



Sequence for Reflection

Use this document as a checklist and to record your own reflections. Remember to align reflection with your essential purpose or question.

In Preparation

As the service learning process begins, find out what students know: What beliefs and assumptions are already in place? Where and how were they learned? What do students expect to happen? What do they expect to learn, and how do they expect to feel? Depending on the situation, you may give students a thought or question to take with them into the service experience. This may encourage them to be more observant or heighten their awareness of a particular need or action being taken.

What happened:

During Action

Be observant. What are the students paying attention to? What comments do you overhear? What behaviors do you see? You may make notes and refer to them later, during the reflection that follows the service. During on-the-spot reflection, students sometimes have insights or make recommendations that improve their experience and the impact of their contributions.

What happened:

Following Service

Vary the reflection methods. Before discussing the service, ask students to first write their responses to discussion prompts. This can protect the integrity of each student's experience and assure that everyone has something to contribute. As students become more adept, ask them to design a reflection process for themselves and their classmates. Have students draw upon their reflections during demonstration of their service learning.

What happened:

Feedback

Provide *nonjudgmental* feedback. If you may read journals, ask if you can write a response in the journal or on an attached piece of paper. Listen well. Ask questions. Appreciate what is being revealed and discovered.

What happened: