

REFLECTION

By Design



Service-Learning
NORTHWEST

ESD¹¹²
EDUCATIONAL
SERVICE
DISTRICT 112

REFLECTION By Design

Nancy Warnock
Service-Learning Northwest Director
nancy.warnock@esd112.org

Larry Fletch
Resource Coordinator
larry.fletch@esd112.org

Jennifer Springsteen
Youth Development
jennifer.springsteen@esd112.org

SERVICE-LEARNING NORTHWEST
Educational Service District 112
6500 NE 65 Avenue
Vancouver WA 98661
360-750-7500
www.servicelearningnw.esd112.org

TABLE OF CONTENTS

REFLECTION BASICS	1
ABOUT THIS MANUAL	3
STEP ONE: DISCUSS	5
Wagon Wheel	6
Each Piece is Important	8
Where Do You Stand?	9
STEP TWO: INVESTIGATE	11
Community Web	12
Me Chart	12
Snapshot	13
STEP THREE: ADDRESS THE NEEDS	15
Out of the Box	16
Get a Clue	18
Dinner Pary	19
STEP FOUR: PLAN THE WORK	21
Mission to Mars	22
Cross the Line	24
STEP FIVE: EXECUTE THE PLAN	27
Sweet and Sour	28
Stop, Start and Continue	29
STEP SIX: CELEBRATE AND REVIEW	31
Gifts	32
Pay Envelopes	33

REFLECTION BASICS

Reflection is the use of creative and critical thinking skills to help prepare for, succeed in and learn from service experiences, and to examine the larger picture and context in which service occurs.

(source: Jim and Pam Toole, Compass Institute)

Reflection can be meaningful, harmful, or meaningless. Its impact depends on how it is presented, when it is done and what is done with the insights and thoughts. Reflection is one of the key elements of the service-learning model. It is the conscious examination of what was experienced and learned. It involves observation, asking questions, and putting facts, ideas and experiences together to add new meaning to them all. It is an expansion, not a review, of the concepts learned.

Reflection allows for:

- Ongoing education and learning experiences
- Discussion, exploration and resolution of difficult or challenging circumstances
- Understanding the larger scope of issues and impact of service
- Self-examination and thoughtfulness
- Thinking about the future
- Problem-solving with peers
- Team and community building
- Reality checks on inaccurate assumptions and biases

There are a number of ways to approach planning a service-learning project. The following Six-Step Model is one very useful tool. It incorporates all of the essential stages of effective planning, while concentrating particularly on those components that are fundamental to a successful service-learning experience.

This manual is designed using the Six-Step Model of Service-Learning Planning and Implementation as the framework for reflective opportunities. In the Six-Step Model, reflection is woven throughout the service-learning experience. The activities that follow have been chosen for their effectiveness at each step of group project planning both in and out of the classroom. Depending on your classroom curriculum, learning, or service objectives, you may decide to use these activities at a different step in your project, or to adapt the activity to meet the needs of your objectives and your group.

The reflection activities in this manual are designed for people in middle school through adulthood. However, you should always keep in mind your class or team. Everyone and every group has its own dynamic, and not all activities work for everyone. Make adaptations where you see fit, and remember the motto: “challenge by choice.”

The role of the facilitator in these activities is crucial. The enthusiasm you show as a facilitator and the probing questions you ask before, during, or after an activity will either make it a rich learning experience, or a silly disaster. Please see *Help Increase the Peace Workshop Manual Facilitator's Guide*, and Adam Fletcher's *Freechild Project* for tips on affective facilitation for learning activities.

The facilitator must also be in tune to their class or team. If the group is just getting to know each other, or if there are tensions within the group, you should not use an activity that challenges personal space boundaries or touch. Similarly, after an intense lecture or lesson, use an activity that is upbeat, and gets the blood moving: make the learning kinesthetic. Journaling in the first minutes of class or after a day of trail building is a terrific idea. The facilitator should assess the mood and energy level of their group and have several activities as backup if the one on the agenda doesn't seem like a good fit at the time. The facilitator's role is to make the appropriate adaptations for a variety of cultures or for people who speak a language other than English.

