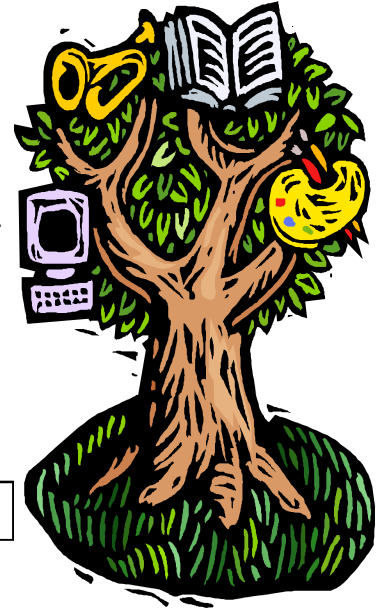


## Keep in mind:

- Giving students options for how to reflect allows them to find a method that suits their style
- Have a clear objective for each reflection activity
- Reflection is a time to dispel stereotypes, address negative experiences, and increase appreciation for community needs and community involvement.
- People need silence to reflect internally, some more than others. Be sure to wait after asking a question to allow for silence.
- Reflection questions often lead to other questions, which lead to still more questions. This may move the discussion far from the service experience and be of little benefit for some.



Adapted from: <http://www.yscal.org/resources/assets/Reflection.doc>

## Reflection and Gardner's Seven Intelligences

TYPE	LIKES TO...	IS GOOD AT...	LEARNS BEST BY...
<b>LINGUISTIC LEARNER</b> "The Word Player"	Read Write Tell stories	Memorizing names, places, dates and trivia	Saying, hearing, and seeing words
<b>LOGICAL/ MATHEMATICAL LEARNER</b> "The Questioner"	Do experiments Figure things out Work with numbers Ask Questions Explore patterns and relationships	Math, reasoning, logic, problem-solving	Categorizing, classifying, working with abstract patterns and relationships
<b>SPATIAL LEARNER</b> "The Visualizer"	Draw Build Design and create things Daydream Look at pictures Watch movies Play with machines	Imagining things, sensing changes, mazes, puzzles, reading maps	Visualizing, dreaming, working with color/pictures
<b>MUSIC LEARNER</b> "The Music Lover"	Sing Hum tunes Listen to music Play an instrument Respond to music	Picking up sounds, remembering melodies, noticing pitches/rhythms	Rhythm, melody, music
<b>BODILY/ KINESTHETIC LEARNER</b> "The Mover"	Move around Touch and talk Use body language	Physical activities, dancing, acting, processing knowledge	Touching, moving, and interacting through sports, crafts, and bodily sensations
<b>INTERPERSONAL LEARNER</b> "The Socializer"	Have many friends Talk with people Join groups	Understanding people, leading others, organizing, interviewing, communicating, manipulating, mediating conflicts	Sharing, relating, cooperating, comparing
<b>INTRAPERSONAL LEARNER</b> "The Individual"	Work alone Pursue own interests	Understanding self, focusing inward on feelings, dreams, pursuing interests, being original, setting goals	Projects, interior reflection, having own space, individualized self-paced instruction



