Chapter 4
Education through Reflection

"Study without reflection is a waste of time; reflection without study is dangerous" — Confucius

The service-learning experience is incomplete without reflection. Designating time to reflect and think critically about a service project or program gives meaning to the experience and helps participants to understand how their efforts impacted a specific community. Perhaps more importantly though, it affords groups with invaluable brainstorming sessions where improvements can be made to existing and future programs. It not only provides closure after a service project, but also allows volunteers to gain a broader perspective by adding the reactions of other students to their own set of takeaways and observations.

This chapter contains articles and exercises that define reflection in terms of community service learning, and also reveal the many ways that reflection enhances personal and team development. The exercises in this chapter have been divided into three categories: pre-service reflection, general reflection and post-service reflection. Each has the potential to add significant value to student service organization projects and student-run programs. The goal of this chapter is to encourage the use of critical reflection in the service-learning experience to maximize learning for student volunteers and improve the overall quality of future projects and student-run programs.

ARTICLES

EXERCISES
- Questions for Self-Disclosure and Discovery Questions for use in groups or individually that helps members get to know one another.
- Low-Risk Reflection Activities
- Medium/High-Risk Reflection Activities
Reflection and Service-Learning

And the Grinch, with his grinch-feet ice-cold in the snow, stood puzzling and puzzling, "How could it be so...And be puzzled three hours, till his puzzler was sore. Then the Grinch thought of something he hadn't before.

—Dr. Seuss, How the Grinch Stole Christmas!

Critical Reflection in Everyday Life

As this excerpt from the tale of the Grinch illustrates, we all confront moments in everyday life when we must stop and reflect on what we have experienced. This is particularly true when we are puzzled or surprised by our experiences or when something happens that we cannot explain using the explanations that seemed to work in the past. Sometimes when we face this type of dissonance between what we know and what we experience, we need to be encouraged and assisted—either by another individual or by a thoughtfully constructed process that we can follow-in our efforts to puzzle and to ask reflective questions. This additional challenge and support is especially crucial on those occasions when it would seem much easier to ignore the dissonance between what we know and what we experience. We need to be encouraged and assisted—either by another individual or by a thoughtfully constructed process that we can follow-in our efforts to puzzle and to ask reflective questions. This additional challenge and support is especially crucial on those occasions when it would seem much easier to ignore the dissonance that confronts you, or what we might be inclined, if left alone, to apply an old and familiar—but often inadequate—framework to explain what we have experienced in the most comfortable manner possible. Critical reflection is a process specifically structured to help examine the frameworks that we use to interpret experience; critical reflection pushed us to step outside of the old and familiar and to reframe our questions and our conclusions in innovative and more effective terms.

Before reading this chapter, take a moment to ponder your own theories of learning:

1. What basic assumptions about how students learn shape your choices about class assignments and activities?
2. How do you think community service contributes to the learning process?
3. If you were going to give a friend advice about the basic principles that make for effective service-learning, what would you say?

This chapter discusses key elements of effective reflection as identified by students. As you read, compare your own learning assumptions with those outlined in the chapter.

Critical reflection does not, however, require particularly technical training. Rather, the view that emerges from the students whom we interviewed in this study is that, when applied intentionally, the basic reflective and puzzling techniques that help us make sense of everyday life form the core of the very same techniques that enable students to derive meaningful learning from the experience of service.

An additional dimension of critical reflection emerges from the student voices represented within this text: the form of reflection that goes beyond everyday question of and wondering about events. It is the critical questioning of why things are and the attempt to fully understand the root causes of observable events and behaviors. This depth of critical reflection grows out of the instinctual reflective process, but must be cultivated purposefully as a habit of the mind.

The effectiveness of critical reflection on this more complex level does depend on someone taking responsibility for making it happen; and the prompting of a peer or the guidance of a program leader can be indispensable. In this guide our student interviewees present insights into the art of effective teaching and learning, and methods to pose the appropriate question at a strategic point in time to create the teachable moment.

The Role of Reflection in Linking Service to Learning

"Service, combined with learning, adds value to each and transforms both." (Honnet and Poulsen, 1989)

This central tenet of service-learning is expressed in the preambles to the Principles of Good Practice in Combining Service and Learning (Honnet & Poulsen, 1989). In practice it is critical reflection, as recognized in the 1993 National and Community Service Act, that provides the transformative link between the action of serving and the ideas and understanding of learning.

How Do We Learn From Experience?

The question of how to make experience educative is one that has challenged experiential educators for much of this century. In that service-learning relies on the experience of service, it shared this question with other forms of experiential education. In posing this question, John Dewey (1933), asserted that the core of the learning experience must be a project (in this case service-learning) or experience from which the student can draw conclusions about the world. Dewey proposed four criteria that were necessary for "projects to be truly educative":

1. Must generate interest.
2. Must be worthwhile.
3. Must present problems that awaken new curiosity and create a demand for information.
4. Must cover a considerable time span and be capable of fostering development over time.

The Role of Reflective Thinking

In addition, however, Dewey held that reflective thinking was the key to making experience educative. Reflective thinking provides the bridge between the world of observed and experience facts with ideas. As Dewey pointed out, reflective thinking is a part of the larger process of reflective activity. Dewey saw reflective activity as having five phases:

1. Suggestion—The inhibition of tendency to act, to pursue whatever suggestion arises from the situation by stopping to consider more than one cause of action.
2. Intellectualization—The definition of a problem and the raising of questions about the nature of the problem and possible solutions.
3. The Hypothesis—The development of the guiding idea based on observation and previous knowledge.
4. Reasoning—The development of the hypothesis by applying
knowledge and by developing the linkages in the sequence of ideas.

5. Testing the Hypothesis in Action—The verification through further observation or experimentation in which the problem is solved or a new problem is presented.

Reflection leads to understanding, which in turn leads to more informed action. Effective reflection leads to a better understanding of social problems and to the quest for better solutions. Dewey also pointed out that critical reflection leads to the synthesis of old and new knowledge—including new ways of understanding and solving problems. Part of this process involves asking new questions (Dewey, 1933). Like the Grinch, service-learning students often have to ask "Why?" and "What else?" as they confront the realities of social and community issues.

Following Dewey, other educational theorists have pursued the questions of how reflection links thinking and acting. One of the most frequently mentioned theories is David Kolb’s model of the experiential learning cycle (1984). Kolb argues that we move in a cycle from the concrete experience to a new level of knowing that we then test in action, thus beginning the cycle again. The cycle-involving action, reflection, conceptual knowledge (ideas) based on the prior action and reflection, and finally, experimental action is illustrated in further detail in Chapter 3.

Putting Theory to Use

While the actual practice of reflection is an entirely natural process of the human mind and spirit, such theorists and Kolb and Dewey advocate a very purposeful process of Reflection-reflection with an “R”-to maximize the effectiveness of the learning cycle. Students interviewed also stressed the importance of informal reflection with an “R”-which takes place on an individual basis during unstructured personal time, or through casual conversations with friends, relatives and coworkers. Students commented on the need to balance this informal reflection with more formalized critical thinking. While a number of student quotations in Chapter 2 deal with the effect of informal reflection time, the remainder of this guide inevitably addresses the more thorough and intentional process of engaging in some sort of structured Reflection: students were simply able to provide specific suggestions mainly for structured activities that ensure that Reflective Action and the Kolb learning cycle actually occur.

David Kolb’s (1984) cycle provided the theoretical foundation for one of the most common techniques for reflective thinking: The “What? So What? Now What?” model of reflection, popularized largely by the Campus Opportunity Outreach League (COOL). These simple but powerful questions direct the flow of reflective thought, from the descriptive phase (What?) through the interpretive and emotive phase (“So What?”), and finally into the active phase (“Now What?”). (See chapter 4, page 139) (see also Axt, 1994; Willet et al., 1994). This basic model moves the learner from considering the concrete experience to discerning the remaining of the event and then to applying the conclusions to plans for continued action. The simple model neatly illustrates Dewey’s linking of action and reflection as the key to learning from experience.

The experience of the students we encountered through this study emphasizes the crucial role of critical reflection in the process of service-learning. A comparison of the responses of students who had been involved in critical reflection with those who had not, found that the students who had not been engaged in programs with reflective components were most likely to focus on the affective, personal and empathic dimensions of the experience in their commentary, but were much more likely to report also a better sense of application of ideas to social problems and a transformed understanding of the problem and issues surrounding it. We are persuaded that reflection is the glue that holds service and learning together to provide educative experiences.

The Four C’s: Principles of Reflection

The opening section of this chapter noted that reflection is not an overly technical process, despite its importance in fostering learning outcomes and new forms of understanding and action. Having said that, we must emphasize that there were some common and necessary elements of successful reflection; it need not be a difficult process, but it does need to be a purposeful and strategic process.