There are many team-building and icebreaking activities that can be used as reflection activities as well. For any reflective activity, be sure to ask questions before, during, and after the activity, and to be intentional about the purpose of using that activity in the service-learning experience.

ABOUT THIS MANUAL

“Facilitating the reflection activity . . . I felt that I wasn't flexible enough. I should have adapted the activity on the spot in order for it to be successful. Instead, I plugged through it, and it didn't work very well.”

- Jess Van Dusen,
AmeriCorps Member

Discuss the concept of “community”. This process will help participants develop an understanding of what makes up a community, identify the varied communities each person belongs to, and examine how communities have different needs that must be met. This step will help participants begin the process of looking beyond themselves and form a connection to their community. Participants will identify strengths, needs, issues and problems facing the various communities to which they belong.

STEP ONE: DISCUSS



Wagon Wheel

Objective:

Get people thinking about issues or topics by talking and listening. It is a great way to have a group discussion where everyone gets to make their point and everyone is heard.

This activity initiates an open atmosphere of communication at the beginning of the service experience, and it sets the stage for the future activities and expectations of participants.

Directions:

Introduce the skill of listening (paraphrasing, nodding, eye contact, and questioning). Participants pair up. Partners face each other from an inner and outer circle (like a wagon wheel).

The facilitator introduces a topic question (see list next page) with an assigned time limit (30, 60, or 90 seconds). Make sure the participants understand that they will be sharing information they learn with the group. Facilitators should try to make note of some of the answers to avoid awkward silences in the debrief.

During the allotted time each person has the opportunity to talk all by themselves. For example, one partner talks for the full minute on the question while the other person practices good listening. This is a terrific opportunity to ask people what they know about being a good listener. Challenge them to be good listeners for their partners.

Questions/Topics:

You should start the ball rolling with simple questions so people get used to talking for a whole minute or more about a topic. These sample questions begin simply and then progress to more focused discussion questions.

What is your favorite room at home and why?

Who is your all-time hero? Why?

If you could go anywhere, where would you go?

What things interest you about this community? What things need to be improved?

What do you think is most important need in our world today?

If you ruled the world, what would be the first thing you would fix?

What attributes (things) make a community a great place to live? What does it mean to be a “good community?”

Wagon Wheel

Participants should introduce themselves after every rotation.

After each question, the inner or outer circle rotates to a new partner. A new question and time is assigned.

If participants finish answering the assigned question before the time is up they can continue talking until it is time to rotate.

You may rotate and ask a new question three or five times. Less than three times is not very effective and participants won't be challenged to dialogue with new people. More than five times becomes overkill. This is such a great way to get groups talking with each other, and you can use it throughout the service-learning experience offering different questions/topics of discussion.

Time to debrief. Discuss reactions and discoveries:

Go around the group and ask what was learned about each person (What did we learn about ____?). It's important that everyone has something said about him or her. You can jog memories by bringing up one of the questions (What does ____ like about our community?).

Ask if someone can share some essential information and ideas expressed by each of the participants to them.

What special talents does this group have?

What are some interests?

What common likes or dislikes do you seem to share?

Does questioning the person help clarify their thoughts? How?

Did you think about what you were going to say while the other person was talking?

Did you *really* listen to them?

Was there someone that you thought really listened to your thoughts?

What traits or skills did they exhibit that let you know they were listening?

What did it feel like to really be listened to?

Each Piece is Important

Objective:

Participants will use a creative means to explore that all parts to a whole are important, just as all people, organizations, cultures and environments are important to a healthy and whole community.

Time: 15 -20 minutes

Directions:

Break into groups of three. If your group doesn't evenly break in threes, two people within each group can work as partners on their "piece."

