**REFLECTION**

**OBJECTIVE**: Reflection enables students to learn from their service experience and is most powerful when regularly scheduled during the course of the service project.

**PURPOSE**: Reflection activities should include both individual and group reflections that attend to broader issues as well as personal experiences, encourage creativity and include diverse activities. Reflection should occur throughout the service project so students can 1) receive feedback from their peers about how they are doing; 2) learn about the experiences the other student are having; and 3) have time to process what they are learning.

**MULTIPLE INTELLIGENCES REFLECTION IDEAS**

Have fun choosing and designing reflection activities! The ideas below are just to get your students started. Three suggestions: (1) give students *options*-everyone loves a choice; (2) over the course of a year, try reflective activities based on *all* the intelligences so that you are playing to everyone’s strengths; (3) ask students to create reflective activities that use different *combinations* of intelligences.

**LINGUISTIC**

* Keep an ongoing journal, either reflecting on your own about your service experiences, or responding to assigned questions and topics.
* Compose an essay based on the first day of your service job.
* Write a reflection paper that combines your service experience with what you are learning in class.
* Prepare a research paper on an issue that arises from your service experience.
* Create a resume explaining the job skills you attained while volunteering.
* Write a job description for the service job you held.
* Compose a letter to your site supervisor offering suggestions for working with future youth volunteers.
* Write an article for the school or community newspaper highlighting your accomplishments.
* Find a newspaper article regarding the issue you are addressing.
* Write a poem that reflects your volunteer experience.
* Report to your class the goals of the place where you work.

**LOGICAL/MATHEMATICAL**

* Compile statistics or other quantitative data on your service learning project.
* Identify a problem you see at your work site and devise a solution.
* Connect your service learning experience to a larger issue at the state or national level: where does your service fit in?
* Write about any measurements, statistics, classifications or numbers that play a role in the work done at your placement.
* Construct a detailed time line of the service experience.
* Create a hypothesis based on your experience. Explain how you would test the hypothesis.
* Explain what scientific knowledge would help you in your placement, and why. Devise a plan for getting such knowledge.

**SPATIAL**

* Draw the place where you volunteer and tell the class about your drawing.
* Draw your school and the place where you volunteer and what is in between; tell the class about your drawing.
* Create a display about the issue that your agency works on; display it at the agency and/or at school.
* Make a collage that shows something about your placement, or how you feel about your work there.
* Make a video commercial that encourages people to volunteer at your site.
* Record a TV commercial that you find offensive. Show it to the class and talk about it.
* Bring in a clip from a movie that expresses something you have experienced through service learning. Show it to the class and tell about it.
* Create a video that reflects what you and your classmates have accomplished through this service learning project.
* Document the whole service learning project using pictures, video, essays, and displays.
* Use charts or maps to help your classmates understand the work your agency does.

**MUSICAL**

* Compose a song that captures your service experience. Either perform or record the song for your class.
* Bring in a song that reflects your service experience. Play it for the class and tell why you chose it.
* Notice sounds and songs while you’re working: what are the sounds around you, what songs are people singing or humming? Create a presentation based on those sounds and songs.
* Bring in different objects that can make sounds. Have groups create rhythms that express their service experience. Put the rhythms together to make a composition.
* Bring in music without words; work in groups or as a class to create words for the service experience that match the music.

**BODILY/KINESTHETIC**

* Within three minutes, express the heart of your volunteer experience to the class without using words.
* Create and perform a skit about what happened at your site.
* Act out a possible television commercial that would encourage people to take advantage of the services your agency offers.
* Put on a skit for an all-school assembly that shows the younger students what it is like to do service work.
* Create and perform a dance that reflects your experience with service work.

**INTERPERSONAL**

Many of the activities in the above categories can be done in groups and are therefore effective techniques for interpersonal learners. Some additional suggestions follow.

* Have a small group discussion about your experiences doing service work.
* Share with one other person what you felt like before, during and after the volunteer work.
* Read the quote, “A ship in the harbor is safe, but that is not what ships are built for.” (William Shedd). Discuss how this quote relates to your volunteer work.
* Role-play something that happened at your volunteer job that you did not know how to handle. Have your classmates role play appropriate and inappropriate responses to this situation.