

CONNECTING THINKING AND ACTION: IDEAS FOR SERVICE-LEARNING REFLECTION



**RMC RESEARCH CORPORATION
DENVER, COLORADO**

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TABLE OF CONTENTS

	PAGE
INTRODUCTION	1
DEFINITIONS.....	2
GUIDE TO CONTENTS	2
REFLECTION	
REFLECTION GUIDE IDEA CHART GRADES K-2	3
REFLECTION GUIDE IDEA CHART GRADES 3-5.....	4
REFLECTION GUIDE IDEA CHART GRADES 6-8	5
REFLECTION GUIDE IDEA CHART GRADES 9-12.....	6
ACTIVITIES GRADES K-2.....	7
ACTIVITIES GRADES 3-5.....	20
ACTIVITIES GRADES 6-8.....	37
ACTIVITIES GRADES 9-12.....	62
THEORY/RESEARCH ON REFLECTION	85
RESOURCES	
REFERENCES	91
ADDITIONAL RESOURCES.....	92
INTERNET RESOURCES FOR SERVICE-LEARNING REFLECTION	94

INTRODUCTION



INTRODUCTION

We do not learn from our experiences; we learn from processing our experiences.

– John Dewey

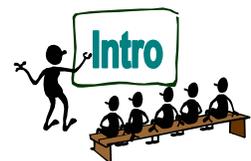
Service-learning is a powerful teaching methodology wherein students perform service in the community to meet real needs as a means of learning important subject matter. Service-learning is being widely practiced throughout the United States and internationally in K-12 schools. Having students learn important curricular objectives by providing service yields benefits for all involved.

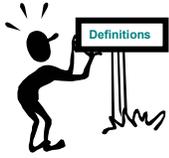
Reflection is one of the most important components of service-learning. Reflection helps service-learning participants connect thinking and action and stimulates the use of higher order thinking skills such as analysis, comprehension, problem solving, evaluation, and inference.

Reflection too often takes the form of a simple summary of service activities or one's feelings about the service experience. Most service-learning practitioners recognize that reflection can be deeper, but simply do not have the time to create a lot of different kinds of reflection activities. The purpose of this booklet is to help the busy practitioner by providing ideas and resources for reflection. In this booklet, you will find:

- Ideas that you can use for a variety of reflection activities;
- Templates for you to copy for use in your project;
- A brief summary of research and theory about reflection; and
- Resources for more ideas.

Other sections of the guide provide a summary of the theories in the educational research literature about reflection. This summary may help you to create additional activities. There is also a resource section to give you more places to look for ideas.





DEFINITIONS

In this booklet, the following definitions are used to categorize all of the reflection activities:

APPLICATION	The ability to use learned materials in new and concrete situations—also called transfer of learning.
EVALUATION	The ability to judge the value of the experience for a given purpose, usually based on definite criteria.
INFERENCE	The ability to understand what is implied by using clues or evidence from the service experience.
SERVICE-LEARNING	A method through which students learn and develop through active participation in thoughtfully organized service experiences that meet actual community needs and that are coordinated in collaboration with the school and community. Service is integrated into the students academic curriculum and provides opportunities for students to think, talk, or write about what they did and saw during the service activity (Alliance for Service-Learning in Education Reform, 1993).
SUMMARIZATION	The ability to recall main ideas and capture all the key events experienced.
UNDERSTANDING OF MULTIPLE PERSPECTIVES	The ability to comprehend the experience from many points of view.

GUIDE TO CONTENTS

On pages 3-6, you will find several charts that can help you find ideas quickly. The charts are organized by grade span and subject areas. After the name of the activity, the chart tells you if the activity is suggested primarily for the pre-service, during service, or post-service reflection or whether it can be used at anytime. Do not feel constrained by these suggestions. You should feel free to use the reflection activities any way you like and at anytime. Your professional wisdom should prevail.

There are one story intellects, two story intellects, and three story intellects with skylights. All facts collectors who have no aim beyond their facts are one story people. Two story people compare, reason, generalize, using the labor of the fact collectors as their own. Three story people idealize, imagine, predict. Their best illumination comes through the skylight.

– Oliver Wendell Holmes



REFLECTION

**REFLECTION GUIDE IDEA CHART
GRADES K-2**

ACTIVITY	PAGE NUMBER	ENGLISH/ LANGUAGE ARTS	MATHEMATICS	SCIENCE	SOCIAL STUDIES	OTHER
PRE-SERVICE, DURING SERVICE, POST-SERVICE						
<i>REPORTER ROLE PLAY</i>	14	•	•	•	•	•
<i>SIMILARITIES AND DIFFERENCES</i>	15				•	
DURING SERVICE						
<i>WEATHER PERMITTING</i>	19	•		•	•	•
POST-SERVICE						
<i>CAUSE/EFFECT BUBBLES</i>	7			•		
<i>GRAPH IT!</i>	11		•			
<i>LIST-GROUP-LABEL</i>	12	•	•	•	•	•
<i>TALKING MURAL</i>	16	•		•	•	
ONGOING						
<i>DRAWING ON REFLECTION</i>	9	•				
<i>PHOTO REFLECTION</i>	13	•		•		
<i>TIMELINE</i>	17		•			
<i>WALKING TOUR</i>	18				•	
OTHER – ANYTIME						
<i>GRAB BAG</i>	10					•

**REFLECTION GUIDE IDEA CHART
GRADES 3-5**

ACTIVITY	PAGE NUMBER	ENGLISH/ LANGUAGE ARTS	MATHEMATICS	SCIENCE	SOCIAL STUDIES	OTHER
PRE-SERVICE						
<i>FACT OR OPINION</i>	20	•			•	•
<i>FEELING EFFECTS</i>	21	•		•	•	
<i>NUTRITIONAL COMMUNITY GARDENS</i>	26		•	•		
<i>SIMPLE PREDICTIONS AND HYPOTHESES</i>	31		•	•		
PRE-SERVICE, POST-SERVICE						
<i>SNAPSHOT/SCULPTURE</i>	32					•
POST-SERVICE						
<i>HEAR YE, HEAR YE, READ ALL ABOUT IT</i>	23	•			•	
<i>PHOTO ALBUM</i>	27				•	
<i>QAD</i>	29	•	•	•	•	•
<i>WALL OF REFLECTION</i>	34	•	•	•	•	•
ONGOING						
<i>HEADS–HEARTS–HANDS</i>	22	•				
<i>L.I.F.E. REFLECTION</i>	24	•	•	•	•	•
<i>PUT A LION IN YOUR HEART</i>	28	•	•	•	•	•
<i>SERVICE RHYTHMS</i>	30					•
<i>WALKING TOUR</i>	18				•	
<i>WORDLESS BOOKS</i>	36	•				
OTHER – ANYTIME						
<i>TIME CAPSULE</i>	33	•		•	•	

**REFLECTION GUIDE IDEA CHART
GRADES 6-8**

ACTIVITY	PAGE NUMBER	ENGLISH/ LANGUAGE ARTS	MATHEMATICS	SCIENCE	SOCIAL STUDIES	OTHER
PRE-SERVICE						
<i>GET RID OF YOUR EXCUSES</i>	43	•	•	•	•	•
<i>INTERVIEWING A GUEST COMMUNITY MEMBER</i>	45	•	•	•	•	•
DURING SERVICE						
<i>JOURNAL SHARING IN A BUDDY SYSTEM</i>	48	•				
POST-SERVICE						
<i>A 'SOULFUL' TALE</i>	37	•				
<i>CAROUSEL WALK REFLECTION</i>	38	•				•
<i>CREATIVE DEBATE</i>	40				•	
<i>DISCUSSION WEB</i>	41	•				
<i>IF I HAD A MILLION DOLLARS</i>	44	•	•		•	
<i>IT'S ALL IN A NAME</i>	47	•				
<i>LEAVING A LEGACY</i>	51	•	•	•	•	•
<i>MAKING A GUIDE FOR FUTURE PARTICIPANTS</i>	52	•				
<i>REFLECTING ON RECEIVING FEEDBACK FROM ADULTS</i>	54	•	•	•	•	•
<i>ROLE/AUDIENCE/FORMAT/TOPIC (R.A.F.T.)</i>	57			•		
<i>WANT ADS</i>	61				•	
ONGOING						
<i>K-W-L</i>	49	•	•	•	•	•
<i>REFLECTING ON CONTENT STANDARDS</i>	55	•	•	•	•	•
<i>REFLECTIVE CHECKPOINTS</i>	56	•	•	•	•	•
<i>SERVICE VOCABULARY</i>	59	•				
<i>SIMULATED INTERVIEWS</i>	60	•				
<i>WALKING TOUR</i>	18				•	
OTHER – ANYTIME						
<i>METAPHORS, ANALOGIES, OR SIMILES</i>	53	•				

**REFLECTION GUIDE IDEA CHART
GRADES 9-12**

ACTIVITY	PAGE NUMBER	ENGLISH/ LANGUAGE ARTS	MATHEMATICS	SCIENCE	SOCIAL STUDIES	OTHER
PRE-SERVICE						
<i>DEMOCRACY IN ACTION</i>	67	•	•	•	•	•
<i>USING DATA TO MAKE DECISIONS</i>	82	•				
<i>WHERE DOES THE TIME GO?</i>	83		•			
DURING SERVICE						
<i>CRITICAL REFRAMING</i>	66				•	
<i>ONE-LINERS</i>	70	•				
POST-SERVICE						
<i>CAROUSEL WALK REFLECTION</i>	38	•				•
<i>CASTING DIRECTOR</i>	63	•				
<i>CONNECTING TO HISTORY</i>	65	•			•	
<i>DIVISION OF LABOR</i>	68				•	
<i>LETTER FROM THE PAST</i>	69	•	•	•	•	•
<i>PARALLELING PICASSO'S SECRET GUERNICA</i>	71	•	•	•	•	•
<i>PLATFORM PATTERN</i>	73	•			•	
<i>REFLECTING ON SCIENCE PROCESSES</i>	74			•		
<i>SERVICE-LEARNING PASEO WHEEL</i>	77	•	•	•	•	•
<i>SERVICE/SERVED</i>	78	•				
<i>THE CENTS TO CHANGE</i>	81		•		•	
<i>360 DEGREES OF OBJECTIVITY</i>	84		•			
ONGOING						
<i>BLORDS AND ACRONYMS</i>	62	•	•	•	•	•
<i>CONNECTING TO GREAT AMERICAN THINKERS</i>	64				•	
<i>K-W-L</i>	49	•	•	•	•	•
<i>PICTOGRAPH WALL</i>	72	•	•	•	•	•
<i>SERVICE DOCUMENTARY</i>	76					•
<i>SIMULATIONS AND ROLE PLAYING</i>	79				•	
<i>STRATEGIC PLANNING</i>	80	•	•	•	•	•
<i>WALKING TOUR</i>	18				•	

CAUSE/EFFECT BUBBLES

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GRADE SPAN	SUBJECT AREA	THINKING SKILLS	REFLECTIVE STAGE
<ul style="list-style-type: none">• K-2• 3-5• 6-8• 9-12	<ul style="list-style-type: none">• English/Language Arts• Mathematics• Science• Social Studies• Other	<ul style="list-style-type: none">• Application• Evaluation• Inference• Summarization• Understanding multiple perspectives	<ul style="list-style-type: none">• Pre-Service• During Service• Post-Service• Ongoing• Other - Anytime

PREPARATION:

Cut drawing paper into circles.



MATERIALS NEEDED:

- Crayons
- Drawing paper



TIME NEEDED:

- 45 minutes



REFLECTION IDEA:

As a whole-class discussion, talk about cause and effect and ask the students to identify causes for the community needs that the students observed (e.g., people throwing garbage out of cars leading to a lot of trash along the side of the road or in the park, or sunshine and seed planting leading to gardens with food or flowers). Have the students draw causes in one bubble and effects in another. Then mix up the bubbles and have the students match cause and effect. Ask students to create another set of bubbles and put in ideas about how the problem could be solved or what students could do to help. Use these bubbles to prioritize and plan student activities.



IDEAS FOR EXTENSION:

- Talk about other types of cause/effect, perhaps in books you are reading.
- Take some of the bubbles and discuss what other effects are possible.

QUESTIONS FOR TEACHER REFLECTION:



What standards or objectives did this reflection activity meet?

What impacts did this activity have? How do you know?

What aspects of the activity worked particularly well?

What would you do differently if you did this reflection activity again?



Additional ideas for extension:

DRAWING ON REFLECTION

ADAPTED FROM J. EYLER, D. GILES, JR., & A. SCHMIEDE. (1996). *A PRACTITIONER'S GUIDE TO REFLECTION IN SERVICE-LEARNING: STUDENT VOICES AND REFLECTIONS*. NASHVILLE, TN: VANDERBILT UNIVERSITY.

GRADE SPAN	SUBJECT AREA	THINKING SKILLS	REFLECTIVE STAGE
<ul style="list-style-type: none">• K-2• 3-5• 6-8• 9-12	<ul style="list-style-type: none">• English/Language Arts• Mathematics• Science• Social Studies• Other	<ul style="list-style-type: none">• Application• Evaluation• Inference• Summarization• Understanding• multiple perspectives	<ul style="list-style-type: none">• Pre-Service• During Service• Post-Service• Ongoing• Other - Anytime

PREPARATION:

None



MATERIALS NEEDED:

- Crayons
- Markers
- Paper



TIME NEEDED:

- 15 minutes per week



REFLECTION IDEA:

Young students who engage in service activities often use art as a means of explaining the details of their experiences. Discuss with students the service project they are doing, how they feel about it, and what they want to tell their parents or family members about their project. Each week of the project, ask the students to draw a picture of something they did for the project that they would like to tell their parents or family members. On the opposite side of the page, have the students write (or dictate depending on level) a description about their picture. Send these products home with the students to share with their family members.



IDEAS FOR EXTENSION:

- Consider saving the pictures and descriptions to create a book for the service project to leave in the classroom until it is complete. Have students update their parents on their progress at parents' night.
- Place the description of the picture on the front of the book and hang the projects up for parents and family members to view when they come to the classroom.
- Have students write an update of the project for their families and then draw a picture to complement it.
- Talk to the students about storyboards as a way to plan telling a story. Show them the weekly pictures that they made and ask them to draw the next picture in the story.
- Have students make a diorama to convey their experiences.

GRAB BAG

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GRADE SPAN

- K-2
- 3-5
- 6-8
- 9-12

SUBJECT AREA

- English/Language Arts
- Mathematics
- Science
- Social Studies
- Other

THINKING SKILLS

- Application
- Evaluation
- Inference
- Summarization
- Understanding
- multiple perspectives

REFLECTIVE STAGE

- Pre-Service
- During Service
- Post-Service
- Ongoing
- Other - Anytime

PREPARATION:

Collect materials related to the service-learning project itself or issues related to the project.



MATERIALS NEEDED:

- Materials related to service project



TIME NEEDED:

- 1 hour



REFLECTION IDEA:

Since students learn in a variety of ways, any opportunity to convey a message using various senses is often well received and holds students' attention, allowing teachers to prepare students for service. Using the concept of a grab bag, place a number of items related to the service project in a big bag or box that conceals their identity but allows students to reach in and explore the objects. For example, if the service involves gardening, put in a packet of seeds, a garden glove, a small shovel, a sun hat, and related objects. Also put in pictures or objects that represent populations who may receive the food. Taking turns, have students reach in and feel an object, use descriptive language to describe it to their classmates and try to guess what the object is. Take out the object and discuss what the object is and how it relates to their service project. Students can use their senses to reflect back on real experiences, connecting the service and learning components.



IDEAS FOR EXTENSION:

- Consider using the grab bag at all stages of reflection, continually adding new objects to identify. Before service begins, you can use objects that are generally related to the concepts of service, becoming more specific and intentional throughout the service.

GRAPH IT!

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GRADE SPAN	SUBJECT AREA	THINKING SKILLS	REFLECTIVE STAGE
<ul style="list-style-type: none">• K-2• 3-5• 6-8• 9-12	<ul style="list-style-type: none">• English/Language Arts• Mathematics• Science• Social Studies• Other	<ul style="list-style-type: none">• Application• Evaluation• Inference• Summarization• Understanding multiple perspectives	<ul style="list-style-type: none">• Pre-Service• During Service• Post-Service• Ongoing• Other - Anytime

PREPARATION:

None



MATERIALS NEEDED:

- Large flip chart paper
- Markers
- Paper
- Pencil



TIME NEEDED:

- 30 minutes



REFLECTION IDEA:

Incorporate students' reflections and impressions of their service experience with an introduction to graphs and histograms. As a group, come up with several questions students would like to know about their classmates' service experience (i.e., what did students like best). Have the students poll each other for results (this can also be done as a group with students raising their hands). Students can then decide what type of graph they should use to display their results (bar graph, etc.). Have students create the appropriate graph and display it in the classroom or school. Students should explain what their graphs represent.



IDEAS FOR EXTENSION:

- Discuss the findings. How was the class experience similar to or different from each student's experience?
- Ask students to identify what they wished they knew before the experience began.
- Have the students write a story about their experiences.
- Create a web with the same ideas.