Tell each group they are going to write a very short story. One person or pair will write the opening, one will write the climax and one will write the exciting conclusion!

The writing portion should only take about 10 minutes: remember, it's a short-short story. Participants should write in their journals. The members of the group are not allowed to discuss with each other characters or plot; they must write their parts alone or their partner.

Once the 10 minutes is up, groups should read their stories in sequence: opening, climax and exciting conclusion. What a mess!

To close the reflection and the session, ask participants to think about how important each piece of a story is and how if the pieces don't match, everything is chaotic. Remind them that the same goes for communities: all the pieces work together to make an interesting whole.

Where Do You Stand?

Objective:

Where Do You Stand is a way for participants to discover how they think about an issue, and in this case, what they know and understand about what defines community. From this exercise, participants will have a better grasp on the many ways to define a community.

Time: 15 minutes

Directions:

Ask the group to stand. Designate one side of the meeting area as “strongly agree” and one side as “strongly disagree.” Be sure to point out that the space in between can also be used.

Ask participants to wait five seconds after they hear the statement so they can think before taking a stand on that statement. The facilitator can count to five out loud and then say “GO!” If the group appears to be more reflective, counting out loud isn’t necessary.

The following Where Do You Stand statements relate to community. Please add to them if you like.

People can be intimately involved in more than one community.

Every community has some system of hierarchy.

Community is defined by its geographic location.

Members of each community must have at least ONE similar trait.

People should be involved in many communities in order to feel fulfilled.

It is up to a community to take care of members who are poor or sick.

After each statement, once participants are standing their ground, ask questions to get participants talking and thinking about their positions.

Why do you strongly agree, Margarita?

Could you give an example of your position, Alan?

I see you are standing in the middle, Sam, would you share your ideas on this statement?

Give all participants the opportunity to share or to pass.

Gather information regarding the needs of various communities. This can include surveys, needs assessments, asset maps and other resources.

STEP TWO: INVESTIGATE



Community Web

Objectives: Develop a visual link to people and communities.

Time: 10 minutes

Materials: A large ball of yarn. (If it isn't in a ball, it is awkward to toss.)

Directions:

Facilitator starts by holding the end of the yarn and naming a person or group that make up a community. (For example, a book club, the PTA, mothers, etc.) The yarn ball should be tossed to another person in the circle. Each participant will name a person or group that make up a community and toss the yarn until a large web is created.

Ask participants to note how all people or groups are interconnected; what would happen if one person or group were missing? Allow for discussion while still holding the web.

An addition to this exercise is to add a balloon or a light to the web. Give the balloon or ball a name (homeless individual, hungry child, etc.) and ask the group to think about the object as a metaphor for how a healthy community can support people in need.

Me Chart

Objectives:

The "Me Chart" is a visual way to identify a variety of communities that each individual belongs to. It will become the cover of a personal journal that participants will use periodically for reflection, brainstorming, etc.

Time: 30 minutes

Directions:

Brainstorm a list of communities that people can be involved in. For example, a classroom, a sports league, a church, the world, book clubs, mountains, etc. Get a great list going and post it where everyone can see it.

Explain that a "Me Chart" is a visual representation of people and the communities they are connected with. Participants will have a chance to look through various magazines and find pictures that identify their communities, or they can draw their communities.

Here's how its done: first, fold the cardstock in half; this is going to become the cover for a personal journal. Next, write your name in the middle. Then, surround yourself with the communities to which you belong. Lots of magazine, markers, stickers, glue and so on make the journals more interesting. For the inside pages of the journal, fold printer paper in half and place it within the cover. You can attach by hole punching and securing pages with brads, yarn, ribbon, etc. Share journal covers with whole group. Have a journal topic for the beginning reflection of your next meeting.

Snapshot

Objective:

Snapshot is a lot like charades. It will get participants up and moving while keeping the focus on genuine community needs.

Time: 20 minutes

Directions: Break team into groups of 3 or 4.

