fine-tipped permanent marker, write reflection questions on a large bouncy ball. Have participants stand in a circle and take turns tossing the ball to each other. When someone catches the ball, they answer the question under their right thumb. Note: it can take a few hours to fill a ball with questions.

**REFLECTION ACTIVITIES: WRITE**

*The following activities emphasize writing. These can be stand-alone activities followed by group discussion or can be used as prompts for individual journal reflections. See page 4 for additional information about journaling.*

**Critical Incident** ⌚ ✎

Choose an incident that involved the entire team and give the group a few of minutes to think about the incident. Then ask them to write a detailed, factual report of what happened, making sure to answer the four “W” questions, “who, what, where, when.” Ask participants to share their stories to see how they differ from one another.

**Dear Abby** ⌚ ★ ✎

Have participants write a letter to themselves, a relative, a historical figure or a political figure, describing the project and what it means to them, or asking for some piece of advice.

**Fly on the Wall** ⌚ ✎

Ask participants to take a couple moments to reflect on the day (where they’ve been, what they’ve done, whom they’ve worked with, tools they’ve used). Then ask them to pretend they were a “fly on the wall,” observing but not participating in the scene. Have participants write a short descriptive passage based on their observations. You can also use any animal or plant or person that was near the project site.

⌚ 15 min or less	⌚ 15 – 30 min	⌚ 30 min – 1 hour	⌚ 1 hour or more	∞ long-term
★ prefection	✎ journal/writing	🖐 prep materials ahead	⌘ creative	♥ appreciation

**Free Write** 🕒 ✎

The easiest and perhaps most effective journaling method, wherein people that think they “can’t write” or “have nothing to say” realize how much and how well they can write. For a predetermined amount of time participants engage in continuous writing by keeping their pens moving, even if only to write, “I don’t know what to write.” It is helpful to trigger the free-write with an open-ended sentence such as “I don’t think I’ll ever forget...” or “If I could do one thing differently, I would...” or make up your own. Let participants know when they are nearing the end of the writing time, and then ask them how it went.

**Guided Imagery** 🕒 ✎

Guided imagery is a form of meditation and relaxation. Encourage participants to relax, close their eyes, get comfortable and take deep breaths. Read a guided imagery script. You can find scripts online or write your own. At the end of the exercise, ask participants to free-write about what they experienced.

**Letter to Self** 🕒 ∞ ★ ✎

Prior to a project, have participants write a letter to themselves about their personal and professional goals regarding the project, or feelings about the project or community. Place the letters in a sealed envelope and distribute them to team members six months later. After participants re-read their letters, discuss how they have changed since writing the letter.

**Newsletter** 🕒 ∞ ✎ ✂

Have the group pool their service reflections, stories and pictures together to create a newsletter. The newsletter can be distributed to members, sponsors, staff, and community members.

**Poetry** 🕒 ✎ 🖐

Each participant comes up with a metaphor to represent where they are in life (or in service) right now. The metaphors are shared in the whole group, writing them on the flip charts. Break into groups of six. Each group chooses a metaphor to write about and each person writes in stream of consciousness for five minutes. Then, each person chooses two favorite phrases from his or her writing and the group weaves the phrases together to compose a twelve-line poem.

**Poetry/Writing Slam** 🕒 ✎ ✂

Ask participants to write a short poem or sentence about the project. Invite participants to share with the group.

**Resume** 🕒 ✎

As a group, write the job description for the ideal person completing the service task that the group completed. Alternately, write an entry for a resume, listing the skills acquired during the project.

**Three, Two, One Write!** 🕒 ✎

Ask the group to think about a service experience, important moment in class, challenging time in life, etc. Ask the group to write for three minutes without the pen leaving the page. Stop the group. Ask them to write about the same topic, but this time only for two minutes. Stop the group. Repeat for one minute. To debrief, you might ask the following questions: How did that feel? How did your writing/thought process change each time? Can I get a volunteer to share something that you wrote? Discuss how focused writing can target thoughts/emotions about a particular experience

🕒 15 min or less	🕒 15 – 30 min	🕒 30 min – 1 hour	🕒 1 hour or more	∞ long-term
★ prefection	✎ journal/writing	🖐 prep materials ahead	✂ creative	♥ appreciation

