# Civic Engagement Reflection Facilitation Handbook:
Strategies, tips, and activities for teambuilding and reflection

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**Questions?** Contact the CCE: [cc@oregonstate.edu](mailto:cc@oregonstate.edu) | 541-737-3041 | 206 Student Experience Center

Developed by Corin Bauman, ORCC AmeriCorps VISTA, 2013-2014
Modified by Center for Civic Engagement and Diversity & Cultural Engagement Staff, 2017-2018

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**Facilitation Handbook**

**Developed by Corin Bauman, ORCC AmeriCorps VISTA, 2013-2014**
Modified by Center for Civic Engagement and Diversity & Cultural Engagement Staff, 2017-2018
The Importance of Reflection

“Tell me and I forget, show me and I may remember, involve me and I will understand.” - Confucius

Reflection is a process in which people **make connections** and **find or deepen meaning**. Through reflection, participants:

- name their experiences and interpret their feelings about those experiences;
- connect the concrete realities of community work to academics and other aspects of their lives;
- connect the service they perform with broader social and global issues;
- develop problem-solving skills, learning skills and personal satisfaction; and
- internalize commitment and values that are shaped through their service.

### Principles for Effective Student Reflection

<table>
<thead>
<tr>
<th>Continuous</th>
<th>Must be an ongoing part of a learner’s education and service involvement over the course of his/her educational career. Should include reflection before the experience, during the experience, and after the experience.</th>
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<tr>
<td>Connected</td>
<td>Links service to the intellectual and academic pursuits of the students. Academic pursuits add a “big picture” context to the personal encounters of each isolated experience and help students to search for causes and solutions to social problems.</td>
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<td>Challenging</td>
<td>Requires intervention on the part of a teacher or colleague who is prepared to pose questions and propose unfamiliar or even uncomfortable ideas for consideration by the learner.</td>
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<tr>
<td>Contextualized</td>
<td>The environment and method of reflection corresponds in a meaningful way to the topics and experiences that form the material for reflection.</td>
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### Suggested Reflection Activities for Four Forms

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<td>Poetry</td>
<td>Case studies</td>
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<td>Newspapers, magazines</td>
<td>Grant proposals</td>
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<td>Websites</td>
<td>Press releases</td>
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<td>Drafting legislation</td>
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<td>Letters to other students, clients, self, politicians, etc.</td>
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<td>Volunteer/Agency training manuals</td>
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<tr>
<th>Doing</th>
<th>Telling</th>
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<td>Public speaking</td>
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<td>Conducting interviews</td>
<td>Focus groups</td>
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<td>Informal discussions</td>
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<td>Role playing</td>
<td>Formal class discussions</td>
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<tr>
<td>Collecting photos</td>
<td>Presentations</td>
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<tr>
<td>Creating slide presentations</td>
<td>Talking to other students</td>
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<tr>
<td>Watching movies/videos</td>
<td>Recruiting other volunteers</td>
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<td>Presentations involving dance, music, or theater</td>
<td>Teaching a class</td>
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<td>Planning public relations events for the agency</td>
<td>Cooperative learning</td>
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<td>Analyzing or creating agency budgets</td>
<td>Story telling</td>
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<td>Program development</td>
<td>Individual conferences with teacher or project sponsor</td>
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Facilitation Guidelines and Tips