LIST-GROUP-LABEL

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GRADE SPAN	SUBJECT AREA	THINKING SKILLS	REFLECTIVE STAGE
<ul style="list-style-type: none">• K-2• 3-5• 6-8• 9-12	<ul style="list-style-type: none">• English/Language Arts• Mathematics• Science• Social Studies• Other	<ul style="list-style-type: none">• Application• Evaluation• Inference• Summarization• Understanding• multiple perspectives	<ul style="list-style-type: none">• Pre-Service• During Service• Post-Service• Ongoing• Other - Anytime

PREPARATION:

None



MATERIALS NEEDED:

- Markers
- White board/blackboard



TIME NEEDED:

- 30 to 60 minutes



REFLECTION IDEA:

Have students mention as many words as possible about their service-learning experience. Prompt them if needed by asking them about people, places, and things they noticed. Once the list is generated, group related items in lists or using a web (e.g., types of transportation, animals, things that were green). Label the groupings. Jointly write a reflection about what was learned using the groupings as key themes. Compare perspectives and discuss why students have different perspectives.



IDEAS FOR EXTENSION:

- Compare what students saw to what they would see if they performed the service at another time of year, in a different setting, or with a different population.
- Have students create a presentation (e.g., skit or poem) using their group of words or about the grouping.
- Make a collage representing the groupings using pictures from magazines.

PHOTO REFLECTION

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GRADE SPAN	SUBJECT AREA	THINKING SKILLS	REFLECTIVE STAGE
<ul style="list-style-type: none">• K-2• 3-5• 6-8• 9-12	<ul style="list-style-type: none">• English/Language Arts• Mathematics• Science• Social Studies• Other	<ul style="list-style-type: none">• Application• Evaluation• Inference• Summarization• Understanding• multiple perspectives	<ul style="list-style-type: none">• Pre-Service• During Service• Post-Service• Ongoing• Other - Anytime

PREPARATION:

None



MATERIALS NEEDED:

- Camera (Polaroid if available)
- Chart paper
- Film
- Markers
- Pen



TIME NEEDED:

- 15 minutes in class during or after the service activity



REFLECTION IDEA:

When doing any service project, use a camera to capture experiences and moments that matter. Review these pictures afterward to recognize important events and to help stimulate reflection. For example, if your students' service activity is cleaning up nature trails by picking up trash from the pathways, consider incorporating some science exploration while they walk. Have students point out and describe different plant and bird species on their nature walk and use a camera to take pictures of their findings (be sure to make duplicates). Review these pictures afterwards and display them for ongoing reflection. Discuss the before and after pictures.



IDEAS FOR EXTENSION:

- Help students compare the photographs from the nature walk to pictures in the encyclopedia, or on the Internet charting their findings. Incorporate the photographs and descriptions into an album to keep in the classroom for future reflection and connections to new experiences.
- Consider donating the photo album to a local park station where visitors can use it as a resource. Arrange a celebration around presenting a park representative with the album.
- Have students draw or paint pictures of their favorite bird or plant and write or dictate a description of the species and why it is their favorite.
- Revisit the same area later in the year and discuss changes that occurred.

REPORTER ROLE PLAY

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GRADE SPAN

- K-2
- 3-5
- 6-8
- 9-12

SUBJECT AREA

- English/Language Arts
- Mathematics
- Science
- Social Studies
- Other

THINKING SKILLS

- Application
- Evaluation
- Inference
- Summarization
- Understanding
- multiple perspectives

REFLECTIVE STAGE

- Pre-Service
- During Service
- Post-Service
- Ongoing
- Other - Anytime

PREPARATION:

None



MATERIALS NEEDED:

- Audiotape
- Tape recorders with microphones



TIME NEEDED:

- 30 minutes



REFLECTION IDEA:

Tell the students to imagine they are reporters who want to interview the other students about their experience. During a group time, turn on the tape recorder and ask students reflective questions about their service experience. Start by having the students briefly explain their service project. Other questions may include what they liked best about their experience, what they liked least, what they learned, what difference the project made, how their service project compared to other classroom projects, and what they would like to do in the future. Tape record this conversation. Play the conversation back to the students immediately or the following day and ask the students if any information is missing. Then have groups of students play reporter and respondent. What were the most important points of the service activity? What did they learn about being reporters? Summarize the students' comments.



IDEAS FOR EXTENSION:

- Write up this activity as an article, having students create artwork to accompany it. If photographs were taken during the activity, they may be used as well. Utilize computer programs to make this article look professional. Send a copy of the article and students' artwork home to the students' families and/or submit to the school newsletter.
- Invite local press to a celebration activity and share your created article with the local media. Have a real reporter discuss his/her work.
- Reporter role play can also be done as a pre-service and ongoing activity. Audiotape or videotape a conversation with the students exploring their expectations about the project. After the service activity, have students listen to the tape and discuss whether their experiences matched their expectations. What surprised them?

SIMILARITIES AND DIFFERENCES

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GRADE SPAN	SUBJECT AREA	THINKING SKILLS	REFLECTIVE STAGE
<ul style="list-style-type: none">• K-2• 3-5• 6-8• 9-12	<ul style="list-style-type: none">• English/Language Arts• Mathematics• Science• Social Studies• Other	<ul style="list-style-type: none">• Application• Evaluation• Inference• Summarization• Understanding multiple perspectives	<ul style="list-style-type: none">• Pre-Service• During Service• Post-Service• Ongoing• Other - Anytime

PREPARATION:

None



MATERIALS NEEDED:

- Chart paper
- Markers



TIME NEEDED:

- 15 to 30 minutes



REFLECTION IDEA:

When working with groups other than those with whom we are accustomed, we generally focus on differences. Before working with a group, ask students to brainstorm the similarities and differences between your class and the group that you are going to be working with (e.g., elderly, homeless, migrants). Focus on the similarities and identify how the service-learning project might address some of the differences. Summarize what you have learned through the process. Discuss the importance of acceptance and how your service to others can make a difference in their lives.



IDEAS FOR EXTENSION:

- Guide students using a graphic organizer to illustrate the similarities and differences (e.g., Venn diagram, semantic feature analysis grid).
- Help students to classify needs of the group that you will be working with into categories so that you will be better able to meet their needs.

TALKING MURAL

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GRADE SPAN	SUBJECT AREA	THINKING SKILLS	REFLECTIVE STAGE
<ul style="list-style-type: none">• K-2• 3-5• 6-8• 9-12	<ul style="list-style-type: none">• English/Language Arts• Mathematics• Science• Social Studies• Other	<ul style="list-style-type: none">• Application• Evaluation• Inference• Summarization• Understanding multiple perspectives	<ul style="list-style-type: none">• Pre-Service• During Service• Post-Service• Ongoing• Other - Anytime

PREPARATION:

None



MATERIALS NEEDED:

- Butcher paper or flip chart paper
- Markers
- Paint
- Scissors



TIME NEEDED:

- 30 to 45 minutes



REFLECTION IDEA:

Have the students paint a life-size mural that reflects key events and people from their service-learning experience. Cut holes for faces. Have the students look through them and become part of the mural as they discuss and summarize events from the points of view of all of the people involved.



IDEAS FOR EXTENSION:

- Have students write stories from different points of view about what they would do differently next year.
- Have students present the mural to community partners or parents and tell the stories related to the events.
- Have students speak in voices/identities that are very different from their own to develop empathy.

TIMELINE

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GRADE SPAN	SUBJECT AREA	THINKING SKILLS	REFLECTIVE STAGE
<ul style="list-style-type: none">• K-2• 3-5• 6-8• 9-12	English/Language Arts <ul style="list-style-type: none">• Mathematics• Science• Social Studies• Other	Application Evaluation Inference <ul style="list-style-type: none">• Summarization• Understanding multiple perspectives	Pre-Service During Service Post-Service <ul style="list-style-type: none">• Ongoing• Other - Anytime

PREPARATION:

Prepare a wall to post the timeline, creating a beginning and ending point and labeling them.



MATERIALS NEEDED:

- Coloring utensils
- Construction paper
- Glue
- Pen or pencil
- Scissors



TIME NEEDED:

- Ongoing



REFLECTION IDEA:

Constantly reminding young students about their activities and learning experiences helps them remember and reflect on the experiences. Allow the students to create their own reminders of events by creating a timeline of their service-learning project. Students are in charge of documenting all events related to their project. You may facilitate this process on a weekly basis or just as events occur, depending on the length and content of your project. Students can document events in various modes, such as taking photographs, drawing pictures, writing (or dictating) letters or phrases, and so forth. Allow for creativity and review the timeline with students on a regular basis, with the most recent addition and looking back to the beginning.



IDEAS FOR EXTENSION:

- Praise the students for their efforts and applaud milestones. Place indicators at different points in the timeline before the timeline is filled. When the timeline reaches that point, students get a reward. Consider even keeping the prize a secret until the last minute for suspense.
- Place the timeline in a hallway or location that can be exhibited to the rest of the school.

WALKING TOUR

DEVELOPED BY RMC RESEARCH CORPORATION

GRADE SPAN	SUBJECT AREA	THINKING SKILLS	REFLECTIVE STAGE
<ul style="list-style-type: none">• K-2• 3-5• 6-8• 9-12	<ul style="list-style-type: none">English/Language ArtsMathematicsScience• Social StudiesOther	<ul style="list-style-type: none">• ApplicationEvaluationInferenceSummarization• Understandingmultiple perspectives	<ul style="list-style-type: none">Pre-ServiceDuring ServicePost-Service• OngoingOther - Anytime

PREPARATION:

Decide where students will walk. Ask community agencies/businesses on the walk if students can come inside for a few minutes to observe and ask questions.



MATERIALS NEEDED:

- Audiotaping equipment
- Computer and design program
- Paper
- Pencil



TIME NEEDED:

- 2 to 3 hours



REFLECTION IDEA:

Have the students find a buddy for the walking tour. Discuss where the class will go and brainstorm questions that students may wish to ask community members and business people and what students may wish to observe (e.g., signs, flowers). Then have students take a notebook and pencil and go on the walking tour, taking time to point out various things to observe and to talk to people. Upon their return, have the students draw a map of the community where they walked. Then brainstorm a list of community strengths (e.g., we have many places to buy food) and challenges (our streets are not very clean or cars go too fast down the street). Then ask students to brainstorm how the challenges can be met and who has the authority to change things. Ask them to write a letter to a group that could act on the problem.



IDEAS FOR EXTENSION:

- Discuss how students worked together to create the final product. Talk about what effects their efforts will have on the future.
- Have students write a short reflection paper on what they learned about their community that they did not know before the project.

WEATHER PERMITTING

DEVELOPED BY RMC RESEARCH CORPORATION

GRADE SPAN	SUBJECT AREA	THINKING SKILLS	REFLECTIVE STAGE
<ul style="list-style-type: none">• K-2• 3-5• 6-8• 9-12	<ul style="list-style-type: none">• English/Language Arts• Mathematics• Science• Social Studies• Other	<ul style="list-style-type: none">• Application• Evaluation• Inference• Summarization• Understanding• multiple perspectives	<ul style="list-style-type: none">• Pre-Service• During Service• Post-Service• Ongoing• Other - Anytime

PREPARATION:

Arrange for students to bring in old clothing items to donate to a local shelter.



MATERIALS NEEDED:

- Boxes
- Clothing items
- Markers
- Paper



TIME NEEDED:

- 30 to 60 minutes



REFLECTION IDEA:

Talk with students to help them become aware that there are people less fortunate than they are and who sometimes do not have all the clothes they need for different types of weather and different seasons. Have each student identify the items they brought, when they used them, and why they needed them. Aid students in classifying their items into categories by using open-ended questions. Some category ideas are as follows: items for winter or summer, for rainy/cloudy weather, cold/snowy weather, or hot/sunny weather. You may also want to classify items by whether they are for babies, children, or adults. Mark the name of each category on a piece of paper and pile the items next to it. When all the items have been categorized, place the items in boxes with their labels and deliver them to a shelter.



IDEAS FOR EXTENSION:

- Chart the number of items in each category, count the number in each category, and compare which have more and which have fewer items.
- Before putting the clothes in the boxes, review which items were placed into each category by asking, "When and why might this item help someone in need?"

FACT OR OPINION

DEVELOPED BY RMC RESEARCH CORPORATION

GRADE SPAN

- K-2
- 3-5
- 6-8
- 9-12

SUBJECT AREA

- English/Language Arts
- Mathematics
- Science
- Social Studies
- Other

THINKING SKILLS

- Application
- Evaluation
- Inference
- Summarization
- Understanding
- multiple perspectives

REFLECTIVE STAGE

- Pre-Service
- During Service
- Post-Service
- Ongoing
- Other - Anytime

PREPARATION:

None



MATERIALS NEEDED:

- Sentence strips
- Pen or pencil



TIME NEEDED:

- 30 to 45 minutes



REFLECTION IDEA:

Review fact and opinion with the students. Explain that a fact is something that can be proven and an opinion is a feeling or something someone thinks. Using examples, discuss how to decide what is fact or opinion. Then have students write a sentence about their service experience that is either a fact or opinion. Ask each student to read the sentence strip aloud and have the class decide whether the sentence is fact or opinion. This may be particularly valuable in addressing myths about the population served or issues addressed. For example, you may be able to clarify the types of populations who live in poverty or the fact that many working families are homeless.



IDEAS FOR EXTENSION:

- Discuss how to write an advertisement for the service-learning site. When should you use fact or opinion in the ad? How do other advertisements do this?
- Have a fact v. opinion debate on the topic of service. For example, students could say, "I think all students should (or should not) engage in service-learning. I think so because of the following facts. . ."

FEELING EFFECTS

DEVELOPED BY RMC RESEARCH CORPORATION

GRADE SPAN	SUBJECT AREA	THINKING SKILLS	REFLECTIVE STAGE
K-2 • 3-5 6-8 9-12	• English/Language Arts Mathematics • Science • Social Studies Other	Application Evaluation Inference Summarization • Understanding multiple perspectives	• Pre-Service During Service Post-Service Ongoing Other - Anytime

PREPARATION:

Discuss the basic idea that some people have limits to their abilities to see or hear, specifically those who are blind or deaf.



MATERIALS NEEDED:

- Audiotapes
- Batteries
- Glue
- Paper
- Tape recorder
- Textured materials



TIME NEEDED:

- 45 to 60 minutes



REFLECTION IDEA:

Collect items with various textures, smells, shapes, and sounds. Using the objects you brought to class, have students explore an environment or way of life that is different from their own to help them better understand others' perspectives. Place students in working groups to discuss their service-learning experience as if they had various disabilities. Have the students discuss the experiences and talk about ways to accommodate others. Use descriptions that a blind or deaf person would need to observe things like textures, temperatures, and smells.



IDEAS FOR EXTENSION:

- Bring in representatives of agencies that serve individuals with disabilities or people with various disabilities to talk about population needs.
- Discuss policies at school that were written to help disabled students.

HEADS–HEARTS–HANDS

DEVELOPED BY RMC RESEARCH CORPORATION

GRADE SPAN	SUBJECT AREA	THINKING SKILLS	REFLECTIVE STAGE
K-2 • 3-5 6-8 9-12	• English/Language Arts Mathematics Science Social Studies Other	Application • Evaluation Inference • Summarization • Understanding multiple perspectives	Pre-Service During Service Post-Service • Ongoing Other - Anytime

PREPARATION:

None



MATERIALS NEEDED:

- Paper
- Pen or pencil



TIME NEEDED:

- 30 minutes for 3 classes



REFLECTION IDEA:

Throughout the service-learning project, ask students to keep notes that address three areas: what they are thinking (heads), what they are feeling (hearts), and what they are doing or will do (hands). Share feelings and thoughts at various times, but only share a few at a time. Build in time for sharing before the service begins, at logical points during the service, and at the end of the service. Following the service, ask students to review their notes and discuss the similarities and differences in what students thought, felt, and did. Discuss possible reasons for differences.



IDEAS FOR EXTENSION:

- Ask students to turn their notes into short stories.
- Categorize similarities and differences by student gender. Discuss the differences in what males and females say and what might account for those differences.

HEAR YE, HEAR YE, READ ALL ABOUT IT

DEVELOPED BY RMC RESEARCH CORPORATION

GRADE SPAN	SUBJECT AREA	THINKING SKILLS	REFLECTIVE STAGE
K-2 ● 3-5 6-8 9-12	● English/Language Arts Mathematics Science ● Social Studies Other	Application Evaluation Inference ● Summarization Understanding multiple perspectives	Pre-Service During Service ● Post-Service Ongoing Other - Anytime

PREPARATION:

Identify a few interesting, age-appropriate stories from the newspaper.



MATERIALS NEEDED:

- Markers
- Newspaper (Sunday is best)
- Paper



TIME NEEDED:

- 15 to 60 minutes



REFLECTION IDEA:

Have students make up headlines that describe their service-learning experiences. Show them how to construct either a news story or a human interest story by examining one from the Sunday paper. Then have groups of students brainstorm and write a short news story. Combine the stories into a newsletter that can be sent home or to the local newspaper.