On slips of paper, write down the following community resources. You can create your own to fit your community, but here are some examples:

- Homeless Shelter
- Meals on Wheels
- Urban Foresters
- Animal Shelter
- School
- Hospice Care
- Nursing Home
- Wildlife Refuge
- Firefighters
- Free Clinic

At their turn, each group will be given the slip of paper and without talking they have 30 seconds to create their Snapshot. Once in the snapshot, they should hold the pose until the rest of the groups guess what community resource they are depicting.

Once the resource is guessed, ask group: what need does that community resource meet? You can give points to the group guessing, but it is just as much fun without keeping score. Each group can Snapshot at least two times.

Examine the possibilities for meeting identified needs. Determine what resources and skills will be required to meet different needs. Is a service or solution feasible given the available resources, including time? Discuss the possibilities and choose a targeted need to be addressed. This is also a good place to discuss what is known about the people affected by the targeted needs to be addressed.

STEP THREE: ADDRESS THE NEEDS



Out of the Box

Objective:

This activity challenges stereotypes. It should allow for recognitions of how stereotypes develop, and prepare people for a more reciprocal pre-service attitude. Allow people to be silly and have fun; people often react with humor to uncomfortable situations. Watch for the level of intensity as well. This activity often produces those amazing reflection one-liners that you want to capture.

Time: 15-20 minutes

Materials:

A large box or basket containing a variety of different clothing. Choose clothes that are both tidy and new to clothes that are old, worn out, or out of fashion. Also choose professional items such as a cell phone, pager, brief case, sports items like a water bottle, small wrist weights, and miscellaneous items such as paper bags, hats, glasses, jewelry, etc. You will need to choose items typically associated with the characters you wish to examine.

“With every reflection, each person obtains a greater sense of self-awareness and perfects his or her ability to self-assess. Not only that, but each person is also reminded that one single human being can impact the community and the lives of others.”

— Alison Herson, Hudson’s Bay High School,
Youth Volunteer Corps

Directions:

Ask for three volunteers from your group. Explain that two of the individuals will be dressing the third. Allow them to choose who will be who. The character can be pre-selected by the facilitator/teacher, or the character can be drawn from a variety of possible characters. Examples are: homeless person, teen, parent, politician, peacemaker, victim of abuse, environmentalist. Taylor your list to the possible service projects your group will perform or community issues they would like to address.

Place a box full of clothes and personal items in a place accessible to the two dressers and visible to the rest of the group. Explain that the dressers will use clothing and other items from the box to dress the person as a certain individual or character. Allow the two dressers to draw from a hat, or give them slip of paper with the person/character on it. None of the volunteers can talk, but the dressers can use nonverbal communication. The rest of the group participates only in the discussion portion.

Once the third person is dressed, ask him/her what person they are dressed like. Who do they represent? Ask the whole group if they agree, then confirm with the dressers. Ask the dressers to explain why they chose certain items and not others. Ask the person dressed how that felt. How do they feel now? Ask the audience what it was to watch this person being dressed. When did they discover what character was being represented?

Next, focus the discussion more seriously on whether these stereotypes are correct. Ask the following types of questions:

Where do stereotypes come from? How are they developed?

Are they always true?

Are there exceptions?

What can be harmful or helpful about stereotypes? How?

Get A Clue

Objective:

Based on the same idea as *Out of the Box*, this reflection activity challenges stereotypes and gears the group toward being more open-minded about all types of people, and especially the people with whom they will serve.

Time: 20-30 minutes

Materials:

Large flip chart paper, enough markers for all groups, tape.

Directions:

Break into groups of 3-5. Explain that each small group will have about 15 minutes to discuss and draw a picture that will depict a certain character or person. Each group will receive a piece of paper identifying their subject for the drawing. Use a variety of subjects/characters: tenth grader, environmentalist, homeless person, politician, AmeriCorps member, blind person, senior citizen, etc. The goal is to draw a picture that provides clues to the whole group so that they can identify the subject.