After analyzing our interview data, we reflected on the common themes or principles that were present across all of the forms of reflection reported by the students we interviewed. From this process emerged the four C’s of reflection; it is our conclusion that effective critical reflection is:

Continuous * Connected * Challenging * Contextualized

Continuous Reflection

The most effective reflection is Continuous on two critical levels. First and most important, students commented that critical reflection must be an ongoing part of a learner’s education and service involvement over the course of his or her educational career. Facilitating this process may not be as difficult as one might think, however-early short terms direct service experiences often led to later, more intense service involvement.

Continuous reflection allows students to continue formulating new ways to view the world, using four or more years’ worth of service-learning experience as material for observation, reflection, and experimentation-following the Kolb Cycle with a commitment to long-term reflective action and a growing awareness and experience that leads to more complex service.

On another level, reflection should maintain an especially coherent continuity over the course of each event or experience. Continuous reflection over the course of each event or experience. Continuous reflection includes reflection before the experience, during the experience, and after the experience.

Student interviewees often mentioned reflective preparation for an experience as critical to getting the most out of each experience. Most reflection occurring during the experience was geared toward problem-solving and proposing immediate action to enhance the effectiveness of the experience. Reflection after the service tended to focus on evaluating the meaning of the service, integrating new understanding into previous knowledge, and planning future action.

“I think the main thing that helps is that all of us in the organization, we sit down and talk about the different problems and also, you can’t find the solutions to problems in books. You can get a basic understanding, maybe, but you deal with the problems and have to focus on it. You
Connected Reflection

Connected reflection links service to students’ intellectual and academic pursuits. As illustrated in Chapter 2, this connectedness should operate on two levels. Service experiences illustrate theories and concepts, bringing statistics to life and making academics real and vivid. Through classroom work, in turn, students begin to develop conceptual frameworks that explain service experiences. And intensive service-learning experiences can also serve as capstone courses to integrate concepts across the curriculum. Academic pursuits add a “big picture” context to the personal encounters of each isolated service experience and help students to search for causes and solutions to social problems.

“Basically what she does is she opens the arena for discussion. What we basically do is we talk a particular problem and we relate it to information from the text. For example, the Wednesday past, we talked about class management. There’s a lady in the class that seemed to be having a problem with a student that constantly wanted to disrupt class. So, what we did was we looked at the chapter in our text which dealt with classroom management and we figured out that maybe if she was to give that student more work...”
—Clark Atlanta University student

Contextualized Reflection

Contextualized reflection is appropriate for the setting and context of a particular service-learning course or program; the environment and method of reflection corresponds in a meaningful way to the topics and experiences that form the material for reflection. Immersion in an authentic community experience provides a rich context for learning, adding relevance to academic exploration. Reflection, when it is purposefully implemented in an appropriate and meaningful context, adds to the synthesis between thinking and doing.

One key element of context is degree of formality involved in any given reflection activity. A service-learning experience that takes place outside of any academic setting can still have an informal reflection circle. If the reflection setting feels too formalized for the context, it runs the risk of being experienced as, one student put it, “too much like school.”

In addition, the proximity of the reflection session to the community in which students are working lends a strong flavor to any reflection session. A discussion of relations between a college campus and its surrounding community might gain depth and vitality if conducted off-campus and with community members’ participation. Other topics of consideration-theoretical concepts or personal frustrations with events or individuals, for example—can be better served by some distance from the community.

Many students mentioned the same reflection questions being used, but presented verbally or in writing, their format depending on the context of the issue and the situation. Many of the students recalled the details of both the context and the mode of their most helpful reflection experience.

“I firmly believe that when you apply what you’re learning that’s the way you really learn it. A perfect example is of learning another language. You can go to class and you can learn the verbs and the subjunctives and all those technical things, but if you don’t practice it, you’re not going to learn it. And the only way to learn another language is to practice it and ideally go to the country and spend some time there to really apply it. But that’s where the learning takes place. That’s why I believe so strongly in this. Because everyone is benefiting from this service, whether it be the agency...for that student.”
—University of San Diego student

What is Reflection?