IDEAS FOR EXTENSION:

- Invite a newspaper reporter to the class to tell the class how their newspaper staff constructs stories.
- Examine the similarities and differences between television and newspaper coverage of the same events.
- Have students edit each others' stories. Discuss the differences between a newspaper story and an editorial. Have students write an editorial and perhaps send the editorials to the school or local community newspaper.
- Have students write an article for the school newspaper and/or a PTO newsletter.

L.I.F.E. REFLECTION

DEVELOPED BY RMC RESEARCH CORPORATION

GRADE SPAN	SUBJECT AREA	THINKING SKILLS	REFLECTIVE STAGE
K-2 ● 3-5 6-8 9-12	● English/Language Arts ● Mathematics ● Science ● Social Studies ● Other	Application ● Evaluation ● Inference ● Summarization ● Understanding multiple perspectives	Pre-Service During Service Post-Service ● Ongoing Other - Anytime

PREPARATION:

Copy worksheet to hand out to students (see template on page 25).



MATERIALS NEEDED:

- Copies of worksheet/paper
- Pencil



TIME NEEDED:

- 15 to 30 minutes



REFLECTION IDEA:

This worksheet addresses four areas for student reflection: Learning, Ideas, Feelings, and Excitement. Provide students copies of the worksheet and encourage them to write in as many answers as possible to the following questions: What did you learn? What new ideas do you have? How did you feel about the service experience? What were you excited about? This works best when students are first given time to think about answers themselves, then work with others to share and brainstorm more.



IDEAS FOR EXTENSION:

- Have students categorize and graph their responses to see how many were generated in each category.
- Have students play charades with their responses, having one group of students silently act out what they learned, how they felt, what surprised them, or what excited them. The other group of students tries to guess the answer.
- Instead of having students write their responses, ask students to draw a picture representing what they learned, how they felt, what surprised them, and what excited them about the project. This artwork can be displayed in the classroom or school and sent home to be shared with parents.

L.I.F.E. REFLECTION

<p>L</p> <p>LEARNING</p> <p>What did you learn?</p>	<p>I</p> <p>IDEAS</p> <p>What new ideas do you have now?</p>	<p>F</p> <p>FEELINGS</p> <p>How did you feel about your experience?</p>	<p>E</p> <p>EXCITED</p> <p>What did you get excited about?</p>

NUTRITIONAL COMMUNITY GARDENS

DEVELOPED BY RMC RESEARCH CORPORATION

GRADE SPAN	SUBJECT AREA	THINKING SKILLS	REFLECTIVE STAGE
K-2 • 3-5 6-8 9-12	English/Language Arts • Mathematics • Science Social Studies Other	• Application Evaluation Inference Summarization Understanding multiple perspectives	• Pre-Service During Service Post-Service Ongoing Other - Anytime

PREPARATION:

Gather food charts and nutritional information about various foods that could be grown in a community garden.



MATERIALS NEEDED:

- Blackboard/white board
- Chalk or markers



TIME NEEDED:

- 45 minutes



REFLECTION IDEA:

This is a pre-reflection activity for a community garden project. Brainstorm a list of foods that could be grown in a community garden. Using nutritional charts, discuss the nutritional characteristics of each food. Decide what to put into the garden based on the nutritional characteristics, what will grow best given soil and weather conditions, and what people like to eat. Count up the calories individuals will get and graph the nutritional values. Discuss what will be needed to help people have a well-rounded diet. You may want to interview cooks at a shelter to see what they do to ensure healthy meals. (The community garden activity takes weeks and should be followed by a post-reflection on some of the same topics.)



IDEAS FOR EXTENSION:

- Write letters to local homeless shelters asking staff what types of food the shelter would like to receive.
- Brainstorm possible recipients for food for the project and distribute to those agencies when the vegetables and/or fruits are ripe and have been picked.
- Weigh and graph the yield with regard to nutritional information.
- Provide some simple recipes.

PHOTO ALBUM

DEVELOPED BY RMC RESEARCH CORPORATION

GRADE SPAN	SUBJECT AREA	THINKING SKILLS	REFLECTIVE STAGE
K-2	English/Language Arts	Application	Pre-Service
• 3-5	Mathematics	• Evaluation	During Service
6-8	Science	• Inference	• Post-Service
9-12	• Social Studies	• Summarization	Ongoing
	Other	Understanding	Other - Anytime
		multiple perspectives	

PREPARATION:

Camera is needed for pre-service and during service activities.



MATERIALS NEEDED:

- Camera and film
- Construction paper
- Markers/art supplies



TIME NEEDED:

- 1 hour, plus time for presentations
- 5 minutes per presentation



REFLECTION IDEA:

Share photographs of the students at work to assist them in summarizing, evaluating, and reflecting on their service-learning experience. Take pictures of all appropriate activities before and during the service experience. After the photos are developed, look at all of the pictures. Give each group of students one or two pictures and tell them they are in charge of describing something about the photo in one sentence. Then discuss the action occurring in the picture, something they learned in or as a result of the project, something they enjoyed, surprised them, excited them, and so on. Attach the pictures to a piece of construction paper and have the students write a short summary. Assemble the construction paper pages to form a book that describes the service-learning project then place these pages in a book or album/binder. Have the book displayed in the school or local library. Ask to present information about your project to other classes in the school, using the book to organize the presentation.



IDEAS FOR EXTENSION:

- After all the pages are made, purposefully put them in non-sequential order. Have the students put them in sequential order. Discuss what way to order them in the book.
- Have students write a letter to local merchants to ask them to donate disposable cameras and have the students take their own pictures during their service-learning project.
- Have students work in groups to discuss their pictures. After students brainstorm one-sentence descriptions of the pictures, have them select one that they think best describes each picture. Write these summary sentences on separate sheets of paper. Then have each group of students exchange groups of photographs and summary sentences. Have the new group of students try to match the sentence summaries with the photographs.
- Send a descriptive summary of the project along with some pictures to a local newspaper or school district public relations office.

PUT A LION IN YOUR HEART

INSPIRED BY ROGER VON OECH, CREATIVE WHACK PAK

GRADE SPAN	SUBJECT AREA	THINKING SKILLS	REFLECTIVE STAGE
K-2 • 3-5 6-8 9-12	• English/Language Arts • Mathematics • Science • Social Studies • Other	Application • Evaluation • Inference Summarization Understanding multiple perspectives	Pre-Service During Service Post-Service • Ongoing Other - Anytime

PREPARATION:
None



MATERIALS NEEDED:

- Chalk or markers
- White board/blackboard



TIME NEEDED:

- 30 minutes



REFLECTION IDEA:

Have the students think about their service-learning experience in terms of courage. What types of courage did it take to develop the service or the agency? What helped people find courage? A well developed plan? Encouragement or support from others? Past success? Identify sources of courage for the service project, and ask, "What puts a lion in your heart?"



IDEAS FOR EXTENSION:

- Have students identify courageous individuals in history. Then ask them to talk about those individuals' characteristics. What did they have in common?
- If you use this activity with older students, ask the students to discuss the conditions under which courage is supported, and those conditions that dampen one's enthusiasm for being courageous. Relate to current world events.

QAD (QUESTION-ANSWER-DETAIL)

DEVELOPED BY RMC RESEARCH

GRADE SPAN	SUBJECT AREA	THINKING SKILLS	REFLECTIVE STAGE
K-2 ● 3-5 6-8 9-12	● English/Language Arts ● Mathematics ● Science ● Social Studies ● Other	Application Evaluation Inference ● Summarization Understanding multiple perspectives	Pre-Service During Service ● Post-Service Ongoing Other - Anytime

PREPARATION:

None



MATERIALS NEEDED:

- Paper
- Pen or pencil
- White board and markers



TIME NEEDED:

- 30 to 45 minutes



REFLECTION IDEA:

Question-Answer-Detail (QAD) is a reflection activity to help young people retain information, comprehend what was learned, and understand the relationships among details. Teachers and students jointly formulate questions about the service experience before it occurs. For example, questions could address descriptions of the need for service, the population to be served, or the reason why services were designed in a particular way. After engaging in service, individuals, pairs, or small groups of students answer the questions with supporting details.



IDEAS FOR EXTENSION:

- Draw a visual representation of the experience.
- Develop a storyboard of the experience.
- Turn the QAD into a story and add more descriptive language and details. Send the storybook home to share with parents.

SERVICE RHYTHMS

DEVELOPED BY RMC RESEARCH CORPORATION

GRADE SPAN	SUBJECT AREA	THINKING SKILLS	REFLECTIVE STAGE
K-2 ● 3-5 6-8 9-12	English/Language Arts Mathematics Science Social Studies ● Other	● Application Evaluation ● Inference ● Summarization Understanding multiple perspectives	Pre-Service During Service Post-Service ● Ongoing Other - Anytime

PREPARATION:

Gather music that represents a variety of sounds and rhythms.



MATERIALS NEEDED:

- Audiotapes/CDs with music or piano and other instruments
- Tape recorder or CD player



TIME NEEDED:

- 45 minutes



REFLECTION IDEA:

Music can be used symbolically to represent experiences. Have students listen to various musical snippets and discuss the events/emotions they evoke. Then ask students in small groups to use various rhythms to represent their service-learning experiences. Once they have decided how to portray the experience, have them share with others in the class and explain why they chose the rhythms they did.



IDEAS FOR EXTENSION:

- Chart similarities and differences in the presentations.
- Discuss how the representations would be different if they were opera, hip hop, country music, or pop music. Discuss varieties of musical forms that appeal to different audiences.
- Record the presentations and share with parents and/or community partners.

SIMPLE PREDICTIONS AND HYPOTHESES

DEVELOPED BY RMC RESEARCH CORPORATION

GRADE SPAN	SUBJECT AREA	THINKING SKILLS	REFLECTIVE STAGE
K-2 • 3-5 6-8 9-12	English/Language Arts • Mathematics • Science Social Studies Other	Application Evaluation • Inference Summarization Understanding multiple perspectives	• Pre-Service During Service Post-Service Ongoing Other - Anytime

PREPARATION:

None



MATERIALS NEEDED:

- Flip chart paper
- Markers



TIME NEEDED:

- 30 minutes



REFLECTION IDEA:

Talk a little about the upcoming service and then ask students to predict what will happen and why. . .

- When the students first get to the site?
- As the students are providing the service?
- Right before the students leave?

Write the predictions on chart paper. Then talk about the idea of probabilities. How sure are they? What are the factors that would make them more sure that their predictions are true? Develop some simple hypotheses, such as if or then statements. When you return, take a look at the predictions and hypotheses and discuss whether students were accurate and why or why not.



IDEAS FOR EXTENSION:

- Ask what students think would have happened if events were slightly altered, such as if the weather had been different, if they had run out of supplies, and so on.
- Talk about professions that are connected to predictions, such as weather forecasters and stock market analysts.
- For older students, consider discussing the idea of who establishes probabilities and the influence of advertising and trend-setters.

SNAPSHOT/SCULPTURE

ADAPTED FROM JILL GLICKMAN

GRADE SPAN	SUBJECT AREA	THINKING SKILLS	REFLECTIVE STAGE
K-2 ● 3-5 ● 6-8 9-12	English/Language Arts Mathematics Science Social Studies ● Other	● Application ● Evaluation ● Inference ● Summarization Understanding multiple perspectives	● Pre-Service During Service ● Post-Service Ongoing Other - Anytime

PREPARATION:

None



MATERIALS NEEDED:

- Crayons
- Large piece of paper
- Markers



TIME NEEDED:

- 20 to 30 minutes



REFLECTION IDEA:

Ask students to draw a picture or make a playdough sculpture and a caption in response to a question/prompt. The question can stimulate thinking around preparation, e.g., “What picture do you get in your head when we talk about visiting senior citizens?” or “What do you hope to learn from this project?” For post-service reflection ask, “What excited you most about the project?” or “What is the connection between what we learned about American family life and care for the elderly in the 1800s and what you learned about how we care for the elderly today?”



IDEAS FOR EXTENSION:

- Discuss the concept of multiple intelligences and have students brainstorm other ways to represent their thinking about the service experience.
- Discuss commonalities among the student representations.
- Talk about how the role of symbols in society and how we use pictures to represent a range of feelings and activities. Relate this to early petroglyphs.

TIME CAPSULE

DEVELOPED BY RMC RESEARCH CORPORATION

GRADE SPAN

- K-2
- 3-5
- 6-8
- 9-12

SUBJECT AREA

- English/Language Arts
- Mathematics
- Science
- Social Studies
- Other

THINKING SKILLS

- Application
- Evaluation
- Inference
- Summarization
- Understanding
- multiple perspectives

REFLECTIVE STAGE

- Pre-Service
- During Service
- Post-Service
- Ongoing
- Other - Anytime

PREPARATION:

Collect materials related to the service-learning project itself or issues related to the project. If doing this activity as post-service reflection, have students intentionally save and document all materials with this end in mind.



MATERIALS NEEDED:

- Materials related to service project
- Paper
- Pen or pencil
- Structure for time capsule



TIME NEEDED:

- Depends on the point in service and quality of product



REFLECTION IDEA:

When young students learn a new concept or participate in an activity relevant to society, they often work with a limited knowledge of the community they serve. This activity can help ready students for service or reinforce the meaning of the services they have already given. Begin a discussion with students about what their community was like 100 years ago and what students their age who lived back then might have done for service. Then predict what life will be like 100 years from now and what students then will be doing for the community. Would it help them to know what students 100 years ago did? With that in mind, collect items related to the service project and place them in a time capsule. Have each student write a letter or draw a picture about their service, including something personal about themselves like a picture of their pet or favorite hobby. Create a special occasion out of sealing the time capsule and storing it away for future students.



IDEAS FOR EXTENSION:

- If doing this activity in the beginning of the school year, consider creating the time capsule for students from the following year to find, open, and peruse for their service project. You can even make a treasure hunt, facilitate a time capsule unveiling, and use the findings to stimulate students' interest and planning in their service project.
- Invite a newspaper journalist to cover the event of sealing and burying or unveiling the time capsule.

WALL OF REFLECTION

ADAPTED FROM R. WADE, ED. (1997). *COMMUNITY SERVICE-LEARNING: A GUIDE TO INCLUDING SERVICE IN THE PUBLIC SCHOOL CURRICULUM*, ALBANY, NY: STATE UNIVERSITY OF NEW YORK PRESS.

GRADE SPAN	SUBJECT AREA	THINKING SKILLS	REFLECTIVE STAGE
K-2	● English/Language Arts	Application	Pre-Service
● 3-5	● Mathematics	● Evaluation	During Service
6-8	● Science	● Inference	● Post-Service
9-12	● Social Studies	● Summarization	Ongoing
	● Other	Understanding multiple perspectives	Other - Anytime

PREPARATION:

Reserve wall space in school (see template page 35).



MATERIALS NEEDED:

- Coloring utensils
- Construction paper
- Film/camera (optional)
- Glue
- Scissors



TIME NEEDED:

- 3 periods of 60 minutes each



REFLECTION IDEA:

The teacher reserves a wall space classroom or hallway. The teacher places paper all along the length of the wall area, dividing the space into at least four sections that each include one of the following topics: “What we did for our service project”; “Who we are and who we partnered with”; “What we learned from our partners”; and “How we made a difference.” The teacher then instructs the class that they will be creating a wall mural or display dedicated to their service project. It will include what the students feel has contributed to their experience or has resulted from their experience. The class is divided into four groups and assigned to work on different sections of the wall. Have the students sketch out their ideas on paper before decorating their wall space.



IDEAS FOR EXTENSION:

- Have the students present their wall in a final unveiling. This may provide a learning experience for all students while boosting the overall experience for the service students.
- Invite parents and community members, including some of the members served by the project, to a Back-to-Service Night to celebrate the culmination of the service project with the Wall of Reflection. This may help gain parental support or additional community funds for service learning.

WALL OF REFLECTION

What we did for our service project...	Who we are and who we helped...	What we learned...	How we made a difference...

WORDLESS BOOKS

DEVELOPED BY RMC RESEARCH CORPORATION

GRADE SPAN	SUBJECT AREA	THINKING SKILLS	REFLECTIVE STAGE
K-2 • 3-5 6-8 9-12	• English/Language Arts Mathematics Science Social Studies Other	• Application Evaluation Inference • Summarization • Understanding multiple perspectives	Pre-Service During Service Post-Service • Ongoing Other - Anytime

PREPARATION:

None



MATERIALS NEEDED:

- Crayons
- Markers
- Paint
- Poster paper
- Tape



TIME NEEDED:

- 30 to 45 minutes



REFLECTION IDEA:

Wordless books tell a story through illustration. The author needs to understand the plot, and illustrations need to be selected and/or drawn carefully to be effective. Have the students construct their service experience around a historical timeline, noting key events that occurred during their service. Then have them individually, or in small groups, create a wordless book that illustrates their service experience.



IDEAS FOR EXTENSION:

- Send the books home to the parents, asking the students to share their experiences verbally and write down their parents' responses.
- Share the books with younger students, telling the story in a reading setting.
- Discuss how to portray emotions through illustrations only. Discuss when/how do words work better than pictures, and vice versa. Why do people say, "A picture is worth a thousand words?"
- Invite an author of wordless books to discuss his/her work or send him/her a copy of one of the wordless books the students created.