**QUESTIONS/PROMPTS FOR DISCUSSION OR JOURNAL REFLECTION**

- Describe the service using one sense other than sight.
- I need to learn more about \_\_\_\_\_. Explain.
- Tell the story of your service experience through the eyes of the people you served.
- What about the situation is causing me to feel uneasy?
- How am I approaching the problem?
- What did I expect would happen? What actually happened?
- What am I really trying to do in this situation?
- What would happen if I . . . ?
- What does this remind you of?
- How else could we approach that?
- What do you want to happen? How could you do that?
- What does this mean for you tomorrow?
- Is this connected to anything you have learned in school?
- How did you feel at the end of the day? Why?
- What are you proud of that happened today? Why?
- Can you compare your accomplishments with what you hoped for and expected at the start?
- What kinds of things were difficult or frustrating? Explain.
- Could you have done a better job? Explain.
- Describe a person you met during the project.
- What is service? What is the difference between service and volunteering?
- Has your definition of service changed? Why? How?
- Should everyone be required to serve? Why or why not?
- Describe a problem your team is facing. List possible solutions.
- List communities/identity groups of which you are a member. How might this be related with your commitment to service?
- What are some of the problems facing the world today? How does your service connect or address these issues?
- What community need, work challenge, or public issue have you given the most deliberate, critical, analytical thought to this year? What are some factors and facts you looked at, data you considered? Who or what resources did you consult?
- Over the next two years, what's one issue or challenge you would like to be a more respected authority on? How will this be a challenge for you?
- Dedicating ourselves to service rather than selfishness or our own comfort can be scary. We risk honestly getting to know others who are different, and come face to face, day after day, with pain, abuse, hatred, and violence. What are two fears or inner worries you have, that somehow keep you from being the person of service you hope to become? What is something in your life that brings your courage, that gives you hope?
- What is one way in which you expect the community you are serving to nourish, nurture, or satisfy you? What are two ways you will take responsibility for that community?
- Summarize the most important things you will take with you from the experience.
- Your commitment to service can involve many things, including keeping your word (also being realistic when we say "yes") and resisting the temptation, at least some of the time, to move on to new causes and needs. Think of something this year that you really didn't want to continue doing, but you kept doing it the best you could. Was there something you got out of that?

## **SERVICE REFLECTION QUOTES**

“The reasonable man adapts himself to the world: The unreasonable man persists in trying to adapt the world to himself. Therefore, all progress depends on the unreasonable man.” —George Bernard Shaw

“Nothing will ever be attempted, if all possible objections must first be overcome.” —Samuel Johnson

“The universe is made of stories, not of atoms.” —Auriel Rukeyser

“You cannot travel on the path until you have become the Path itself.” —Buddha

“It is better to light one small candle than to curse the darkness” —Confucius

“The best test, and the most difficult to administer is: Do those served grow as persons; do they, while being served, become healthier, wiser, freer, more autonomous, more likely themselves to become servants?” —Robert Greenleaf, *Servant Leadership*

“All... are caught in an inescapable network of mutuality, tied in a single garment of destiny . . . I can never be what I ought to be until you are what you ought to be, and you can never be what you ought to be until I am what I ought to be. This is the inter-related structure of reality.” —Martin Luther King, Jr.

“If you want to build a ship, don't drum to the women and men to gather wood, and divide the work, and give orders. Instead, teach them to yearn for the vast and endless sea.”—Antoine De Saint-Exupery, *The Wisdom of the Sands*

“Reading (or serving) without reflecting is like eating without digesting.” —Edmund Burke

“Not until we are lost do we begin to understand ourselves.” —Henry David Thoreau

“We don't see things as they are, we see them as we are.” —Anais Nin

“No problem can be solved from the same level of consciousness that created it.” —Albert Einstein

“No gem can be polished without friction, nor human perfected without trial.” —Confucius

“Not everything that counts can be measured. Not everything that can be measured counts.” —Albert Einstein

“I slept and dreamt that life was joy. I awoke and saw that life was service. I acted, and behold, service was joy.” —Rabindranath Tagore

“You cannot sincerely help another without helping yourself.” —Ralph Waldo Emerson

“Whenever you are in doubt, apply the following test: recall the face of the poorest and weakest person you may have seen and ask yourself if the step you contemplate is going to be of any use to them.” —Mahatma Ghandi



## RESOURCES

Calgary Chapter of the Canadian Parks and Wilderness Society: [www.cpawscalgary.org/education](http://www.cpawscalgary.org/education)

Earth Force: [www.earthforce.org](http://www.earthforce.org)

Feinstein Center for Service Learning at the University of Rhode Island: [www.uri.edu/volunteer](http://www.uri.edu/volunteer)

Nation Service Learning Clearinghouse: [www.servicelearning.org/resources\\_tools/links/index.php?](http://www.servicelearning.org/resources_tools/links/index.php?)

Rochester Institute of Technology's Volunteer Survey: [www.svc.rit.edu/reflection.php](http://www.svc.rit.edu/reflection.php)

Service Learning NorthWest : [www.servicelearningnw.org](http://www.servicelearningnw.org)

Students in Service to America: [www.studentsinservicetoamerica.org/tools\\_resources/reflection.html](http://www.studentsinservicetoamerica.org/tools_resources/reflection.html)

University of Vermont ALIVE Program: [www.uvm.edu/alive](http://www.uvm.edu/alive)

Washington University: [www.getinvolved.wustl.edu/service/Reflection\\_for\\_Groups.pdf](http://www.getinvolved.wustl.edu/service/Reflection_for_Groups.pdf)

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Reflecting on Your Service Experience Through Writing. Kidwell, C. Global Pathways & Exchanges, Florida State University

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