- Gives meaning to your service.
- Allows you to see yourself.
- A way to process what you have done.
- Allows you to turn inward, to ask yourself tough evaluative questions like, “Who am I? What do I stand for? What changes do I need to make in my life?”
- Translates work into how it will be important, what did it, and what difference did it make.
- The process by which participants mentally and emotionally synthesize direct service and the learning components (education, orientation, and training)
- Reflection is the critical element that will help students to learn from their experiences, on both an emotional and an intellectual level. Most importantly, reflection will be invaluable to your participants as they struggle to incorporate the lessons learned into their daily lives.

Why is Reflection Important?

- It is the key to developing a long-term commitment to service.
- Leads to thoughtful and more effective service.
- Helps participants search for long-term solutions to the problems they witness on site.
- Validates the feelings of each individual. Participants who feel uncomfortable, frightened, or discouraged during a service experience need to share those feelings and realize that they are not alone in their reactions.
- Helps students internalize the lessons learned and connect those lessons to their own personal choices and behavior.
- Allows group to share (both positive and negative).
- Gives people a different outlook.
- Answers the questions: what? so what? now what?
- Answers the questions: who am I? what do I stand for?
- Answers the question: what do I believe in?
- Leads to thoughtful actions.
- Helps participants feel they are not alone in their experiences.
- Brings the issue closer to home.
- Links direct service to education.
- Provides tools to assess values and beliefs, which leads to personal growth.
- Helps develop long-term commitment to service.

Questions to Facilitate Self-Disclosure and Discovery

1. Share a time in your life when you were embarrassed.
2. If you received $5,000 as a gift, how would you spend it?
3. Of all of the material possessions you have, what gives you the most pleasure?
4. If you could live any place in the world, where would it be?
5. How do you look when you get angry?
6. What is something that makes you feel sad?
7. Share a frightening moment.
8. In one sentence, what is life about?
9. What do you like about yourself?
10. What do you think about when you can't fall asleep?
11. Share a big letdown in your life.
12. What would you like to invent to make life better?
13. If someone could give you anything in the world for your birthday, what would you like?
14. If you wrote a book today, what would the title be?
15. Share one of the happiest days of your life.
16. Share a personal spiritual experience.
17. What is something that really bugs you?
18. Share a time when your feelings were hurt.
19. Share something that you fear.
20. Look at the person across from you and tell how you think you and he or she are related.
21. When you are alone and no one can see you or hear you, what do you like to do?
22. What four things are most important in your life?
23. How would you define joy?
24. What is something that makes you angry?
25. If you could have been someone famous in history, who would it have been?
26. If you were lost in the woods and it got dark, what would you do?
27. What do you like to do in your spare time?
28. If you could change your age, what age would you rather be?
29. What really turns you on?
30. What is something you can do pretty well?
31. What kind of store would you like to own and operate?
32. If you were a doctor, what ailment would you like to cure?
33. What would you like to be remembered for after you die?
34. Describe the best teacher you ever had.
35. Make a statement about courage.
36. If you became president of the United States, what two things would you do?
37. Complete the statement: "Words can’t describe how I felt when..."
38. What talent do you wish you had?
39. What would you like to say to the person you see when you look in the mirror?
40. What is the most sentimental possession you have?
41. Tell me what makes a happy family.
42. If you had to move and could take only three things with you, what would you take?
43. What does freedom mean to you?
44. What TV or movie star would you like to invite to your birthday party?
45. What do you like to daydream about?
46. If you could receive a sixth sense, what would you want it to be?
47. If you believe in God, on what do you base your belief?
48. What things make your life complicated?
49. What kind of TV commercial would you like to make?
50. Share three things for which you are thankful.
51. If you were convinced that reincarnation was a fact, how would you like to come back?
52. What epitaph do you want on your tombstone?
53. If you could give any gift in the world, what would you give to the person on your right?
54. If you were told you only had one week to live, how would you spend it?
55. What do you want to be doing in ten years?
56. What exactly do you engage in that involves all of you: your heart, your mind, and your soul?
57. If you were asked to preach a sermon, what would the theme be?
58. What went through your mind when the last person shared?
59. What do you feel is your purpose in life?

Source: Adapted from Developing Student Leaders: How to Motivate, Train, and Empower Your Kids to Make a Difference, Ray Johnston, (Grand Rapids, MI: Zondervan Publishing House, 1992) pp.127-30
Low-Risk Reflection Activities

Three Generalizations and a Question
Ask small groups of students to create three generalizations about their target issue or topic based on their service experience and one question they would like to have answered. These can be listed on poster paper and presented to the group.