A 'SOLEFUL' TALE

DEVELOPED BY RMC RESEARCH CORPORATION

GRADE SPAN	SUBJECT AREA	THINKING SKILLS	REFLECTIVE STAGE
K-2 3-5 ● 6-8 9-12	● English/Language Arts Mathematics Science Social Studies Other	Application Evaluation ● Inference ● Summarization ● Understanding multiple perspectives	Pre-Service During Service ● Post-Service Ongoing Other - Anytime

PREPARATION:

None



MATERIALS NEEDED:

- Construction paper
- Glue
- Regular paper
- Scissors



TIME NEEDED:

- 45 minutes



REFLECTION IDEA:

Give each student a piece of paper and ask each student to remove a shoe, trace around it, cut the tracing, and glue the tracing to a piece of construction paper. Discuss the idea of perspective—that we see things differently depending on our age, experiences, and context. Have students share examples to illustrate perspective. Then focus the discussion on what can be seen from the point of view of a shoe's sole. Have students write a story about their service experience from this perspective. Put the stories and the copied soles of the shoes on the bulletin board for all to read and enjoy.



IDEAS FOR EXTENSION:

- Have the students read their stories aloud and discuss similarities and differences.
- Have students write the same story from a different point of view (i.e., from the sky or as an animal).

CAROUSEL WALK REFLECTION

DEVELOPED BY RMC RESEARCH CORPORATION

GRADE SPAN	SUBJECT AREA	THINKING SKILLS	REFLECTIVE STAGE
K-2 3-5 ● 6-8 ● 9-12	● English/Language Arts Mathematics Science Social Studies ● Other	● Application ● Evaluation ● Inference ● Summarization ● Understanding multiple perspectives	Pre-Service During Service ● Post-Service Ongoing Other - Anytime

PREPARATION:

Prepare flip chart paper in advance (see template page 39).



MATERIALS NEEDED:

- Flip chart paper
- Markers
- Tape



TIME NEEDED:

- 45 minutes



REFLECTION IDEA:

A carousel walk encourages brainstorming, creativity, critical thinking, and group interaction. The template on page 69 includes sample questions. Other questions could include: Why did the service we provided make a difference? What did we learn from the activity? What could we do to follow up? The teacher puts each question on the top of a piece of flip chart paper and posts the papers at various locations in the classroom. Students count off into groups of six. Each group starts at one of the stations where the paper is posted. (Group 1 starts with question 1, group 2 with question 2, and so on). Students list as many responses as they can. After 3 to 5 minutes, the teacher tells the groups to move on, and all groups rotate to the next flip chart. They read the responses already written and add more of their own. This continues until each group has answered each question. When the groups return to the first question they answered, the teacher asks them to read through all of the responses and choose three that best represent all of the responses on the page. Students report out to the whole group.



IDEAS FOR EXTENSION:

- Students can generate their own questions for the flip charts.
- Students work in groups to categorize responses to each question and generate a written summary.

CAROUSEL WALK REFLECTION WORKSHEET

<p>What happened as a result of your service-learning activity?</p>	<p>What academic skills did you use today?</p>
<p>How does what you learned today apply to other situations?</p>	<p>What challenges did you face and how did you resolve them?</p>
<p>What would you do differently if you had a chance?</p>	<p>What do you want to learn next as a result of this experience?</p>

CREATIVE DEBATE

ADAPTED FROM M. BARTON & D. JORDAN. (2001). *TEACHING READING IN SCIENCE*.
AURORA, CO: MID-CONTINENT RESEARCH FOR EDUCATION AND LEARNING.

GRADE SPAN	SUBJECT AREA	THINKING SKILLS	REFLECTIVE STAGE
K-2 3-5 • 6-8 9-12	English/Language Arts Mathematics Science • Social Studies Other	• Application • Evaluation • Inference Summarization • Understanding multiple perspectives	Pre-Service During Service • Post-Service Ongoing Other - Anytime

PREPARATION:

None



MATERIALS NEEDED:

- None



TIME NEEDED:

- 2 class periods – one for preparation, one for debates



REFLECTION IDEA:

If the service-learning activity involves an issue that can be debated, such as environmental cleanup or health issues, incorporate a creative debate strategy. Students take on the persona of a famous person (such as César Chávez, Rachel Carson, or the surgeon general). They debate the issue as if they were that person, taking on the phrasing, mannerisms, and voice of the character during the debate. Following the debate, students can reflect on the difficulty of portraying someone else's perspective, evaluate what they learned from the experience, and summarize how it enhanced the service learning activity.



IDEAS FOR EXTENSION:

- Instruct students to write a paper reflecting on the service-learning project from the perspective of the person they chose.
- Arrange for students to deliver a speech as if they were the person they chose.
- Ask students to switch perspectives and consider from the point of view of a person whose beliefs are quite different from the person they chose.

DISCUSSION WEB

ADAPTED FROM D.E. ALVERMANN. (1991). A GRAPHIC AID FOR LEARNING ACROSS THE CURRICULUM. *THE READING TEACHER*, 45(2), PP. 92-99.

GRADE SPAN	SUBJECT AREA	THINKING SKILLS	REFLECTIVE STAGE
K-2 3-5 • 6-8 9-12	• English/Language Arts Mathematics Science Social Studies Other	Application • Evaluation • Inference • Summarization • Understanding multiple perspectives	Pre-Service During Service • Post-Service Ongoing Other - Anytime

PREPARATION:

None (see template page 42).



MATERIALS NEEDED:

- Chart paper
- Markers



TIME NEEDED:

- 1 class period



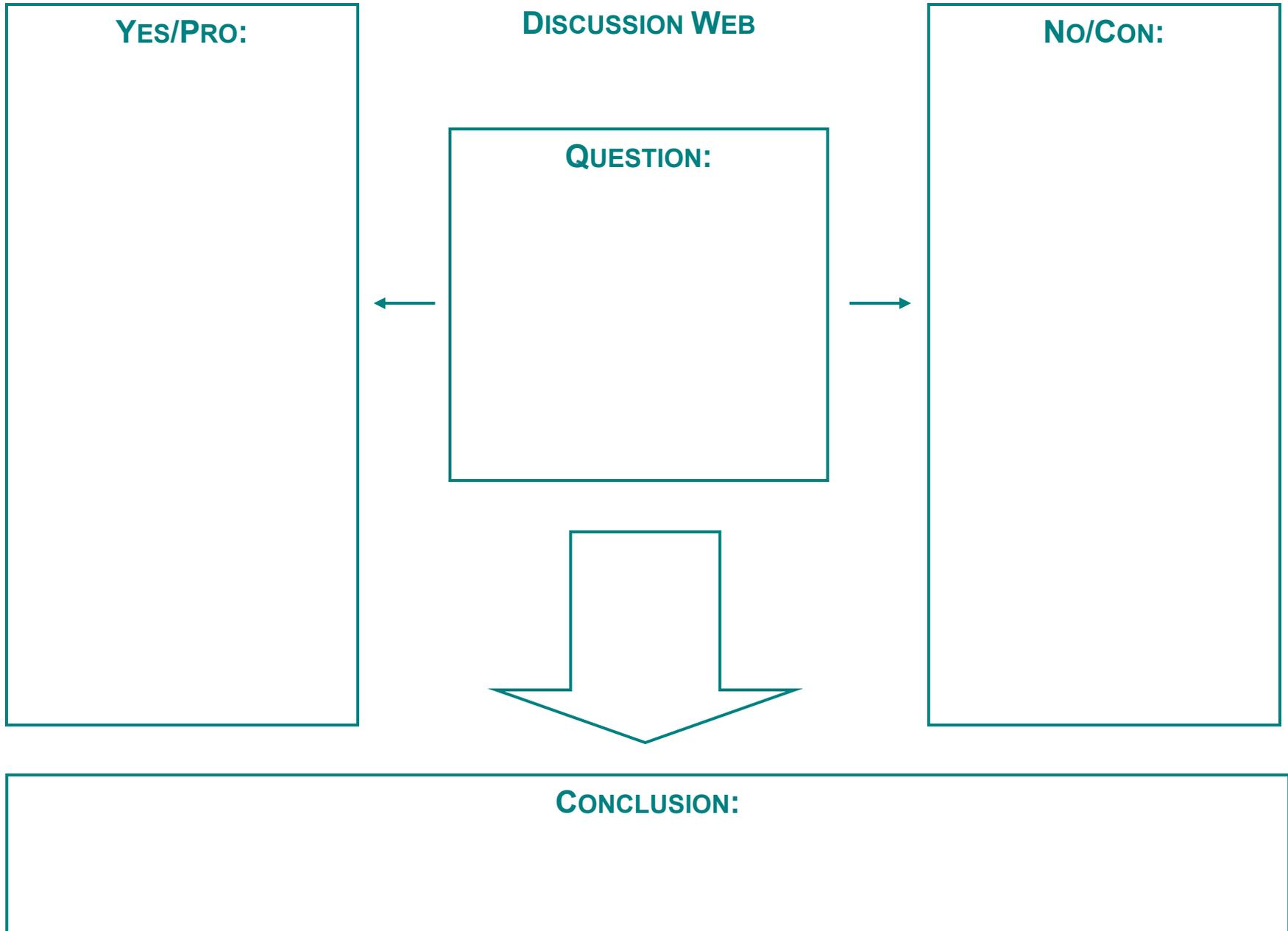
REFLECTION IDEA:

If the service-learning activity involves an issue that has pros and cons, such as pesticide use, drug prescription benefits for the elderly, subsidized housing, free childcare for all, or protecting natural land, this might be a good time to incorporate a discussion web. A discussion web is formatted around a graphic organizer. A question is placed in a center box; for example, "Should pesticides be used on grapes?" Students (first individually and then as a group) write down as many *yes* and *no* reasons they can think of related to the question. On one side of the question, students list all of the *yes* reasons. On the other side of the question, they list all of the *no* reasons. Once they look at both sides of the issue, students agree on a conclusion and write it in a new box under the question.



IDEAS FOR EXTENSION:

- Encourage students to incorporate ideas from this activity into a letter to the editor of the local newspaper.
- Have students individually decide whether they are for or against the question at hand and then re-assess their decision after the activity.



GET RID OF YOUR EXCUSES

DEVELOPED BY RMC RESEARCH CORPORATION

GRADE SPAN	SUBJECT AREA	THINKING SKILLS	REFLECTIVE STAGE
K-2 3-5 • 6-8 9-12	<ul style="list-style-type: none">• English/Language Arts• Mathematics• Science• Social Studies• Other	Application • Evaluation Inference Summarization Understanding multiple perspectives	<ul style="list-style-type: none">• Pre-ServiceDuring ServicePost-ServiceOngoingOther - Anytime

PREPARATION:

None



MATERIALS NEEDED:

- Blackboard/white board
- Chalk or markers



TIME NEEDED:

- 10 to 20 minutes



REFLECTION IDEA:

Sometimes it takes a lot of creativity to get rid of excuses for not doing something. Have students brainstorm and answer the question: What three factors will make it difficult for us to have a successful service-learning experience? List all the impediments, then talk about what to do if each of the impediments should occur and ask, "How can you get rid of all these excuses?"



IDEAS FOR EXTENSION:

- After service, discuss whether the impediments did occur and why or why not.
- Talk about other challenges where excuses are made (like not finishing homework or giving up smoking). Ask, "How can you get rid of these excuses?"

IF I HAD A MILLION DOLLARS

DEVELOPED BY RMC RESEARCH CORPORATION

GRADE SPAN	SUBJECT AREA	THINKING SKILLS	REFLECTIVE STAGE
K-2 3-5 • 6-8 9-12	• English/Language Arts • Mathematics Science • Social Studies Other	• Application • Evaluation • Inference Summarization • Understanding multiple perspectives	Pre-Service During Service • Post-Service Ongoing Other - Anytime

PREPARATION:

None



MATERIALS NEEDED:

- Paper
- Pen or pencil



TIME NEEDED:

- 1 hour



REFLECTION IDEA:

After completing a service project for a local agency, students will be familiar with its general strengths and challenges. Encourage them to delve further into the structure of the agency. Present groups with the scenario that they were provided with \$1 million to improve this agency or service project. Instruct them to list all the components of the program and their strengths and weaknesses as they relate to the project. Students should allocate the fictitious \$1 million to improving parts of the agency or project, providing reasons for their answers. Explain the possibility that a real funding source only had \$50,000 to allocate to the project. Do they still want to allocate the funds in the same percentages? Or do they want to concentrate on just improving one or two parts? Why?



IDEAS FOR EXTENSION:

- Discuss the students' system of allocating the funds. Are there some things on which they agree? Disagree? What do the different choices mean for the service project?
- Write a proposal to a fictitious funding source explaining the need for resources to be allocated to different parts of the project for improvement. Consider giving the finished product, or just recommendations, to the service agency.

INTERVIEWING A GUEST COMMUNITY MEMBER

ADAPTED FROM R. WADE, ED. (1997). *COMMUNITY SERVICE-LEARNING: A GUIDE TO INCLUDING SERVICE IN THE PUBLIC SCHOOL CURRICULUM*; ALBANY, NY: STATE UNIVERSITY OF NEW YORK PRESS.

GRADE SPAN	SUBJECT AREA	THINKING SKILLS	REFLECTIVE STAGE
K-2 3-5 • 6-8 9-12	<ul style="list-style-type: none">• English/Language Arts• Mathematics• Science• Social Studies• Other	<ul style="list-style-type: none">• Application• Evaluation• Inference• Summarization• Understanding multiple perspectives	<ul style="list-style-type: none">• Pre-Service• During Service• Post-Service• Ongoing• Other - Anytime

PREPARATION:

Arrange for a guest speaker or visitor who is a member of a community agency or a member of a group the students will be working with on their service project. Before the visit, students are asked to develop a set of questions to facilitate the discussion.



MATERIALS NEEDED:

- Paper
- Pen or pencil



TIME NEEDED:

- 15 minutes for preparation
- 35 minutes for interview
- 20 minutes for discussion



REFLECTION IDEA:

Arranging for a guest speaker from an agency that students are working with for their service project allows students to gather pertinent information for planning a service project through a classroom-centered interview. Students become active members of the information gathering process. Students prepare questions before the visit. The teacher instructs the students to form small groups in which they brainstorm questions they would like to ask the community member. Teachers may direct students to approach the process as an interview in which they are the interviewers and the community member is the interviewee. Students then return to the large group to discuss their questions. The questions are edited and an interview form is prepared so that students may take notes during the visit and take turns asking questions. After the visitor leaves, students are instructed to reflect on the interview by answering some questions individually. These questions may include: What did you learn from the community member that you did not already know? Does this information change any ideas or preconceptions you had about the people you will be working with? What changes, if any, will you make to your plans or ideas for the service project? What is our next step? The teacher then directs a classroom discussion on these questions as the class documents what they have learned and how the knowledge will be put to use.



IDEAS FOR EXTENSION:

- Consider inviting multiple contacts from the agency, such as a volunteer, a staff member, and a person being served by the agency, and creating a panel for interview and discussion so that students receive information from multiple perspectives.

- Follow the activity with an assignment to write a thank you letter to the guest speaker, including how the students have benefited from the visit.
- Document the process and include in a service project portfolio.

IT'S ALL IN A NAME

DEVELOPED BY RMC RESEARCH CORPORATION

GRADE SPAN	SUBJECT AREA	THINKING SKILLS	REFLECTIVE STAGE
K-2 3-5 • 6-8 9-12	• English/Language Arts Mathematics Science Social Studies Other	Application Evaluation • Inference • Summarization • Understanding multiple perspectives	Pre-Service During Service • Post-Service Ongoing Other - Anytime

PREPARATION:

None



MATERIALS NEEDED:

- Paper
- Pen or pencil



TIME NEEDED:

- 30 minutes



REFLECTION IDEA:

One way to help process what was learned in a service-learning project is to label the experience in a new way. Have students generate key words related in a service-learning experience they had and categorize the words into nouns, verbs, adverbs, and adjectives. Then have students use the words to generate a name for their experience. Ask, "If you were going to write a book about your service-learning experience, what would be the title?" After titles are generated, ask the group to say what they think other students would think the story was about based on the titles they generated.



IDEAS FOR EXTENSION:

- Have the students write the story of their service that goes with the title.
- Divide students into two groups. Have one group write the story as if they were newspaper reporters, and have the other group write the story as if they were short story authors. Compare what is needed to write well in each of the two categories.

JOURNAL SHARING IN A BUDDY SYSTEM

ADAPTED FROM S. PERRY & E. ALBRIGHT. (1999). *HELP AT LAST: INTEGRATING REFLECTION INTO LITERACY INSTRUCTION*, DENVER, CO: RMC RESEARCH CORPORATION

GRADE SPAN	SUBJECT AREA	THINKING SKILLS	REFLECTIVE STAGE
K-2 3-5 ● 6-8 9-12	● English/Language Arts Mathematics Science Social Studies Other	Application Evaluation Inference ● Summarization ● Understanding multiple perspectives	Pre-Service ● During Service Post-Service Ongoing Other - Anytime

PREPARATION:

None



MATERIALS NEEDED:

- Correspondence schedule
- Notebook for each group
- Pen or pencil



TIME NEEDED:

- 15 to 30 minutes on designated occasions during the service project



REFLECTION IDEA:

Students conduct reflective “written conversation” with a peer about a service-learning project in which one or both of them have participated. Students exchange dialogue journals and can respond in verbal or written form. Corresponding with another person in this way expands the time frame during which the students have an opportunity to think about the topic. You may wish to have two buddies who always share or set up some sort of rotation. Encourage the sharing to have some structure and some open dialogue, such as always asking, “Did this experience remind you of something in your own life? Explain.”