## REFLECTION IDEAS

TYPE	SAMPLE ACTIVITIES
<b>LINGUISTIC LEARNER</b> “The Word Player”	<ul style="list-style-type: none"> <li>• Keep an ongoing journal (this can be self-directed or in response to assigned questions)</li> <li>• Compose an essay based on the first day of the service experience</li> <li>• Write a reflection paper that combines the service experience with what is being learned in class</li> <li>• Prepare a research paper on an issue that arises from the service experience</li> <li>• Create a resume explaining the job skills you attained while volunteering</li> <li>• Write a job description for the service position</li> <li>• Compose a letter to the site supervisor offering suggestions for working with future volunteers</li> <li>• Write an article for the school or community newspaper highlighting your accomplishments and the community partner</li> <li>• Find a newspaper article about the issue the agency works to address</li> </ul>
<b>LOGICAL/ MATHEMATICAL LEARNER</b> “The Questioner”	<ul style="list-style-type: none"> <li>• Compile statistics or other quantitative data on the service project</li> <li>• Identify a problem you see at the work site and devise a solution</li> <li>• Connect the service experience to a larger issue at the state or national level</li> <li>• Write about any measurements, statistics, classifications, or numbers that play a role in the work done at the agency</li> <li>• Construct a detailed time line of the service project</li> <li>• Create a hypothesis based on your experience. Explain how you would test the hypothesis</li> <li>• Explain what scientific knowledge would help you in your placement, and why. Devise</li> </ul>
<b>SPATIAL LEARNER</b> “The Visualizer”	<ul style="list-style-type: none"> <li>• Draw the place where you volunteer and tell the class about your drawing</li> <li>• Create a display about the issue that the agency works on; display it at the agency or at the school</li> <li>• Make a collage that shows something about your placement, or how you feel about your work there</li> <li>• Make a video commercial that encourages people to volunteer at the site</li> <li>• Record a TV commercial that you find offensive as a result of the work at your site, bring it to class and talk about it</li> <li>• Bring in a clip from a movie that expresses something you have experienced at the site, show it to the class and tell about it</li> <li>• Create a video that reflects what was accomplished through this service project</li> <li>• Document the whole service learning project using pictures, video, essays, and</li> </ul>
<b>MUSIC LEARNER</b> “The Music Lover”	<ul style="list-style-type: none"> <li>• Compose a song that captures the service experience. Either perform or record the song for class</li> <li>• Bring in a song that reflects the service experience. Play it for the class and tell why you chose it</li> <li>• Notice sounds and songs while you are working. Create a presentation based on those sounds or songs</li> <li>• Bring in difference objects that can make sounds. Have groups create rhythms that express their service experience. Put the rhythms together to make a composition</li> <li>• Bring in music without words; work in groups or as a class to create words from the</li> </ul>

TYPE	SAMPLE ACTIVITIES
<b>BODILY/ KINESTHETIC LEARNER</b> "The Mover"	<ul style="list-style-type: none"> <li>• Within three minutes, express the heart of your volunteer experience to the class, without using words</li> <li>• Create and perform a skit about what happened at your site</li> <li>• Act out a possible television commercial that would encourage people to take advantage of the services the agency offers</li> <li>• Put on a skit for an all-school assembly that shows the younger students what it is like to do service work</li> </ul>
<b>INTERPERSONAL LEARNER</b> "The Socializer"	<ul style="list-style-type: none"> <li>• Have a small group discussion about the experiences doing service work</li> <li>• Share with one other person what you felt like before, during, and after the service</li> <li>• Read a quote and discuss how the quote related to the service</li> <li>• Role play something that happened at the site that you did not know how to handle.</li> </ul>
<b>INTRAPERSONAL LEARNER</b>	All reflection activities have an intrapersonal dimension from the moment we stop to reflect about our experience. Once we move toward expressing that reflection in writing,



## QUOTES for REFLECTION

Never doubt that a small group of thoughtful, committed citizens can change the world; indeed, it's the only thing that ever has.

**Margaret Mead**

I shall pass through this world but once. Any good therefore that I can do or any kindness that I can show to any human being, let me do it now. Let me not defer or neglect it, for I shall not pass this way again.

**Mahatma Ghandi**

You must teach your children...that all things are connected like the blood which unites one family. Whatever befalls the earth befalls the sons of the earth. Man did not weave the web of life; he is merely a strand in it. Whatever he does to the web, he does to himself.

**Chief Seattle**

No one is useless in this world who lightens the burden of it for someone else.

**Ben Franklin**

People can be divided into three groups: those who make things happen, those who watch things happen, and those who wonder what happened.

**Woody Allen**

Two roads diverged into a wood, and I...I took the road less traveled by, and that has made all the difference.

**Robert Frost**

The greatest tragedy is not to live and die, as we all must. The greatest tragedy is for a person to live and die without knowing the satisfaction of giving life to others.

**Cesar E. Chavez**

Tell me and I forget. Teach me and I may remember. Involve me and I will learn.

**Benjamin Franklin**

Everyone can be great because everyone can serve. You don't have to have a college degree to serve. You don't have to make your subject and your verb agree to serve. You don't need to know about Plato and Aristotle to serve. You only need a heart full of grace. A soul generated by love. And you can be that servant.

**Martin Luther King, Jr.**

Not to know is bad. Not to want to know is worse. Not to hope is unthinkable. Not to care is unforgivable.

**Johnnetta P. Cole**

What I'm hoping for is that we can discontinue all forms of oppression against all those who are weak and oppressed.

**Rosa Parks**

I slept and dreamt that life was pleasure; I woke and saw that life was service; I served and discovered that service was pleasure.

**Rabindranath Tagore**