Popcorn and M&Ms
- Each participant receives three pieces of popcorn and three M&Ms
- For each piece of popcorn, a participant may ask a question, and for each M&M they may make a comment relating to their service experience.
- This can help ensure that everyone has the opportunity to share and no one dominates the conversation.

Group Banners
Using a large piece of banner paper and markers, ask students to get into pairs and depict their experiences using a combination of words and pictures. Give them about 10-15 minutes. When completed, ask each pair to share their banner with the whole group. Use their banners as a jumping-off point for processing the experience.

M&M Reflection
The facilitator should create a chart of questions that correspond to each color of M&Ms. These questions could vary in intensity from "How did you feel about today?" to "Who is an inspiration in your life and why?" The participants take a hand full of M&Ms and then answer the appropriate question for each M&M.

Spider Web
- Have the group stand in a circle
- Holding the end of a ball of string, hand the ball off to a participant
- Ask them to reflect on a particular question (e.g., what was something you learned today?)
- Once they have answered the question, ask them to hold onto their piece of the string and to pass the ball onto someone else. Continue the process until everyone has reflected on the question, and has a section of string in their hands.
- When completed you should have something that looks like a web. When they are all done talking, wrap up with some points about the interconnectedness of people, how they are all part of the solution, for if one person had not contributed to their service projects the outcome would have been different, etc.

Compare and Contrast
Pre-Service: Ask participants what they anticipate from the experience
- What do you expect to encounter?
- How do you expect to act/interact?
- What do you know about the issue/people you will be working with?
- Post-Service: Ask participants what they experienced, and compare this to their expectations.
- What surprised you about your experience?
- Were there any stereotypes you held about this issue/these people?
- Is there anything you would do differently in the future?

Gotcha
The facilitator or participant starts to tell the story of the day. When the speaker omits a detail, someone else in the group says "gotcha" and then continues the story. There are no "right" or "wrong" answers; rather it is a way to promote sharing of details and feelings, and to point out differences in experiences and interpretations.

Sentence Stems
Ask participants to finish sentences that you start, either verbally or on paper. Examples include:
- Today I hope...
- Today I was most anxious about...
- Today I felt...
- Today I was surprised by...
- Today I learned...
- Detroit is...
- Community service is...

What? So What? Now What?
Ask participants to respond to the following questions in any format you choose:
- So What? Did you make a difference? Why or why not? To whom? What impact did you have?
- Now What? What more needs to be done? What will you do now? Did this change you?

Letter of Expectation
Have participants write a letter to themselves about what they expect from their experience. Mail the letters back to them after the community activity.

Puzzle Pieces
If you have volunteers going to different sites, you can create puzzle pieces out of poster board and give each site art materials. Have each site design a piece that reflects on the service they performed. When completed, you will have a very large reflection puzzle to display and use for recruitment or other purposes.
Medium/High-Risk Reflection Activities

Questions from a Hat

- Participants will make up questions for reflection based on the days work and place them in a hat.
- Ask participants to draw out a question and answer it from their experience.
- Encourage participants to use these questions to begin a dialogue.

Question and Circle

- Have participants sit in a circle.
- One person will ask a question, and in turn, participants will go in a circle and respond.
- Continue around the circle until everyone asks a question.
- Students may pass if they wish.

Concentric Circles

- The group is divided in two, with half forming a tight circle in the center of the room. The remaining people then pair up with someone in the circle.
- The facilitator then poses a question for each pair to answer in a few minutes.
- Then, either the inner or the outer circle is asked to rotate "x" spaces to the right or left. Another question is asked for the new pair to discuss.
- This activity can go on for as long as desired, giving people the chance to have one-on-one discussions with many different people in the group.

The following are examples of questions that the facilitator may ask:
- What social or environmental problem touches you most right now? Why?
- What's wrong with formal classroom education?
- What do today's undergraduates want from their teachers?
- What do you most like about service-learning?
- What did you learn about ______?
- Talk about a time when someone really supported you.
- Who did you meet during your service work that touched you deeply?
- Describe a high/low point in your service work and explain why.
- Discuss an underlying social issue that your service work addressed.

Emotional Go-Around

Participants are asked to share with a word, their body, or their facial expression how they feel right at the moment. Let people show their reaction, one at a time, and then have participants explain their reaction. This activity can give the facilitator a sense of the group mood and gives the participants a chance to express how they feel at that moment.