IDEAS FOR EXTENSION:

- Pair students who are participating in service-learning with those who are not. This grouping encourages a different dynamic by encouraging the student working on a service-learning project to provide more explanation for his or her project and answer questions posed by the student not participating in service-learning.
- Pair students participating in service-learning with a parent or relative or other adult. Such pairings allow other members of the students’ social network to partake in the process and perhaps help forge a deeper connection to the students’ personal life.
- If technology is available, consider communicating electronically (e.g., e-mail).

K-W-L (KNOW-WANT TO KNOW-LEARNED)

M. OLSON & T. GEE. (1991). CONTENT READING INSTRUCTION IN THE PRIMARY GRADES:
PERCEPTIONS AND STRATEGIES; *THE READING TEACHER* 45(4).

GRADE SPAN	SUBJECT AREA	THINKING SKILLS	REFLECTIVE STAGE
K-2 3-5 ● 6-8 ● 9-12	● English/Language Arts ● Mathematics ● Science ● Social Studies ● Other	● Application ● Evaluation ● Inference ● Summarization Understanding multiple perspectives	Pre-Service During Service Post-Service ● Ongoing Other - Anytime

PREPARATION:

None (see template page 50).



MATERIALS NEEDED:

- Chart paper
- Markers



TIME NEEDED:

- 10 minute sessions before and after service



REFLECTION IDEA:

Activate students' prior knowledge regarding service-learning issues or activities by incorporating a K-W-L chart. (What do I know? What do I want to know? What have I learned?) Ask what they already know about the subject during the pre-service reflection time. Have them add what they would like to know more about throughout the service. During the post-service reflection time, allow them to discuss what they learned. This strategy makes the learning both more intentional and more concrete for students.



IDEAS FOR EXTENSION:

- Instruct students to write short papers at the beginning, middle, and end of the service to complement the reflection idea.
- Provide students with their papers at the end of the service, asking them to summarize what they learned in a letter to the community members or agencies with which they worked.

K-W-L CHART

K What do I <u>KNOW</u> ?	W What do I <u>WANT</u> to know?	L What have I <u>LEARNED</u> ?

LEAVING A LEGACY

ADAPTED FROM J. EYLER, D. GILES, JR., & A. SCHMIEDE. (1996). *A PRACTITIONER'S GUIDE TO REFLECTION IN SERVICE-LEARNING: STUDENT VOICES & REFLECTIONS*. NASHVILLE, TN: VANDERBILT UNIVERSITY.

GRADE SPAN	SUBJECT AREA	THINKING SKILLS	REFLECTIVE STAGE
K-2 3-5 ● 6-8 9-12	● English/Language Arts ● Mathematics ● Science ● Social Studies ● Other	Application ● Evaluation Inference ● Summarization Understanding multiple perspectives	Pre-Service During Service ● Post-Service Ongoing Other - Anytime

PREPARATION:

None



MATERIALS NEEDED:

- Envelopes
- Paper
- Pen or pencil



TIME NEEDED:

- 30 minutes



REFLECTION IDEA:

The transition between middle school and high school is often difficult for students. Having other students leave a legacy document may help students new to the school understand what to expect. At the end of their middle school experience, lead a discussion about what students have learned by participating in their service-learning projects. Include reflection about what they believe was the most important thing they learned in their experiences. Allow the students 20 minutes to write a letter to a student who will come to the school next year, including their personal reflections on the discussion. Distribute the letters to the new students who are touring the school.



IDEAS FOR EXTENSION:

- Place the students' letters in larger envelopes and enclose your own letter or note to the students, including questions that probe for reactions to the letters, and where they see themselves in another year.
- Prepare a video scrapbook relaying information to other students.

MAKING A GUIDE FOR FUTURE PARTICIPANTS

ADAPTED FROM R. WADE, ED. (1997). *COMMUNITY SERVICE-LEARNING: A GUIDE TO INCLUDING SERVICE IN THE PUBLIC SCHOOL CURRICULUM*; ALBANY, NY: STATE UNIVERSITY OF NEW YORK PRESS.

GRADE SPAN	SUBJECT AREA	THINKING SKILLS	REFLECTIVE STAGE
K-2 3-5 ● 6-8 9-12	● English/Language Arts Mathematics Science Social Studies Other	Application Evaluation Inference ● Summarization Understanding multiple perspectives	Pre-Service During Service ● Post-Service Ongoing Other - Anytime

PREPARATION:

None



MATERIALS NEEDED:

- Album or binder
- Paper
- Pen or pencil



TIME NEEDED:

- 45 to 60 minutes, or longer-term project



REFLECTION IDEA:

Service projects occur during some span of time, but are often not completed and/or are discontinued because the students have moved on from that grade or school. By having students who are currently participating in a project document their work, their plans, their process, and their outcomes and suggestions, the project can continue without interruption. Divide the classroom into work groups and have each group create one part/section of a guide for future participants. Students can be as creative as they like, using various mediums to construct their project. Students can hone their communication skills by conveying important messages to others.



IDEAS FOR EXTENSION:

- If technology is available, encourage the students to use video, PowerPoint, or even a compact disc to supplement their guidebook. This will allow students to work on oral, written, and non-verbal communication skills.
- Invite students to conduct a presentation of their project to a lower grade level, other groups in their class, and/or parents.

METAPHORS, ANALOGIES, OR SIMILES

DEVELOPED BY RMC RESEARCH CORPORATION

GRADE SPAN	SUBJECT AREA	THINKING SKILLS	REFLECTIVE STAGE
K-2 3-5 ● 6-8 9-12	● English/Language Arts Mathematics Science Social Studies Other	Application Evaluation ● Inference ● Summarization ● Understanding multiple perspectives	Pre-Service During Service Post-Service Ongoing ● Other - Anytime

PREPARATION:

None



MATERIALS NEEDED:

- Paper
- Pen or pencil



TIME NEEDED:

- 20 to 30 minutes



REFLECTION IDEA:

Discuss the differences between metaphors, analogies, and similes. Give examples of each. Challenge your students to share their reflections in the format of a metaphor, analogy, or simile. Compare responses and discuss the aspects of the service-learning activities that prompted the student to develop that particular metaphor, analogy, or simile.



IDEAS FOR EXTENSION:

- Turn the metaphors, analogies, or similes into a story or poem.
- Discuss multiple forms of expression. Translate the metaphors, analogies, or similes into an art form such as abstract art, a mobile, or other representation.
- Discuss how metaphors, analogies, and similes are used in advertising and what particular feelings are invoked by the use of these phrases.
- Ask students to develop other metaphors (e.g., identifying an animal or type of car) that best represent other experiences.

REFLECTING ON RECEIVING FEEDBACK FROM ADULTS

ADAPTED FROM L. CAMPBELL, B. CAMPBELL, & D. DICKINSON. (1996). *TEACHING AND LEARNING THROUGH MULTIPLE INTELLIGENCES*. NEEDHAM HEIGHTS, MA: ALLYN & BACON.

GRADE SPAN	SUBJECT AREA	THINKING SKILLS	REFLECTIVE STAGE
K-2 3-5 • 6-8 9-12	<ul style="list-style-type: none">• English/Language Arts• Mathematics• Science• Social Studies• Other	<ul style="list-style-type: none">• Application• EvaluationInferenceSummarization• Understandingmultiple perspectives	<ul style="list-style-type: none">Pre-Service• During Service• Post-ServiceOngoingOther - Anytime

PREPARATION:

None



MATERIALS NEEDED:

- Paper
- Pen or pencil



TIME NEEDED:

- 30 minutes



REFLECTION IDEA:

Students frequently receive feedback from adults and express feelings about the feedback without deeply reflecting on its meaning. Posing a set of questions can prompt students to consider multiple aspects of adult feedback. What feedback did you receive and what was your reaction to it? What do you think the adult understood about your work? What did they misunderstand? What did you learn about yourself by having this conversation? What would have made the conversation better? What will you do differently the next time when you are asked to get adult feedback? How does this relate to the world of work where employees get feedback from supervisors? Ask students to answer these questions individually and then discuss selected questions as a group.



IDEAS FOR EXTENSION:

- Role play a situation in which students play adults giving feedback to others. Have the students critique the feedback and generate a set of appropriate rules for people to follow when giving feedback.
- Discuss the differences between adult-student feedback and peer-to-peer feedback. Why do these differences occur?
- Identify differences between constructive and destructive feedback. What makes the feedback constructive? What makes the feedback destructive?

REFLECTING ON CONTENT STANDARDS

DEVELOPED BY RMC RESEARCH CORPORATION

GRADE SPAN	SUBJECT AREA	THINKING SKILLS	REFLECTIVE STAGE
K-2 3-5 • 6-8 9-12	<ul style="list-style-type: none">• English/Language Arts• Mathematics• Science• Social Studies• Other	<ul style="list-style-type: none">• Application• Evaluation• Inference• Summarization• Understanding• multiple perspectives	<ul style="list-style-type: none">• Pre-Service• During Service• Post-Service• Ongoing• Other - Anytime

PREPARATION:

None



MATERIALS NEEDED:

- Paper
- Pen or pencil
- Content standards



TIME NEEDED:

- Several hours throughout the service project



REFLECTION IDEA:

Ask students to review their science, mathematics, social studies, or English/language arts standards (whichever link best with the service-learning project) before the service begins. Instruct them to note which standards they think will be met through the service-learning project. During the project, ask them to note when and how the identified strategies were met. For post-service reflection, ask students to supply evidence on how the service-learning project relates to or helps to reach content standards. Students will infer how the real-life learning project connects with their academic curriculum.



IDEAS FOR EXTENSION:

- Create a portfolio to share with parents, principals, superintendents, or school boards to illustrate how service-learning projects help to meet school standards.

REFLECTIVE CHECKPOINTS

DEVELOPED BY RMC RESEARCH CORPORATION

GRADE SPAN	SUBJECT AREA	THINKING SKILLS	REFLECTIVE STAGE
K-2 3-5 • 6-8 9-12	<ul style="list-style-type: none">• English/Language Arts• Mathematics• Science• Social Studies• Other	<ul style="list-style-type: none">• Application• EvaluationInference• SummarizationUnderstandingmultiple perspectives	<ul style="list-style-type: none">Pre-ServiceDuring ServicePost-Service• OngoingOther - Anytime

PREPARATION:

None



MATERIALS NEEDED:

- Chart paper
- Markers



TIME NEEDED:

- 15 to 20 minutes per checkpoint



REFLECTION IDEA:

Once the goals or objectives for the project have been set, take time periodically to discuss and reflect on how the project is meeting or not meeting the intended goals or objectives. Build in time at the end of your pre-service, at logical points during the service, and at the end of the service. Get feedback from all stakeholders. Keep a record of the feedback so you can make necessary changes. Planning for simple checkpoints will allow you to monitor the direction of the project and make adjustments to better meet the needs of everyone involved. Provide time at the end of the project to discuss and record what could be done differently if the project were to happen again.



IDEAS FOR EXTENSION:

- Rather than discussing the feedback, allow the stakeholders to write their feedback.
- Provide a satisfaction survey with basic questions and room to write more reflective thoughts.
- Build a flow chart to track progress. Show students how to organize a task or timeline chart.
- Have students conduct a focus group. Have them analyze and report on the trends in the data.

ROLE/AUDIENCE/FORMAT/TOPIC (R.A.F.T.)

ADAPTED FROM D. BUEHL. (2001). *CLASSROOM STRATEGIES FOR INTERACTIVE LEARNING*, (2ND ED.) NEWARK, DE: INTERNATIONAL READING ASSOCIATION.

GRADE SPAN	SUBJECT AREA	THINKING SKILLS	REFLECTIVE STAGE
K-2 3-5 • 6-8 9-12	English/Language Arts Mathematics • Science Social Studies Other	• Application • Evaluation • Inference • Summarization • Understanding multiple perspectives	Pre-Service During Service • Post-Service Ongoing Other - Anytime

PREPARATION:

None (see template page 58).



MATERIALS NEEDED:

- Paper
- Pencil



TIME NEEDED:

- 1 class period



REFLECTION IDEA:

Reflect on your service-learning project in a fun and creative way. The Role/Audience/Format/Topic (R.A.F.T.) strategy simply asks students to reflect in writing by selecting a role to play, an audience to write to, a format in which to write, and a topic to write about. Following a service-learning project such as measuring pollution in a stream, students might select a role (such as a duck), an audience (newspaper readers), a format (a letter to the editor), and a topic (the effects of an oil spill). Students must summarize and apply what they have learned through the project from another perspective.



IDEAS FOR EXTENSION:

- Rather than write their R.A.F.T., students can role play using the R.A.F.T. format.
- Share student R.A.F.T. strategies with various audiences including parents, community members, and school boards.
- Present the play to elementary school students.

SERVICE VOCABULARY

DEVELOPED BY RMC RESEARCH CORPORATION

GRADE SPAN	SUBJECT AREA	THINKING SKILLS	REFLECTIVE STAGE
K-2 3-5 • 6-8 9-12	• English/Language Arts Mathematics Science Social Studies Other	Application Evaluation Inference • Summarization Understanding multiple perspectives	Pre-Service During Service Post-Service • Ongoing Other - Anytime

PREPARATION:

Develop a list of vocabulary words that could be associated with the service-learning experience.



MATERIALS NEEDED:

- Paper
- Pencil



TIME NEEDED:

- 30 minutes



REFLECTION IDEA:

Have students ask community partners during the service-learning experience to tell them one word the students do not already know that describes something about the experience. Have each student collect one word and bring it to class. Have other students try to guess the meaning of the word. Have the students use as many words as possible in subsequent journal entries.



IDEAS FOR EXTENSION:

- Create a service dictionary.
- Have students find words that they can present to adult partners and ask the adults to define the terms or have the students do so.
- Use a Semantic Web to connect words that are similar or related.
- Have students create an A-Z book about service-learning, with each page representing one letter and a corresponding idea or theme that starts with that letter. There can be a picture to represent each letter and theme, and the 26 pages can be taped/bound together to create an “instant” booklet that represents or reflects on the project.

SIMULATED INTERVIEWS

DEVELOPED BY RMC RESEARCH CORPORATION

GRADE SPAN	SUBJECT AREA	THINKING SKILLS	REFLECTIVE STAGE
K-2 3-5 ● 6-8 9-12	● English/Language Arts Mathematics Science Social Studies Other	Application Evaluation Inference ● Summarization ● Understanding multiple perspectives	Pre-Service During Service Post-Service ● Ongoing Other - Anytime

PREPARATION:

None



MATERIALS NEEDED:

- Mock microphone
- Notebook
- Pen or pencil



TIME NEEDED:

- 30 to 60 minutes over several classes



REFLECTION IDEA:

Pair students and ask them to create a mock interview about the service-learning experience. The interviewee could be any of the participants in the service-learning activity (student, community member, teacher, etc.). The students should create questions and answers and then can present their interviews to others in the class, with one student serving as the interviewer and one as the interviewee.



IDEAS FOR EXTENSION:

- Before the activity, ask students to develop an assessment rubric. Then use the rubric to assess each of the interviews.
- Have students who are listening identify the role of the person being interviewed and give a brief summary of what they heard.
- Conduct actual interviews with service-learning participants.

WANT ADS

DEVELOPED BY RMC RESEARCH CORPORATION

GRADE SPAN	SUBJECT AREA	THINKING SKILLS	REFLECTIVE STAGE
K-2 3-5 • 6-8 9-12	English/Language Arts Mathematics Science • Social Studies Other	Application Evaluation • Inference • Summarization • Understanding multiple perspectives	Pre-Service During Service • Post-Service Ongoing Other - Anytime

PREPARATION:

Bring the Want Ads section from the newspaper.



MATERIALS NEEDED:

- Blank colored paper
- Markers
- Pen



TIME NEEDED:

- 15 to 30 minutes



REFLECTION IDEA:

Ask students to write a help wanted and/or a job wanted advertisement based on their service-learning experience. The help wanted ad should describe the characteristics of the person who would be best suited for the service work. The job wanted ad would be about the students, reflecting their own strengths and what they liked most about the experience.



IDEAS FOR EXTENSION:

- Have students examine help wanted ads from the newspaper and determine which ads would be attractive to them based on their service-learning experience.
- Have students research the educational qualifications and other job skills needed for the careers associated with the community service they performed.

