

## Service Day Reflection Toolkit

*Feel free to use this list of reflection activities as an additional resource in planning your Service Day reflection.*

**Posed question:** Reflection does not require a product or a discussion. Gather the group, obtain silence, and ask a question (for ideas refer to the document entitled Service Day Reflection/Discussion Questions).

**Question discussion:** Randomly, or in a circle, each person responds to a posed question (such as "project highlight").

**One to Three words:** Each person shares one to three words to describe the service activity or how you feel about the service activity or anything else regarding the project.

**Journaling/Written Reflection:** Each person responds to a question in writing

**What? So What? Now What?:** Walk through each step of this model (refer to the *What? So What? Now What?* worksheet for additional information regarding this model).

**Quotes:** Have inspirational quotes about service and/or the underlying issues of your service on small slips of paper. Ask students to pull one out of a bag. Give them some time to think about it, then ask students to link it back to their experience during Service Day.

**Sentence Stems:** Can be done similarly to "Quotes" but with open ended sentence stems (e.g., One thing I learned about myself today is . . . ).

**Mental Picture:** Have students survey their site before they begin their work, take a mental "picture" and then look at it again when the work is completed. This activity will give everyone a sense of accomplishment over time. Take time to reflect on the service experience as well as the importance of teamwork in completing the service project.

**Relevant Story:** Share a relevant story that will make the service experience real and human that can be linked to relevant messages. For example, gleaning at BARC began with a staff person who asked the question, "what happens to the produce that isn't harvested?". This story illustrates how one person made a difference by not just accepting the status quo, but asking insightful questions. This message can be woven through the reflection. This activity could also be conducted by having participants read a piece of pertinent literature - correlations can be drawn to the service experience.

**Letter to self:** Have participants write letters to themselves after the service project regarding their feelings about the project or community. Ask participants to reflect as well on the types of service they can do in the future that can help them achieve their personal and career goals.

**Yarn Web/Ball Toss:** Stand in a circle with a ball of yarn. Each person throws it to another and says one word that explains what they contributed to the project, something they appreciated in the person they are throwing it to, what they learned, etc. The yarn forms a web supported by the group. Pass around a pair of scissors so that each participant can take a piece of string with them to remember their experience. This activity can also be conducted utilizing a ball.

**All on the Wall:** Put a large piece of paper up on one wall or around the room. Participants write or draw feelings/thoughts/lessons learned on the paper. The facilitator should ask students to contribute to the conversation as a discussion is held based on the writings.

**Metaphor Making:** Ask each participant to create a metaphor for their experience.

**Poetry/Writing Slam:** Write a short poem or sentence about the project, then share it with the group.

**The Image:** Prior to the project, each person writes or draws about the people or objects they will be working with (such as a tree for a tree-planting project or the community being served), the subject matter, or their feelings about the project. Revisit (or re-write/draw) it after the service project and discuss.

**Problem Solving:** In a small group, form a circle. Ask the group to identify problems facing the community being served that they feel needs action and resolution. The group can begin to pose solutions and actions to a particular problem/s. This exercise can be altered in a number of ways using the same process of group reflection and sharing. Consensus may or may not be a part of the process.

**Role Playing:** Ask some of the participants to assume the role of those in the community with whom they worked. In this role, ask students to think about and respond to the following questions from their role as the site contact person as well as from their own perspective as a volunteer:

1. How did it feel to work with these volunteers or this site?
2. How successful do you feel the experience was?
3. What did you gain from the experience?
4. What did you share with the volunteers or site?
5. How did you feel the volunteers or site may have changed as a result of this experience?

**Music:** Choose music that is meaningful and has lyrics that relate to the experience of the group. Have participants listen to either part or all of the song. Lead a group discussion on the meaning of the lyrics and how they relate to the experience of each person.

**What will you do differently?:** Ask each student to respond to this question based on their experience at the service site.