The Strong Circle

This exercise is a relatively quick way to check in with a group at the beginning or end of a meeting and gives a sense of connectedness. It resembles the huddle in team sports and creates a feeling of solidarity and team effort.
- A strong circle is announced.

- The group stands in a tight circle, shoulder to shoulder, everyone in the circle and no one outside the circle.
- A pertinent question may be put to the group asking for a one word answer, e.g. "Tell us in one word how your day went...?"
- People speak their answers in turn, around the strong circle.
- Any appropriate closing comments are added.

Balloon Faces

Blow up one balloon for each participant. On their balloon, have them draw a facial expression that expresses their current emotion. Use this to identify their feelings.

Roses and Thorns

The facilitator begins a discussion by talking about the thorns of the day. The thorns are one negative thing that happened during the day. Everyone goes around the circle and shares their thorns. Then, the facilitator starts the discussion of roses—positive things that happened throughout the day. Everyone then shares their roses.

Service Journals

Ask students to keep a journal of their experience through regular entries. Provide a framework for the journals (i.e. who will read it, what they should write about, etc.) Variations include team journaling (the whole team uses the same journal), and circle journals (one person starts the journal and then passes it to other team members who continue based on the entry of the person before them.)

Brainstorm

Ask participants to brainstorm ideas about how their service experience relates to broader social issues:
- How does the service relate to issues we hear about in the news?
- What does this agency do to change this social situation?
- What more can be done to address this issue?
- What are the social issues that influence this problem?
- What were your most memorable experiences?
- How did the way you think about people and the issue you worked with change?
- What were your biggest disappointments and what were your proudest moments?

What's the Point?

Ask participants why service matters:
- Who benefits from service?
- What would happen if nobody did service?
- How did the service impact a broader social issue?
- Do you feel good about the service you provided?

Meaning of Service

Ask participants how they define service:
- Has this definition changed based on your service experience?
- What is the most valuable type of service? The most honorable? The most necessary?
- Why do you serve?
- Should everyone do service?

What Will You Remember?

In a circle discussion, ask your participants to answer the
question: What will you remember from this experience in a week? In a month? In a year? In five years?

**Tree Reflection**
- Have each participant draw a tree on a sheet of paper.
- Have them label the roots as the values, people, and beliefs that influence them.
- Have them label the bark as issues/causes they are passionate about.
- Have them label the branches as steps they will take to act on these passions or address the needs they identified.
- Share and discuss.

**Pick an emotion**
Give participants a set of emotions to consider (from pieces of paper, pictures of faces, etc.). Ask participants to identify an emotion they are experiencing and discuss why.

**Fishbowl**
- Create a large circle of chairs with a smaller circle of chairs within.
- A topic from the service work is presented for discussion/reflection.
- Those who are interested in discussion move from the outer to the inner circle.
- Those who remain on the outside are observers.

**Four Corners**
Participants respond to a series of questions by moving to one of four corners: Strongly Agree, Agree, Disagree, or Strongly Disagree. Remind participants that this exercise should be done without speaking.
- I chose to participate in this site based on my interest in hunger and homelessness issues.
- I consider hunger and homelessness to be a national and global crisis.
- I feel well educated about hunger and homelessness.
- I don’t feel in danger of becoming homeless.
- I know someone who is homeless, or I have been homeless.
- I have used or personally known someone who has used food stamps.
- I believe that the current minimum wage is sufficient.
- I believe that our work on this project will be useful to this community.
- I am interested in government support of hunger and/or homelessness legislation.
- I have little hope for a solution to the social problems of hunger and homelessness.

Questions can be modified based on your specific service experience. Stop several times during the exercise and have people share their reasons for choosing the corner that they chose.

**Personal Maps**
The facilitator gives each person flip-chart paper, markers, crayons, glue, and/or tape. Have each person create their own personal map (words, symbols, colors, etc.). The following questions are to be used as guidelines only, they needn’t be answered fully or in order at all. Remind the team that this activity should be done in silence. Make sure to set a time limit (30 minutes)
- Who are you? What defines you? What/who is important to you? (Everyone has their own self-interests. What are yours? Keep in mind your values, beliefs, and attitudes)
- Describe the community in which you were raised. Please include information concerning religion or ethnic composition.
- What and/or who have been factors (negative and positive) while you were making your decision to become involved with service?
- How did you get here from there? (We are all on a journey of personal change, exploration, growth, and development; where are you at this point in your journey?)
- Where are you going?