BLORDS AND ACRONYMS

ADAPTED FROM D. PIERCEY. (1982). *READING ACTIVITIES IN CONTENT AREAS.*

GRADE SPAN	SUBJECT AREA	THINKING SKILLS	REFLECTIVE STAGE
K-2 3-5 6-8 ● 9-12	● English/Language Arts ● Mathematics ● Science ● Social Studies ● Other	Application ● Evaluation ● Inference Summarization Understanding multiple perspectives	Pre-Service During Service Post-Service ● Ongoing Other - Anytime

PREPARATION:

None



MATERIALS NEEDED:

- Chalk or markers
- White board/blackboard



TIME NEEDED:

- 30 minutes



REFLECTION IDEA:

To help develop vocabulary and comprehension, try creating blords; (b)ending (w)ords or acronyms. An acronym is a pronounceable word formed from beginning letters or groups of letters in words. For example, SCUBA is a word created from (s)elf (c)ontained (u)nderwater (b)reathing (a)pparatus. Some groups find acronyms first and make the words fit –like BIRP – Beverage Industry Recycling Program. A blord blends sounds or meanings into a new word like brunch (breakfast and lunch) or telecast (television broadcast). Have students reflect on their service experiences and develop any acronyms or blords they connect with the experience. Then try to develop new ones.



IDEAS FOR EXTENSION:

- Examine the newspaper for common acronyms or blords.
- Develop a marketing campaign for the service experience using the acronyms or blords.

CASTING DIRECTOR

DEVELOPED BY RMC RESEARCH CORPORATION

GRADE SPAN	SUBJECT AREA	THINKING SKILLS	REFLECTIVE STAGE
K-2 3-5 6-8 ● 9-12	● English/Language Arts Mathematics Science Social Studies Other	Application ● Evaluation ● Inference ● Summarization ● Understanding multiple perspectives	Pre-Service During Service ● Post-Service Ongoing Other - Anytime

PREPARATION:

Bring in popular magazines about movie/television stars.



MATERIALS NEEDED:

- Paper
- Pen or pencil
- Scissors



TIME NEEDED:

- 45 to 60 minutes



REFLECTION IDEA:

Have the class imagine that their service-learning experience is going to be turned into a movie, like *Erin Brockovich*. Have students talk about the story, then imagine that they are casting directors who are going to cast movie or television stars to be in the movie. Have them decide who the appropriate actors/actresses would be and tell why each is perfect for the part. Write a report to convince the producer of the movie and include pictures of the stars.



IDEAS FOR EXTENSION:

- Divide students into groups to do this reflection task, then compare and contrast the personalities chosen.
- Discuss what would need to happen for their service experiences to be truly made into a film.

CONNECTING TO GREAT AMERICAN THINKERS

DEVELOPED BY RMC RESEARCH CORPORATION

GRADE SPAN	SUBJECT AREA	THINKING SKILLS	REFLECTIVE STAGE
K-2 3-5 6-8 ● 9-12	English/Language Arts Mathematics Science ● Social Studies Other	● Application ● Evaluation ● Inference ● Summarization ● Understanding multiple perspectives	Pre-Service During Service Post-Service ● Ongoing Other - Anytime

PREPARATION:

Biographies of great American thinkers and politicians, such as like Thomas Jefferson, Franklin D. Roosevelt, Benjamin Franklin, or anyone who addressed democracy.



MATERIALS NEEDED:

- Copies of biographies



TIME NEEDED:

- 2 to 3 classes



REFLECTION IDEA:

Conduct a dialogue about the elements of democracy that appeared to be present in the planning and action phases of the service-learning project. Then study the writings of great American thinkers in democracy. List what each thinker believed were pillars of democracy, then discuss whether the pillars were present in the community work and school process connected to the planning and implementation of service.



IDEAS FOR EXTENSION:

- Represent the democratic thinking through a play or videotaped presentation.
- Discuss the way in which the thinkers would design the service experience.
- Compare and contrast various thinkers' views and decide how they would evaluate today's society.

CONNECTING TO HISTORY

DEVELOPED BY RMC RESEARCH CORPORATION

GRADE SPAN	SUBJECT AREA	THINKING SKILLS	REFLECTIVE STAGE
K-2 3-5 6-8 ● 9-12	● English/Language Arts Mathematics Science ● Social Studies Other	Application Evaluation ● Inference ● Summarization ● Understanding multiple perspectives	Pre-Service During Service ● Post-Service Ongoing Other - Anytime

PREPARATION:

None



MATERIALS NEEDED:

- Historical documents
- Reference materials



TIME NEEDED:

- 2 to 3 classes



REFLECTION IDEA:

After engaging in service-activities, ask students to research the local roots of the service. For example, if the activity involves working with the homeless, then consider when and why the shelters originated. If students are working on the environment, then when and how did pollution become a problem or when and why did the nature trail erode? Have students conduct research on the origin of the problems/solutions and why other solutions were not selected. Develop presentations and ask the students whether they would select the same solution and why.



IDEAS FOR EXTENSION:

- Have students generate op-ed articles for the newspaper expressing their opinions.
- Have students develop alternate policies and ask them to critique each other's work.
- Ask students to relate their research to current economic, social, or other policies.
- Discuss what it would take to change current policy or practice.

CRITICAL REFRAMING

ADAPTED FROM J. EYLER, D. GILES, JR., & A. SCHMIEDE. (1996). *A PRACTITIONER'S GUIDE TO REFLECTION IN SERVICE-LEARNING: STUDENT VOICES & REFLECTIONS*. NASHVILLE, TN: VANDERBILT UNIVERSITY.

GRADE SPAN	SUBJECT AREA	THINKING SKILLS	REFLECTIVE STAGE
K-2	English/Language Arts	● Application	Pre-Service
3-5	Mathematics	● Evaluation	● During Service
6-8	Science	● Inference	Post-Service
● 9-12	● Social Studies	● Summarization	Ongoing
	Other	● Understanding	Other - Anytime
		multiple perspectives	

PREPARATION:

None



MATERIALS NEEDED:

- Paper
- Pen or pencil



TIME NEEDED:

- 3 days, 1 hour each day



REFLECTION IDEA:

Inform the students that they will be taking part in a debate over a three-day period and will need to gather as much information as possible. Even if they do not agree with the point they are taking, they must try to be as objective as possible. As homework, ask the teams to read articles and prepare for the debate. For the debate, have two teams of students debate while the class watches and takes notes. After 30 to 45 minutes, wrap up the debate with a quick discussion and then present a question for reflection at the end of each debate, such as, "What have you seen that is consistent (or inconsistent) with the assumptions and views presented? What perspectives do the people you are working with seem to have on these issues and why? How do you know that? Has your perspective changed during your service-learning experience?" This new knowledge about another perspective encourages students to reframe their initial assumptions and ideas about their project. They will become more knowledgeable about the different perspectives that surround the topic.



IDEAS FOR EXTENSION:

- Make the debate into a game with a point system. Have the winners present their debate to another class or to the community agency staff.
- Have the students research another topic of interest to them and write an expository paper including perspectives for and against it.
- Instruct the students to write a culminating paper revolving around the topic and one of the three previously assigned reflection questions of their choosing.
- Discuss the role of debate in government.
- Discuss various careers associated with researching facts around issues.

DEMOCRACY IN ACTION

DEVELOPED BY RMC RESEARCH CORPORATION

GRADE SPAN	SUBJECT AREA	THINKING SKILLS	REFLECTIVE STAGE
K-2 3-5 6-8 ● 9-12	● English/Language Arts ● Mathematics ● Science ● Social Studies ● Other	● Application Evaluation Inference Summarization Understanding multiple perspectives	● Pre-Service During Service Post-Service Ongoing Other - Anytime

PREPARATION:

None



MATERIALS NEEDED:

- None



TIME NEEDED:

- 60 minutes



REFLECTION IDEA:

Before talking about the service project, discuss multiple ways in which people make decisions (e.g., voting, consensus, authority, rules, flipping a coin). Then discuss various service options or choices within a service activity. Go back to the list of decision-making options and select one to use. Discuss the pros and cons of each and develop classroom rules for decision making. Study decision making at the service site and discuss why those choices are in place. Then discuss what would be needed to change decision-making strategies and whether a new way to approach decision making would be useful.



IDEAS FOR EXTENSION:

- Study various decision-making bodies, such as legislatures, PTOs, school boards, and youth councils. Discuss how and why decisions are made in particular ways.
- Discuss the differences in decision making processes for democracies versus other types of government.

DIVISION OF LABOR

DEVELOPED BY RMC RESEARCH CORPORATION

GRADE SPAN	SUBJECT AREA	THINKING SKILLS	REFLECTIVE STAGE
K-2 3-5 6-8 ● 9-12	English/Language Arts Mathematics Science ● Social Studies Other	● Application Evaluation Inference Summarization ● Understanding multiple perspectives	Pre-Service During Service ● Post-Service Ongoing Other - Anytime

PREPARATION:

None



MATERIALS NEEDED:

- Paper
- Pen or pencil



TIME NEEDED:

- 60 minutes



REFLECTION IDEA:

After students have engaged in a service-learning project, ask them to analyze the project in terms of a workforce. Who performed which activities? How were efforts coordinated? Who managed the project? Who were the suppliers? Who were the customers? To what extent was customer feedback used? How did communication flow? Who made decisions and what types of decisions did they make? Discuss multiple types of divisions of labor and the idea of different ways to organize work. Talk about which type of organization is best for efficiency and effectiveness. Compare points of view of workers, managers, and customers.



IDEAS FOR EXTENSION:

- Have students analyze another organization, such as the community agency or a grocery store, to understand different divisions of labor. Discuss what would happen if that organization was designed differently.
- Ask students to write about which roles in the organization they prefer and why.

LETTER FROM THE PAST

ADAPTED FROM J. EYLER, D. GILES, JR., & SCHMIEDE, A. (1996). *A PRACTITIONER'S GUIDE TO REFLECTION IN SERVICE-LEARNING: STUDENT VOICES & REFLECTIONS*. NASHVILLE, TN: VANDERBILT UNIVERSITY.

GRADE SPAN	SUBJECT AREA	THINKING SKILLS	REFLECTIVE STAGE
K-2 3-5 6-8 ● 9-12	● English/Language Arts ● Mathematics ● Science ● Social Studies ● Other	Application ● Evaluation Inference ● Summarization Understanding multiple perspectives	Pre-Service During Service ● Post-Service Ongoing Other - Anytime

PREPARATION:

None



MATERIALS NEEDED:

- Envelopes
- Paper
- Pen or pencil
- Stamps



TIME NEEDED:

- 30 minutes



REFLECTION IDEA:

Toward the end of the school year, ask students to write about the service-learning experiences they had during the year. Tell them to highlight a few of the activities and their feelings about them, what they learned about themselves, and what they learned that could be important later in life. Ask them to predict whether they will engage in service and/or service-learning later in their lives. Have the students seal the letter in a self-addressed envelope. One year later, mail the letters to the students.



IDEAS FOR EXTENSION:

- Have students develop a survey to use for graduates of the high school to see if any of the graduates are performing service or are engaged in service-learning.

ONE-LINERS

DEVELOPED BY RMC RESEARCH CORPORATION

GRADE SPAN	SUBJECT AREA	THINKING SKILLS	REFLECTIVE STAGE
K-2 3-5 6-8 ● 9-12	● English/Language Arts Mathematics Science Social Studies Other	Application Evaluation Inference ● Summarization Understanding multiple perspectives	Pre-Service ● During Service Post-Service Ongoing Other - Anytime

PREPARATION:

None



MATERIALS NEEDED:

- Paper
- Pen or pencil



TIME NEEDED:

- 10 to 15 minutes



REFLECTION IDEA:

Ask students to brainstorm a list of nouns, verbs, adjectives, and adverbs that describe their experiences. Challenge them to summarize what they have learned by writing, in one sentence, the importance or relevance of something they learned during the project.



IDEAS FOR EXTENSION:

- Ask students to keep track of their summaries in a notebook or journal.
- Ask students to select three of their favorite one-liners to use as topics or theses for short essays.
- Encourage students to use these one-liners as quotes or evidence for their learning when writing their final paper.
- Relate the one-liners to headlines used in newspapers or magazines. Ask them to rewrite the sentence as an attention grabber, then rewrite it again as if it were the first sentence of a mystery novel.

PARALLELING PICASSO'S SECRET *GUERNICA*

DEVELOPED BY RMC RESEARCH CORPORATION,
BASED ON A SUGGESTION BY AMY COHEN, CORPORATION FOR NATIONAL AND COMMUNITY SERVICE.

GRADE SPAN	SUBJECT AREA	THINKING SKILLS	REFLECTIVE STAGE
K-2 3-5 6-8 ● 9-12	● English/Language Arts ● Mathematics ● Science ● Social Studies ● Other	● Application ● Evaluation ● Inference ● Summarization ● Understanding multiple perspectives	Pre-Service During Service ● Post-Service Ongoing Other - Anytime

PREPARATION:

Find Picasso's "Secret" *Guernica*
(www.compulink.co.uk/~phreak/picasso/secret_guernica.html).



MATERIALS NEEDED:

- Art supplies
- Copies of *Guernica*



TIME NEEDED:

- 1 to 2 classes



REFLECTION IDEA:

After a shocking massive air raid by the Germans prior to World War II, Picasso painted *Guernica*. This work has been the subject of many writings as scholars attempt to decipher its meanings. Ask your students to examine the painting and its many images, hypothesizing the messages Picasso was trying to convey. Then ask students to draw their own *Guernica* reflecting their service experiences and messages they would like to convey through the artwork.



IDEAS FOR EXTENSION:

- Display the work and ask other students to decipher its meaning.
- Discuss the way other painters try to convey messages similar to those in this work through their art.
- Discuss how the power of the painting could be used to invoke action and what types of action it involves.

PICTOGRAPH WALL

DEVELOPED BY RMC RESEARCH CORPORATION

GRADE SPAN	SUBJECT AREA	THINKING SKILLS	REFLECTIVE STAGE
K-2 3-5 6-8 ● 9-12	● English/Language Arts ● Mathematics ● Science ● Social Studies ● Other	● Application ● Evaluation ● Inference ● Summarization ● Understanding multiple perspectives	Pre-Service During Service Post-Service ● Ongoing Other - Anytime

PREPARATION:

Put flip chart or butcher paper along an entire wall.



MATERIALS NEEDED:

- Markers or pen



TIME NEEDED:

- Ongoing



REFLECTION IDEA:

A pictograph wall is a good place to gather creative reflections. Before, during, and after service-learning, have students either write or draw on the pictograph wall something that represents their service-learning experience. Students can respond to each other or generate something new. After their service-learning experience, analyze what was put on the pictograph wall. Did most students represent learning, feelings, or activities? Were the responses positive or negative? Was there stereotyping or respect for others? Did students respond to each other or make isolated comments or pictures?



IDEAS FOR EXTENSION:

- Graph different types of responses.
- Analyze whether responses were more positive or negative over time.
- Compare one class's pictograph wall to another.
- Compare this pictograph wall to a graffiti wall. What are the differences?

PLATFORM PATER

DEVELOPED BY RMC RESEARCH CORPORATION

GRADE SPAN	SUBJECT AREA	THINKING SKILLS	REFLECTIVE STAGE
K-2 3-5 6-8 ● 9-12	● English/Language Arts Mathematics Science ● Social Studies Other	● Application ● Evaluation ● Inference ● Summarization ● Understanding multiple perspectives	Pre-Service During Service ● Post-Service Ongoing Other - Anytime

PREPARATION:

Assemble materials from previous presidential or congressional primaries.



MATERIALS NEEDED:

- Computers with word processing and presentation software
- Copies of election platform materials



TIME NEEDED:

- 2 to 3 classes



REFLECTION IDEA:

After performing service, ask students to reflect on ways to improve the conditions that gave use to the need for service. Students should be encouraged to take any stand they like as long as they can support their arguments. Then distribute materials from the most recent presidential or congressional primaries. Study how platforms were presented. Then ask students to develop a platform for their ideas and share their platform in presentations.



IDEAS FOR EXTENSION:

- Run a mock election using the platform.
- Develop a letter based on the platform and send the letter to the political party or parties students wish to influence.
- Examine winning platforms over time to discover what works.
- Present the platform to community members and get feedback.

REFLECTING ON SCIENCE PROCESSES

DEVELOPED BY RMC RESEARCH CORPORATION

GRADE SPAN	SUBJECT AREA	THINKING SKILLS	REFLECTIVE STAGE
K-2 3-5 6-8 ● 9-12	English/Language Arts Mathematics ● Science Social Studies Other	● Application ● Evaluation ● Inference ● Summarization Understanding multiple perspectives	Pre-Service During Service ● Post-Service Ongoing Other - Anytime

PREPARATION:

None (see template page 75).



MATERIALS NEEDED:

- List of science processes
- Paper
- Pen or pencil



TIME NEEDED:

- 20 to 30 minutes



REFLECTION IDEA:

The American Association for the Advancement of Science (AAAS) has identified 13 science processes: observation, measurement, classification, quantification, inferring, predicting, relationships (interaction of variables), communication, interpreting data, controlling data, operational definitions (definition that does not require interpretation), hypothesizing, and experimenting. The processes are identified as a set of intellectual skills associated with acquiring reliable information about nature. Ask students to reflect on how each of the identified processes of science was integrated during the service-learning project. Discuss how each of the standards that was not addressed could be integrated into the experience.



IDEAS FOR EXTENSION:

- Keep a list of these science processes and ask students to note when and how each process was used throughout the service.
- Have the students plan a culminating experience that includes each of the processes. As an alternative, have the students join those in another science class and have them co-plan an experience for next year's students using all of the science processes.
- Have students identify everyday experiences for which the processes are pertinent.

SCIENTIFIC PROCESSES

DIRECTIONS: List all the ways the following scientific processes were used throughout the service-learning project.

OBSERVATION:
MEASUREMENT:
CLASSIFICATION:
QUANTIFICATION:
INFERENCE:
PREDICTION:
RELATIONSHIPS (INTERACTION OF VARIABLES):
COMMUNICATION:
INTERPRETATION (OF DATA):
CONTROLLING DATA:
OPERATIONAL DEFINITION:
HYPOTHESIS:
EXPERIMENTATION:

SERVICE DOCUMENTARY

DEVELOPED BY RMC RESEARCH CORPORATION

GRADE SPAN	SUBJECT AREA	THINKING SKILLS	REFLECTIVE STAGE
K-2	English/Language Arts	● Application	Pre-Service
3-5	Mathematics	● Evaluation	During Service
6-8	Science	● Inference	Post-Service
● 9-12	Social Studies	● Summarization	● Ongoing
	● Other	● Understanding multiple perspectives	Other - Anytime

PREPARATION:

Secure equipment for filming or videotaping and permission from those you wish to be part of the documentary.



MATERIALS NEEDED:

- Video equipment
- Videotapes



TIME NEEDED:

- Duration of service project plus time for editing the final product



REFLECTION IDEA:

Encourage students participating in a service-learning project to feel a sense of ownership of the project and a sense that what they are doing is meaningful and will become important in the history of the school and the community agency. Tell them they will need to document their work on this project on videotape so they can show others how they have made a difference in history. Students begin by gathering information about the current status of the service agency and the people or issues it serves. While documenting the project, they can show what changes they have made. Have them show the tape to community agency staff when it is complete. Have them edit and personalize their project, showing their personal contributions.



IDEAS FOR EXTENSION:

- Discuss how change occurs in that particular service industry and how the students have changed the history of the project. What changes do they predict will occur in the future?
- Have the students write letters to local newspapers and news stations, asking them to highlight their work or show parts of the videotape.
- Incorporate the documentary into the students' graduation and/or portfolio requirements.
- Turn the tapes into a public service announcement and contact local television stations to ask them if they will air the announcements.

SERVICE-LEARNING PASEO WHEEL

ADAPTED FROM LEAGUE OF DEMOCRATIC SCHOOLS, ATHENS, GA.

GRADE SPAN	SUBJECT AREA	THINKING SKILLS	REFLECTIVE STAGE
K-2	● English/Language Arts	Application	Pre-Service
3-5	● Mathematics	Evaluation	During Service
6-8	● Science	Inference	● Post-Service
● 9-12	● Social Studies	● Summarization	Ongoing
	● Other	● Understanding multiple perspectives	Other - Anytime

PREPARATION:

None



MATERIALS NEEDED:

- None



TIME NEEDED:

- 15 to 30 minutes



REFLECTION IDEA:

As part of reflection, students are generally asked to think about important issues and/or discuss them with their classmates and teacher. The Paseo Wheel is a way to facilitate reflection into an organized activity. Students are placed into groups with an even number of students (preferably groups of 10) and told to form two concentric circles of five students each; one circle inside another. The inner circle is then asked to turn to face the outer circle, and all students are told they will be asked a question and have one minute to consider their response. The question is: What happens to students when they engage in service-learning? After one minute, the teacher instructs the people in the outer circle to respond to the question. The students in the inner circle then paraphrase the other students' answers without commenting on them. After two minutes, the teacher instructs the outer circle to move to the left and repeats the question again, instructing the students to respond to the question again. This step is completed once more, followed by the inner circle responding to the question and then moving to the left each time in the same sequence. After the inner circle and outer circles complete the process, the teacher ends the activity by having students discuss what they have learned from sharing their thoughts about students who engage in service-learning.



IDEAS FOR EXTENSION:

- Ask other relevant questions that will encourage students to reflect on their previous knowledge or experiences. You may also use this activity after a service-learning project to show students what they have learned after their recent experience with service-learning.
- Ask students what it takes to be an active listener. Have them try the Paseo Wheel again after they have discussed this to see if their summaries have changed/improved.

SERVICE/SERVED

DEVELOPED BY RMC RESEARCH CORPORATION

GRADE SPAN	SUBJECT AREA	THINKING SKILLS	REFLECTIVE STAGE
K-2 3-5 6-8 ● 9-12	● English/Language Arts Mathematics Science Social Studies Other	Application ● Evaluation ● Inference Summarization ● Understanding multiple perspectives	Pre-Service During Service ● Post-Service Ongoing Other - Anytime

PREPARATION:

None



MATERIALS NEEDED:

- Envelopes
- Paper
- Pen



TIME NEEDED:

- 2 periods of 30 minutes each



REFLECTION IDEA:

Pair students, and for each pair, have students decide who is A and who is B. Student A takes the point of view of the service provider. Student B takes the point of view of the service recipient. Each student should be asked to write a letter to the other about the service experience or about ideas for follow up from the point of view of their assigned role. The letters are put into envelopes, addressed, and exchanged. Without discussion, the letters are read and answered. After the reply letters are read, the first pair of students exchanges ideas verbally and discusses any conflicts or opinions that emerged.



IDEAS FOR EXTENSION:

- Have students talk about differences from a third point of view, such as the teacher or agency staff.

SIMULATIONS AND ROLE PLAYING

DEVELOPED BY RMC RESEARCH CORPORATION

GRADE SPAN	SUBJECT AREA	THINKING SKILLS	REFLECTIVE STAGE
K-2	English/Language Arts	● Application	Pre-Service
3-5	Mathematics	● Evaluation	During Service
6-8	Science	● Inference	Post-Service
● 9-12	● Social Studies	● Summarization	● Ongoing
	Other	● Understanding	Other - Anytime
		multiple perspectives	

PREPARATION:

Prepare description of community members and council members for students to role play.



MATERIALS NEEDED:

- Paper
- Pen or pencil



TIME NEEDED:

- 15 to 20 minutes for note taking during project
- 45 to 60 minutes to decide roles and prepare arguments
- 45 to 60 minutes for role playing



REFLECTION IDEA:

If you are involved in a service-learning project that could result in taking an issue before your city council, such as monitoring a traffic situation or doing a community cleanup project, ask students to develop a simulation or role play regarding taking the issue before the council. Students will need to take notes throughout your service-learning project and collect evidence regarding the issue, and students will need to take on various roles (council members and community members). Their discussion should be based on what they learned throughout the project. Students playing the parts of council members should make a decision about the issue based on the evidence presented. After the role play, students should discuss how to make the presentation even stronger.



IDEAS FOR EXTENSION:

- Visit and observe your local city council in action.
- Ask city council members to visit the school and make a mock decision based on the evidence that students present.
- Take an actual issue to your local city council.
- Examine the types of issues generally debated by the city council. How would the issues addressed in service-learning activities fit in?

STRATEGIC PLANNING

DEVELOPED BY RMC RESEARCH CORPORATION

GRADE SPAN	SUBJECT AREA	THINKING SKILLS	REFLECTIVE STAGE
K-2 3-5 6-8 ● 9-12	● English/Language Arts ● Mathematics ● Science ● Social Studies ● Other	● Application ● Evaluation ● Inference ● Summarization ● Understanding multiple perspectives	Pre-Service During Service Post-Service ● Ongoing Other - Anytime

PREPARATION:

None



MATERIALS NEEDED:

- Chart paper
- Markers



TIME NEEDED:

- 45 to 60 minutes for building a strategic plan
- 15 to 20 minutes per checkpoint
- 20 to 30 minutes to debrief



REFLECTION IDEA:

Involve students in developing a strategic plan for designing the service-learning project. Ask them to develop project goals, tasks, persons responsible, and timelines. Once the goals or objectives for the project have been set, take time periodically to discuss and reflect on whether the project is meeting the intended goals or objectives. Build in discussion time at logical points during and at the end of the service-learning project. Get feedback from all stakeholders. Keep a record of the feedback so you can make necessary changes. Planning for simple checkpoints will allow you to monitor the direction of the project and make adjustments to better meet the needs of everyone involved. When asking for reflective feedback, make sure you provide plenty of wait time so that you will get more reflective thoughts. Provide time at the end of the project to discuss and record what students would do differently if they were going to do the project again.



IDEAS FOR EXTENSION:

- Rather than discussing the feedback, have the stakeholders write their feedback. Have the students predict what the stakeholders will say, then read the feedback and discuss in light of the predictions.
- Have students develop project evaluation forms and administer them at the end of the service-learning project. Have them summarize results, discussing strengths and challenges. Brainstorm how to address challenges in the future. Have students write a program evaluation report.

THE CENTS TO CHANGE

DEVELOPED BY RMC RESEARCH CORPORATION

GRADE SPAN	SUBJECT AREA	THINKING SKILLS	REFLECTIVE STAGE
K-2 3-5 6-8 ● 9-12	English/Language Arts ● Mathematics Science ● Social Studies Other	● Application ● Evaluation Inference ● Summarization ● Understanding multiple perspectives	Pre-Service During Service ● Post-Service Ongoing Other - Anytime

PREPARATION:

None



MATERIALS NEEDED:

- Reference materials



TIME NEEDED:

- 2 to 3 classes



REFLECTION IDEA:

Oftentimes when students engage in service, they are unaware of the economic factors involved. In this reflection, students study the cost of serving others. First, they list all of the materials, space, labor, and other expenses associated with the service activities. Then they conduct research on cost. This generally becomes an eye opener!



IDEAS FOR EXTENSION:

- Have students brainstorm how costs can be cut.
- Link the costs for providing the service to the local, state, or national budgets for this type of service.
- Discuss jobs in the nonprofit sector associated with service. Compare remuneration with salaries in other market sectors.

USING DATA TO MAKE DECISIONS

DEVELOPED BY RMC RESEARCH CORPORATION

GRADE SPAN	SUBJECT AREA	THINKING SKILLS	REFLECTIVE STAGE
K-2 3-5 6-8 ● 9-12	● English/Language Arts Mathematics Science Social Studies Other	Application ● Evaluation ● Inference ● Summarization ● Understanding multiple perspectives	● Pre-Service During Service Post-Service Ongoing Other - Anytime

PREPARATION:

None



MATERIALS NEEDED:

- None



TIME NEEDED:

- 2 to 3 classes plus additional outside group time as needed



REFLECTION IDEA:

Divide the class into four groups. Have each group choose an idea for a service project. You may need to facilitate this process so the ideas vary enough. Develop the ideas into a plan for service. Students should conduct research to provide support for their claims and why their project would be the best project for the class to perform for the community. After a period of group planning and development, each group presents its idea to the class and the logistics that surround bringing the idea to fruition. While each team makes its case, the other teams can question any inconsistencies, potential barriers or obstacles, and evaluate the other teams' ideas. Students then vote on the service project they decide to undertake.



IDEAS FOR EXTENSION:

- Have students construct an evaluation sheet or rubric to help them choose the best service project. What criteria do they think is important in determining a good service project for their class?
- Have students identify the content standards that will be incorporated into their project. Add this as a component to the presentation.
- Consider revisiting the three service ideas that were not selected for implementation. How could those ideas be groomed to present competition to the winning service idea? Add this component to the activity, giving these service projects a second chance at survival.

WHERE DOES THE TIME GO?

DEVELOPED BY RMC RESEARCH CORPORATION

GRADE SPAN	SUBJECT AREA	THINKING SKILLS	REFLECTIVE STAGE
K-2 3-5 6-8 ● 9-12	English/Language Arts ● Mathematics Science Social Studies Other	● Application ● Evaluation ● Inference ● Summarization ● Understanding multiple perspectives	● Pre-Service During Service Post-Service Ongoing Other - Anytime

PREPARATION:

None



MATERIALS NEEDED:

- Paper
- Pen or pencil



TIME NEEDED:

- 45 to 60 minutes



REFLECTION IDEA:

Students have a number of obligations and time commitments even before they commit to a service-learning activity. Have students reflect on how their time is allocated on a daily, weekly, and/or monthly basis. Allow students to assess individually and then discuss as a class how much time they spend on various activities such as sleeping, eating, working, going to school, attending community functions, spending time with friends, or doing things for themselves. How do these allocations work out into percentages? What do they mean as far as time spent annually? Time spent as a class? Given all the valuable time they spend on different tasks in their own lives, how much time is left to volunteer for the greater good of the community? How important is community service? Is it feasible to allocate time for this purpose? How much? How do they feel about their time commitments? How do they see their time allocated in the future? How similar or different are their time commitments from those of the population they serve (e.g., homeless, poor, developmentally-challenged children, etc.) or others in the community? Why might some people give money instead of time to help those in need? Why might people not participate in service?



IDEAS FOR EXTENSION:

- Conduct a survey of a sample of students, teachers, and/or community members about how they allocate their time and the value they place on these different tasks. Use charts and graphs (on computers if available) to simulate how people spend their time, looking for patterns in the data.
- Use the results from the survey to make generalizations about the population. Determine how much time each person would need to provide to accomplish a particular service to the community. Spread the word through an awareness campaign.
- Write a paper convincing someone with a busy schedule to volunteer their time to others and the community. How might they fit in the time, value the time, and appreciate the time?

360 DEGREES OF OBJECTIVITY

DEVELOPED BY RMC RESEARCH CORPORATION

GRADE SPAN	SUBJECT AREA	THINKING SKILLS	REFLECTIVE STAGE
K-2	English/Language Arts	Application	Pre-Service
3-5	● Mathematics	Evaluation	During Service
6-8	Science	● Inference	● Post-Service
● 9-12	Social Studies	● Summarization	Ongoing
	Other	● Understanding	Other - Anytime
		multiple perspectives	

PREPARATION:

Have students bring company logos to class.



MATERIALS NEEDED:

- Company logos
- Paper
- Pen or pencil



TIME NEEDED:

- 60 to 90 minutes



REFLECTION IDEA:

Challenge students to see more than meets the eye, searching for information that might be hidden or difficult to perceive. Begin by exploring symbols in their everyday environment and using skills in applied geometry. Have each student select a company logo and imagine the 2-dimensional symbol as a 3-dimensional object. Make a 3-dimensional model of the logo using items found at home or in the classroom. What would it look like from all angles? Allow students to sketch their ideas on paper and then compare with another student for accuracy. Discuss how this same theory might relate to their service-learning project. Sometimes we are only given one side of the story or limited information and are forced to gather more information or consider different perspectives before acting. When might students have had this type of experience in their lives or when working on their service project?



IDEAS FOR EXTENSION:

- Discuss the ease and difficulty students had in making their 3-dimensional models. Might there be multiple ways to make the model? How does this relate to people making assumptions with limited information?
- Use a computer program to simulate the actual 3-dimensional logo and compare it to their models.
- Have students work in groups and invent a situation in which one person has limited information about a service-learning project that the rest of the group knows about well. How might this student obtain more information to better help the group? How might acting with limited information adversely affect the group? How might it be helpful?

THEORY/RESEARCH ON REFLECTION



WHY REFLECT?

THEORY/RESEARCH ON REFLECTION



In today's world, it is common for people to look for instant solutions to complex problems. Reflection in service-learning provides students and teachers with a way to make sense of their experiences, evaluate them, and apply what was learned to future experiences. Students build skills necessary for analyzing and solving problems and developing creative solutions. Without reflection, students often just report on experiences instead of examining how what they did impacted themselves and those they serve. Reflective activities that are thoughtfully designed and implemented help students acquire a deeper understanding of the world around them and how they can make positive contributions to society.

Reflection in the service-learning field can be defined as the “use of creative and critical thinking skills to help prepare for, succeed in, and to learn from the service experience, and to examine the larger picture and context in which the service occurs” (Toole & Toole, 1995, p. 100). Reflection is an important means by which students integrate prior knowledge and experiences with new experiences to develop critical thinking and problem solving skills. This section explores the theoretical basis for reflection as a practice, discusses outcomes of reflection in a service-learning context, and outlines the stages of and best practices for reflection.



Theoretical Basis for Reflection in Service-Learning

The theoretical basis for reflection as a practice in education is grounded in the work of Dewey (1938), a pioneer in designing the American educational system. Bringle and Hatcher (1999) noted three principles at the core of Dewey's educational philosophy:

1. *Education must lead to personal growth;*
2. *Education must contribute to humane conditions; and*
3. *Education must engage citizens in associating with one another.* (p. 181)

Dewey's (1938) “educational continuum” distinguished between educational experiences that are worthwhile versus those that are not. Worthwhile educational experiences “do something to prepare a person for later experiences of deeper and more expansive quality. That is the very meaning of growth, continuity, and reconstruction of experience” (p. 47). The connections between thought, worthwhile educational experiences, action, and further learning are the cornerstone of the service-learning reflective process. Dewey saw reflective thinking as a way to discover specific connections between actions and consequences. He believed that reflective thinking would help students learn from experience and improve their problem solving skills.

Dewey's work formed the basis for Kolb's (1984) model of experiential learning. According to Kolb,

- *Learning should be viewed in terms of process, not in terms of outcomes;*
- *Learning is a continuous process grounded in experience;*
- *Learning results from finding ways to resolve opposing ways of dealing with the world;*
- *Learning is a holistic process that involves thinking, feeling, perceiving, and behaving;*

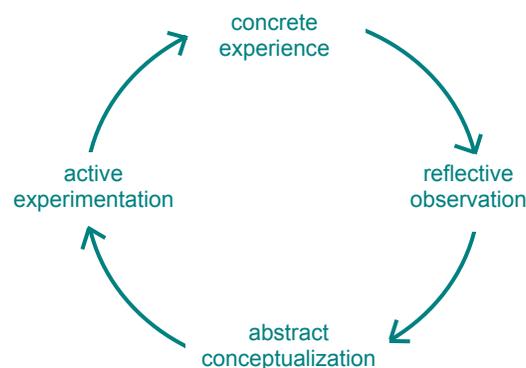
- *Learning involves transactions between the person and the environment—it is an active, self-directed process; and*
- *Learning is the process of creating knowledge.* (pp. 26-36)



Kolb (1984) believed that successful learners need four different kinds of abilities:

1. Concrete experience – abilities that learners base their initial actions and involvements;
 2. Reflective observation – abilities that allow learners to reflect on and observe experiences from many different perspectives;
 3. Abstract conceptualization – abilities that develop when learners create concepts and integrate observations in logically sound theories; and
 4. Active experimentation – abilities that allow learners to make decisions and solve problems.
- (p. 30)

Learning, change, and growth occur when these abilities exist in a continuous cycle. The experiential learning cycle allows learners to understand and modify behavior and/or choose new experiences. Reflection leads to change and is therefore a basic element in learning (Billig & Kraft, 1997, p. 15-2).



KOLB'S EXPERIENTIAL LEARNING CYCLE

King and Kitchener's (1994) "Reflective Judgment Model" delved deeper into the processes described by Dewey and Kolb. In this model, a learner passes through seven stages of reflection. These stages are consolidated into three phases of reflection: pre-reflective, quasi-reflective, and reflective thinking. In the pre-reflective phase (Stages 1, 2 and 3), knowledge is first limited to simple, concrete observations about what a person thinks is true and then starts to develop into knowledge being either absolutely or temporarily certain or uncertain. In the quasi-reflective phase (Stages 4 and 5), individuals understand that knowledge can be uncertain and that some problems are not easily solved. They are able to use evidence, but have difficulty justifying their beliefs and drawing reasoned conclusions. Finally, in the reflective phase (Stages 6 and 7), knowledge is seen not as a given but as a means of reasoned inquiry and problem solving. Solutions and judgments are based on data and inquiry, but can always be reevaluated in light of new evidence. A detailed description of this model is shown on the next page.



KING AND KITCHENER'S REFLECTIVE JUDGMENT MODEL

	ASSUMPTION ABOUT KNOWLEDGE	INSTRUCTIONAL GOALS FOR STUDENTS	SAMPLE DEVELOPMENTAL ASSIGNMENT
PRE-REFLECTIVE THINKING			
STAGE 1	<ul style="list-style-type: none"> Knowledge is assumed to exist absolutely and concretely. 	<ul style="list-style-type: none"> Learn that there are other points of view beyond one's own. 	<ul style="list-style-type: none"> Find a newspaper article with a point of view different from yours on an important issue.
STAGE 2	<ul style="list-style-type: none"> Some knowledge is certain. When knowledge is uncertain, accept the view of an authority. 	<ul style="list-style-type: none"> Learn that there may be several opinions about a controversial issue, none of which is known to be absolutely correct. 	<ul style="list-style-type: none"> Provide arguments on two sides of an issue, giving reasons for the arguments. Consider the views of different experts on a particular event.
STAGE 3	<ul style="list-style-type: none"> Knowledge is absolutely certain in some areas and temporarily uncertain in other areas. Opinions and beliefs cannot be distinguished from factual evidence. 	<ul style="list-style-type: none"> Learn to use evidence in reasoning to a point of view. Learn to view one's own experience as one potential source of information but not as the only valid source. 	<ul style="list-style-type: none"> Here is one point of view on an issue. What are other possible perspectives on this issue? Cite evidence for each perspective.
QUASI-REFLECTIVE THINKING			
STAGE 4	<ul style="list-style-type: none"> Knowledge is uncertain. Evidence is used to support a point of view along with unsubstantiated opinion. 	<ul style="list-style-type: none"> Learn that interpretation is inherent in all understanding. Learn that some arguments can be evaluated as better on the basis of evidence. 	<ul style="list-style-type: none"> Compare good and bad arguments on one side of an issue; evaluate the adequacy of these arguments by looking at the evidence and how it is interpreted and noting what makes a stronger argument.
STAGE 5	<ul style="list-style-type: none"> Interpretation is inherent in all understanding; therefore, no knowledge is certain. Beliefs may be justified only within a given context or from a given perspective. 	<ul style="list-style-type: none"> Learn to relate alternative perspectives on an issue to each other by comparing and contrasting them and evaluating their strengths and weaknesses. 	<ul style="list-style-type: none"> Here are two conflicting points of view of the same issue. Explain how each author arrived at his or her conclusion. Identify the evidence and arguments for each point of view, suggesting which has stronger support. Explain which view you would endorse and why you would do so.
REFLECTIVE THINKING			
STAGE 6	<ul style="list-style-type: none"> Knowledge is uncertain and must be understood in relationship to context and evidence. Evidence on different points of view can be compared and evaluated as a basis for justification. 	<ul style="list-style-type: none"> Learn to construct one's own point of view and to see that point of view as open to reevaluation and revision in light of new evidence. 	<ul style="list-style-type: none"> Develop and defend firm arguments for a particular point of view and back your arguments up with your own research.
STAGE 7	<ul style="list-style-type: none"> Knowledge is the outcome of a process of reasonable inquiry in which solutions to ill-structured problems are constructed. The adequacy of these solutions is evaluated in terms of what is most reasonable or probable according to current evidence. Knowledge is reevaluated when relevant new evidence, perspectives, or tools of inquiry become available. 		

(Source: King & Kitchener, 1994, pp. 250-254.)

King and Kitchener's (1994) model describes stages of cognitive activity that students progress through as a result of reflective activities. These stages align with the levels of higher order thinking skills described by Bloom (1956) and Marzano et al. (1988). Bloom's Taxonomy arranges objectives which educators want students to know, in a hierarchy from simple to more complex. The six objectives identified by Bloom as being critical to the learning experience are: knowledge, comprehension, application, analysis, synthesis, and evaluation. Marzano et al. expanded on the work of Bloom and other scholars to identify a set of eight core thinking skills. These include focusing, information gathering, remembering, organizing, analyzing, generating, integrating, and evaluating. These sets of higher order thinking skills form the basis for trigger questions that can be asked during the service-learning reflective process. When teachers incorporate higher order thinking skills into reflection activities, the service-learning experience becomes deeper and more meaningful for students. The table below provides sample questions and key words to use in prompting students to reflect.



HIGHER ORDER THINKING SKILLS	SAMPLE QUESTIONS FOR REFLECTION	KEY WORDS
KNOWLEDGE (Includes focusing, information gathering, and remembering skills)	<ul style="list-style-type: none"> Name an environmental problem in our community that needs to be solved and identify a project we can do to help our community. 	define, identify, label, list, name, what, when, who
COMPREHENSION/ORGANIZING	<ul style="list-style-type: none"> Are your views on the environment similar to or different from your parents' views? Summarize the similarities and differences. 	classify, compare, contrast, differentiate, explain, order, summarize
APPLICATION	<ul style="list-style-type: none"> Why is the environmental problem in our community so significant? Describe the evidence you have to demonstrate this. 	apply, calculate, demonstrate, experiment, illustrate, interpret, relate, solve, use
ANALYSIS	<ul style="list-style-type: none"> Compare results of what our class did to help solve the environmental problem we identified to what local government officials have done. 	analyze, categorize, compare, contrast, discuss, distinguish, identify
SYNTHESIS (Includes generating and integrating)	<ul style="list-style-type: none"> What do you think our community will look like 10 years from now if the environmental problem is not addressed? What will our community look like if the environmental problem is addressed? 	conclude, design, hypothesize, infer, justify, plan, predict, propose, report, speculate, support, theorize
EVALUATION	<ul style="list-style-type: none"> Look back at how you felt about environmental issues in our community before we started the project. How do you feel about environmental issues now that the project is completed? Do your views before and after differ? Why or why not? 	choose, criticize, defend, estimate, evaluate, judge, recommend

(Sources: Bloom, 1956; Marzano et al., 1988; North Carolina Department of Public Instruction, 1994; University of Texas at Austin Learning Center, 2002.)





STAGES OF THE REFLECTIVE PROCESS

Both the components and stages of the reflective process in service-learning mirror the higher order thinking skills process. Students think about what they have experienced, analyze information, examine their values before and after their experience, and apply what they have learned to future experiences (Stephens, 1995, p. 31).

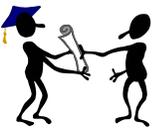
Reflection occurs in at least three stages in the service-learning process: pre-service, during service, and post-service. In *pre-service reflection activities*, students examine their beliefs, assumptions, and attitudes about issues. They do this when they choose service projects and prepare to engage in service. *During service*, students have the opportunity to learn from their peers, share observations, ask for and receive feedback, ask questions, and solve problems. Teachers can evaluate student work and provide feedback as the reflection process continues. *Post-service*, students look back at their initial beliefs, assumptions, and attitudes to assess their own development. They evaluate their projects, apply what they learned, and develop ways to solve problems that may arise in the future (Toole & Toole, 1995, pp. 106-107).

Perry and Albright (1999) adapted from National Helpers Network, Inc. (1998) summarized the five steps involved in the act of reflection at each stage of the service-learning process:

1. Remembering and thinking about what was experienced.
2. Relating to current and prior experiences.
3. Representing the experience by actively participating in service-learning.
4. Reaching further into the experience by extending thinking, and thinking at higher cognitive levels.
5. Revisiting the experience by looking at the value of the experience and exploring what else can be learned from it. (p.15)

OUTCOMES OF REFLECTION IN SERVICE-LEARNING

Service-learning, combined with opportunities for reflection, offers many benefits to students. Reflection outcomes for students generally fall into three categories: academic learning, personal/social development, and civic engagement and knowledge acquisition. Outcomes are typically connected to the intentional goals of service-learning though some, such as a sense of efficacy, tend to occur no matter what the goal is (Billig, 2000).



ACADEMIC LEARNING OUTCOMES

Reflection helps students gain a deeper understanding of what they learn, applying what they learn to real life situations, and developing increased problem-solving skills (Eyler & Giles, 1999, p. 73). Students also improve basic skills, such as reading, writing, and speaking, and develop higher level thinking through reflection (Conrad & Hedin, 1987, p. 40). Additional studies cited by Billig (2000, p. 661) showed that students engaged in service-learning and reflection demonstrated improved engagement in school, higher grades and test scores, an improved sense of educational accomplishment, higher rates of homework completion, and were less likely to drop out of school compared to students not involved in service-learning activities. Reflecting on service encourages students to deal with the root causes of complex issues. Students learn to look at the big picture and to synthesize what they have learned.



PERSONAL/SOCIAL DEVELOPMENT OUTCOMES

Personal/social development outcomes that result from reflection include (a) awareness of changes in oneself, (b) a sense of community, and (c) ability to take charge of one's own life (Conrad & Hedin, 1987, p. 41). Other personal/social outcomes found in multiple studies include greater respect for diversity and all people, a sense of efficacy and optimism, and better relationships with peers and adults (Billig, 2000). Opportunities to reflect on service help young people feel more confident in themselves and their accomplishments, connect to others, and link their personal lives with their academic instruction. Students develop an increased sense of personal power and are better able to clarify and accomplish their goals. Reflection activities that address how students feel when a service-learning project does not produce positive outcomes are also important.



CIVIC ENGAGEMENT AND KNOWLEDGE ACQUISITION OUTCOMES

Studies by Eyler & Giles (1999) demonstrated that reflection is a predictor of openness to new ideas, ability to see issues in a new way, "increased commitment to use of public policy to achieve social justice, and a more systemic locus of problem causes and solutions" (p. 173). Eyler, Giles, & Schmiede (1996) discovered that students engaged in critical reflection are more likely to apply what they learn to understanding and solving social problems. Reflection also allows youth to form identities in community service settings, especially with regard to agency, social relatedness, and moral-political awareness (Leming, 2001, p. 33).



BEST PRACTICES FOR REFLECTION

Reflection activities work best when they are designed well, planned in advance, and implemented thoughtfully. Reflection is a continuous process, and reflection activities can occur at any time during a service-learning project. Effective reflection incorporates the following best practices:

1. Reflection should occur before the service-learning experience, during the experience, and after the experience. Ongoing, high quality reflection can help to develop and improve students' complex thinking skills and problem solving abilities.
2. Reflection activities should clearly link the service-learning experience to academic standards and curriculum objectives. If a service-learning project takes place out of school, verification activities should link to learning objectives for the project.
3. Frequent opportunities for discussion of service should be provided so students can interact with their peers, mentors, and those they serve.
4. Reflection activities should allow students to explore and clarify their feelings and thinking.
5. Students should be included in the planning of reflection activities so they have ownership of the process.
6. Reflection activities should incorporate various learning styles (e.g., visual, auditory, kinesthetic) and experiences to encourage students to think in different ways.
7. Teachers should provide continual feedback to students so they can improve their critical thinking and analytical skills during the reflective process.



(Sources: Billig, 2002; Bringle & Hatcher, 1999; Conrad & Hedin, 1987; Education Commission of the States, 2001; Eyler & Giles, 1999; Eyler, Giles, & Schmiede, 1996; Toole & Toole, 1995.)

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INTERNET RESOURCES FOR SERVICE-LEARNING REFLECTION

ABCD Books

<http://www.abcdbooks.org>

13142 Lake Street

Los Angeles, CA 90066

Phone: (310) 397-0070

Boston Teachnet

<http://boston.teachnet.org>

Boston Public Schools

26 Court Street

Boston, MA 02108

Phone: (617) 635-9000

CalServe Initiative

<http://www.cde.ca.gov/calserve>

California Department of Education

1430 N Street, Suite 6408

Sacramento, CA 95818

Phone: (916) 319-0917

Campus Compact

<http://www.compact.org/disciplines/reflection/>

Brown University

PO Box 1975

Providence, RI 02912

Phone: (401) 867-3950

Center for Positive Practices

<http://www.positivepractices.com/>

PO Box 6411

Santa Fe, NM 87505

E-mail: mail@positivepractices.com

Infed.org

UK National Grid for Learning (NGfL)

<http://www.infed.org/biblio/b-reflect.htm>

62 Casby House, Marine Street

Bermondsey, London SE16 4SY

Phone: (020) 7540 4929

E-mail: info@infed.org

John Dewey Project on Progressive
Education

The University of Vermont

<http://www.uvm.edu/~dewey/>

411 Waterman Bldg.

85 So. Prospect Street

Burlington, VT 05405-0160

Phone: (802) 656-1355

E-mail: dewey@uvm.edu

KIDS Consortium

www.kidsconsortium.org

215 Lisbon Street, Suite 12

Lewiston, ME 04240

Phone: (207) 784-0956

Learn and Serve America

<http://www.learnandserve.org>

Corporation for National and Community
Service

1201 New York Avenue, NW

Washington, DC 20525

Phone: (202) 606-5000

Live Wire Media

<http://goodcharacter.com>

273 Ninth Street

San Francisco, CA 94103

Phone: (800) 359-5437

E-mail: Info@livewiremedia.com

Maryland Student Service Alliance

<http://www.mssa.sailorsite.net>

Maryland State Department of Education

200 West Baltimore Street

Baltimore, MD 21201

Phone: (410) 767-0358

National Helpers Network

<http://www.nationalhelpers.org>

875 Sixth Avenue, Suite 206

New York, NY 10001

Phone: (212) 679-2482

National Service-Learning Clearinghouse
<http://www.servicelearning.org>
ETR Associates
4 Carbonero Way
Scotts Valley, CA 95066
Phone: (831) 438-4080

Points of Light Foundation and Volunteer
Center National Network
<http://www.pointsoflight.org/default.cfm>
1400 I Street, N.W. Suite 800
Washington, DC 20005-2208
Phone: (800) 750-7653
Volunteer Info: (800) Volunteer

The Giraffe Project
<http://www.giraffe.org>
PO Box 759
Langley, WA 98260
Phone: (360) 221-7989

The School for Ethical Education (SEE)
<http://ethicsed.org>
440 Wheelers Farm Road
Milford, Connecticut 06460
Phone: (800) 232-0013



CONNECTING THINKING AND ACTION IDEAS FOR SERVICE-LEARNING REFLECTION

LET US KNOW WHAT YOU THINK! WHAT IS YOUR OVERALL REACTION TO THIS GUIDE?

WHAT HAS BEEN MOST HELPFUL TO YOU?

WHAT COULD BE IMPROVED?

DO YOU HAVE ANY SUGGESTIONS FOR STELLAR EXAMPLES THAT WE COULD INCLUDE IN THE NEXT EDITION?

PLEASE SEND ALL FEEDBACK TO:
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