Once the drawings are complete, request each group to display their drawing on the walls around the room. Ask for the whole group to guess what subject is being depicted. What do you think this group has drawn? What about the picture makes you think so? Ask the group to explain how they came to the conclusion to include specific items as clues and/or to leave others out.

Ask the same reflective questions about stereotypes as you did in *Out of the Box*.

Dinner Party

Objective:

This is another reflective activity focusing on stereotypes and how people are often treated according to who we think they are. This activity can be adapted in so many ways to address issues of violence, race, media literacy, and social or economic justice.

Time: 20-30 minutes

Materials:

Index cards, markers, tape.

Directions:

Create index cards with large clearly written subjects on them: victim of abuse, homeless person, person laid off from work, attorney. The cards can also take another path: leader, genius, geek, helper, dropout, etc. The cards can also be altered if the more serious and deep discussions will be addressed such as social justice or violence.

This activity can be done as a whole group or as a fish bowl.* Tape the index cards to the backs of participants. They should pretend they are at a dinner party (or a high school dance, service project, other). Explain that what is written on the cards cannot be told or revealed, but that each person will need to treat each other according to what they see on the card. Allow for some silliness, but watch that people are not too hurtful to each other. You need a maximum of ten minutes for this portion of the exercise.

Allow plenty of time for the debrief, as it is the meat of the exercise. Ask the participants to guess who they thought they were by how they were treated. Ask for specific actions or words that lead to that conclusion. Explore how it felt to be treated that way. How did it feel to treat someone in a stereotypical way? Let this discussion go where it will. It is a great springboard.

*A fishbowl is where 5-10 people in the group participate in the actual activity while the rest of the group watches. All participants join in on the debrief.

Develop a plan of action and design a project to meet the selected need(s). Identify learning objectives and make academic connections. Determine what and how skills and knowledge will be taught and assessed.

Determine what individuals and/or agencies need to be involved. Build partnerships and determine roles and responsibilities of all involved. Planning work together is difficult. Use reflection activities at this stage that emphasize team work.

STEP FOUR: PLAN THE WORK



Mission to Mars

Objective:

Participants will reflect and discuss on the qualities they value in other people, both personally and socially.

Time: 20-30 minutes

Materials:

Mission to Mars Handout, one for each group

Directions:

Break into small groups suitable for good discussion, 3 to 5 people. Distribute copies of Mission to Mars to each group. Read the directions aloud. Each group should come to a consensus and choose 5 candidates on the list to go on the mission. The purpose of the exercise is not to eliminate people, but to have a discussion of the qualities in people that are important to our community, and to be able to voice those qualities. If groups are having trouble coming to a consensus, allow the discussion of good qualities to take place as a whole group without the pressure of choosing just 5 people.

“Reflections can be like a breath of fresh air. Sometimes things get intense, and being able to understand one another helps determine the purpose of why everyone’s there in the first place. A good reflection question to ask is, “why is everyone here, or at the place they are at in their lives?” If it’s a retreat or service event, this can reveal people’s past and how they came to do a service.”

— Cristina Romento, Skyview High School,
Youth Volunteer Corps

Mission To Mars Handout:

Final Candidates

By the year 2050 the world's population is estimated to have topped eight billion people. Many are concerned the world's resources will not be sufficient for that many people. In anticipation, the United Nations has decided to send five people to Mars to start a new colony. Your group has been assigned the task of choosing who will go. Using the finalists list of candidates below your group must choose only five that will go on the Mars Mission.

A Religious or Spiritual Leader

An Infant

The President of the United States

A Musician

An Environmentalist

A Professor of History

A Teenage Male

A Teenage Female

A Millionaire

A Homeless Person

A Farmer

A Doctor

A Political Leader

A Teacher

A Second Grader

A Carpenter

Mission to Mars

Cross the Line

Objective:

This activity will get participants critically thinking about who they are and what is important to them. It shows how closely humanity is related. This reflection works best with participants who are high school age or older.

Time: 15-30 minutes

Directions:

Request participants stand in one long line. Mark the line with masking tape. Across from participants, about four feet, mark a second line. Explain or paraphrase the following:

“I will make a number of statements. If the statement I make applies to the you, please cross this line and walk to line across from us. You should stand there for a moment, then return to the original line. Listen to the statements, take time to decide, and react honestly to them. However, if you are uncomfortable for any reason, you do not have to cross the line. This entire activity will be conducted silently; we will reflect after. There shouldn't be any pointing or gesturing. Keep your reactions internal.”

Practice:

“If you have been involved with service-learning, cross the line.” All the participants should walk to the opposite line, pause, and return.

Use the statements listed here, and/or make up your own statements to meet the needs of your group. Notice that it is best to start simple and then move to deeper questions.

Cross the Line Statements:

If you play sports, cross the line.

If you play a musical instrument, cross the line.

If you once tried to play a musical instrument, but quit after a short time, cross the line.

If you have ever done something because it was a popular thing to do, cross the line.

If you have ever had the courage to stand up for something you believe in, cross the line.

If you were afraid to stand up for what you believe in, cross the line.

If you have ever failed miserably at something, cross the line.

If you have at least one person with whom you can talk about anything, cross the line.

If that person is an adult, cross the line.

If that person is a parent, cross the line.

If you sometimes feel that there are too many rules in your life, cross the line.

If you wish you had more time to play, cross the line.

If you are able to ask for help, cross the line.

Cross the Line

If you are able to effectively confront fellow team members if you are unhappy with something they do, cross the line.

If people at school would consider you to be in the “in crowd,” cross the line.

If you have ever tried to be what others wanted you to be but didn't feel you were quite yourself, cross the line.

If you consider yourself optimistic, cross the line.

If you value honesty, cross the line.

If you have ever cheated on a test or school assignment, cross the line.

If you respect your school, cross the line.

If you have ever reported someone for breaking a rule or code, cross the line.

If the majority of your friends dress similar to yourself, cross the line.

If you consider yourself to be sensitive to others, cross the line.

If you have ever made fun of the way someone is dressed, cross the line.

If you consider yourself friendly, cross the line.

If you have ever noticed someone eating alone at school, cross the line.

If you did not attempt to join that person, cross the line.

If you value all people at your school, cross the line.

If you have ever told a joke based on stereotypes, cross the line.

If you respect your parents, cross the line.

If you have deceived your parents at any point the last year, cross the line.

If you believe it is best to tell friends the truth, cross the line.

If you have ever lied to avoid hurting someone's feelings, cross the line.

If that falsification ever came back to hurt you, cross the line.

If you believe it is important to give back to your community, cross the line.

If you have ever felt relieved that you were not in the same situation as the people who you volunteered with, cross the line.

If you would feel uncomfortable crossing the line in this game by yourself, cross the line.

Debrief/Reflect by asking the following questions:

Which statements were the hardest to respond to?

When did you notice that your actions didn't always match your beliefs?

How did that feel?

Several people crossed the line on this statement:

_____.

Would anyone like to elaborate?

Perform the planned service activity. This should encompass more than one event and may include outcomes from the previous steps.

STEP FIVE: EXECUTE THE PLAN



Sweet and Sour

Objective:

This concept is simple and works well to get shy people to talk about their feelings. It allows people to share something great and something challenging about an experience.

Time:

Depending on how large the group is. 10-20 minutes

Materials:

One sweet and one sour candy for each person. Try sweet tarts, or sour apple jolly ranchers for the sour, and tootsie rolls or candy kisses for the sweet.

Directions:

Each participant receives one sweet candy and one sour candy. They cannot eat the candy until they have shared with the group one sweet or good aspect of the activity, and one sour or challenging aspect. Sweet and sour can be used after a service, after hearing a speaker, doing a cooperative group activity and so on.

Objective:

To allow people to think about what they want to stop and start doing after an experience. It also allows people to recognize what have been doing well all along.

Time:

Depending on number of people and/or adaptations, approximately 20 minutes.

Materials:

You may need paper and pens/pencils, ball or toy.

Directions:

Each person has a chance to express what they will stop, start and continue doing after any activity: service, listening to a speaker, engaging in a group activity. Participants can do this reflection orally, written, artistically, by tossing a ball or toy, or a combination of these.

Stop, Start, and Continue

Examine the impact of the service and the learning. Identify if the targeted goals were met, what was produced, and who benefited. This is the point for completion of the reflection process. A celebratory event is also part of this final step and is a good opportunity for participants to recognize themselves and other volunteers, as well as be recognized by others for their efforts.

STEP SIX: CELEBRATE AND REVIEW



Gifts

Objective:

This activity is a celebration of individuals. It is a way to highlight a great quality of each person and remember what they bring to the whole group. Asking people to reflect on their good qualities is the objective.

Time:

10 to 30 minutes, depending on your choice of variation.

Materials:

Pre-cut pieces of paper or index cards, a basket or hat to hold the pieces of paper, candles and matches, butcher paper, and pens if doing one of the variations.

Directions:

Explain to the group that each person has a special gift that they bring to the world, this group and this community. (Suggest a few examples of gifts: artistic ability, athletics, a good listener, kindness.) Direct participants to write their gift on the piece of paper. You can decide if you want participants to sign their name to their gift.

These are some ideas for the celebration of gifts:

1. Ask participants to fold the pieces of paper and place them in a basket. Shake the basket and then allow people to read aloud each other's gifts.
2. Spread a large piece of butcher paper on a wall and tape it. Ask participants to write their gift on the wall, or ask participants to draw or paint their gift on the paper.
3. Host a celebration with candles. Have one tea candle for each participant. With your supervision, ask participants to come to the front of the room, state their gift aloud, and light a candle.

Pay Envelopes

Objective: This allows people to reflect on the good qualities of each team and to celebrate the strength of the group experience.

Time: 20 minutes

Materials: 4 x 4 pieces of paper enough so each person has one for every group member (brightly colored construction paper is fun if you have it), envelopes for each group member with their names on them.

Directions:

Put chairs in a circle and place one envelope and a stack of pre-cut paper. Direct participants to find their envelope and sit in that chair. Set a time limit (60 seconds is good). Begin by passing envelopes to the person on the right. Participant will read the name on the envelope, write that person a short note and put it into the envelope. At the signal given by the facilitator, rotate the envelope to the next person on the right. Make sure the envelopes rotate at the same time or they start stacking up!

At the end of this activity, each person ends up with his/her own envelope. Ask participants to wait a few days before reading the notes.

You can vary this activity by having envelopes out on a desk during a break or during a celebration. This way, participants can take time to think about what they will write to each person. Another variation is to give each person a card with his/her name on top and pass that around, having each person add a short note and signature to the person whose name is at the top of the card.

Objective: Challenge participants to think about what they alone can do to make a difference in their community. This should be personal, outside of the class or team. The Power of the Individual is the purpose of this reflection.

Time: 10-15 minutes

Materials: Envelopes and index cards/paper for each person.

Directions: Ask participants to think for a moment about the needs they have seen in their local, national, or global community (overwhelming, isn't it?). Ask the participants to think about what they can do by themselves to make their community a better place. They should be realistic; this will be a pledge they make to the team and to themselves. Instruct participants to write their pledge on the index card or paper, place it in the envelope and seal it. They should write their name and address on the outside.

Collect the envelopes. Two weeks after the class, service or program is over, mail the envelopes. You can vary this activity by writing the pledges earlier in the service-learning experience and then reading the pledges at the end as a final reflection.

Service-Learning
NORTHWEST

Educational Service District 112
2500 NE 65 Avenue
Vancouver WA 98661
360-750-7500
www.servicelearningnw.esd112.org