- **Establish ground rules and norms and enforce these** during the reflection process. Remind participants of your group norms and expectations.
- Identify ways to **build trust** among your participants. Learning can happen more deeply when people feel comfortable and affirmed.
- **Consider the physical set-up** - The group should be arranged so that they can see one another. Ideally the set-up would be a circle where people are seated and barriers—including desks and tables—are limited.
- **Consider other environmental factors** - These include temperature, lighting, and other accommodations. How might these factors impact the group?
- **Actively listen and be observant** during the group’s process.
- **You are not expected to be the expert** - Do not take on a role that puts you in a position of “telling” the group what they learned. You are the “curator” of the reflection process. You add complexity and nuance to the dialogue.
- **Allow the group process to emerge naturally** - Resist the temptation to force the group into any one direction during the process.
- **Honor the inherent knowledge and experiences of the group.**
- **Be willing to interject when appropriate** - It is ok to interrupt, redirect, or reframe the conversation and encourage a reassessment if necessary or if the established ground rules are not being honored.
- **Ask questions and provide summaries** for the group - This will ensure comments are clarified and understood and serve as a “check-in” moment for the group. Ex: “It sounds to me like...is that correct?” or “From what I have heard, it seems like the group feels…”
- **Encourage meaning making** through connections to personal experiences and examination of personal social identities including their privileged and targeted identities.
- **Nurture relationships through the reflection process** - Provide positive feedback and support, and make the process fun and engaging.
- **Don’t be afraid of silence** - Some people need this time to process and reflect internally.
- **Keep learning outcomes and objectives in mind** - Planning reflection activities should be guided by these outcomes, but be **flexible and willing to adjust** to meet the group’s needs.
- **Be open to assessment, evaluation, and adjustment** of your facilitation practice and reflection strategies. Facilitation is a learning experience for both the participants and the facilitator.
  - Provide index cards and have participants write **Gots/Needs** on them. Gots for what they got out of the activity and needs for what they need next time.
- **Promote the participation of all group members** - Use a diversity of activities that are engaging. Be mindful that people process, communicate, and learn in different ways. **Cater to different learning styles and modalities** by utilizing small group (think-pair-share) conversation, large group dialogue, individual reflection, art, writing, poetry, etc.
What are Traits of an Effective Facilitator?

- Models authentic listening and acknowledgement of all contributions
- Encourages sharing of divergent experiences and perspectives
- Welcomes sharing of emotional reactions and responses as part of the learning process
- Encourages sharing of personal experiences connected to the team’s work and trip theme
- Models sharing of emotions, vulnerability, and empathy
- Actively works to increase belonging and reduce isolation for participants, facilitates connection among team members
- Balances perspectives in the room (multipartial rather than neutral)
- Balances process and content of reflection
- Upholds group norms and expectations
- Someone who is aware of all the members, work toward universal design to encourage engagement among all team members, utilize different modalities
- Designing reflective activities that are effective/applicable to all members
- Allowing multiple perspectives to interact
- Offering and adding complexity and nuance to the dialogue
- Having unconditional positive regard for your participants – all people matter and should be valued
- Power of unconditional positive regard - very disarming, minimizes resistance, losing a relationship is not a consequence of what happens
- Participants can always come back to you - play the long game rather than the short game
- Moral relativism is not our game in multipartial or justice oriented dialogue – some ideas are stronger than others and some ideas aren’t productive
- Different types of reflection for different environments – cooperative (providing opinion), autonomous (step back), hierarchical (facilitator who leads where the discussion is going)

Facilitator Competencies

- Creating space for difference and dialogue
  - Creates environments where divergent and convergent experiences and perspectives emerge.
  - Utilizes empathy to support and challenge participants within their own identity groups.
  - Engages multi-partial rather than neutral or objective facilitation.
  - Surfaces power dynamics in the group between co-facilitators and members as opportunities for learning
- Integrating content and process
  - Invites and balancing contributions of self, text, and context
  - Draws upon the happenings of the dialogue to encourage reflection on self and social issues, as well as illustrate conceptual foundations
  - Generates content for dialogue by engaging participants in structured exercises and experiential activities
- Naming and framing emotions
  - Names common emotions related to cognitive and affective learning about structural inequality
  - Emotions related to learning are normalized, and discussed
  - Cultivates space to productively explore emotions; minimizing feelings of isolation and shame
  - Names own emotions and demonstrates vulnerability where appropriate
- Cultivating connection across difference
  - Recognizes participants’ unique histories of separation, estrangement, and ignorance of each other.
  - Models clear communication and connected speaking and listening with all participants
  - Models interest and curiosity in the stories of all participants
  - Inspires participants to acknowledge and affirm one another’s contributions
Multipartial and Social Justice Facilitation – Neutral is Not Enough

You don’t need to be an expert in the content. You need to facilitate the process and have knowledge of themes within dominant and counter narratives within the topic.

- The dialogue is the car, the facilitator is the driver
- To be neutral means to facilitate the dominate narrative, the dominant narrative is in the air, in everyone’s consciousness while the counter narrative might only be present for some in your group
- Need to know the dominant narrative
- Knowledge lets us rev the engine
- Counter narrative – more gas is required to bring it out, can’t floor it and take the car where participants have never been before, need to problematize the dominant narrative
- Dominant narrative – there’s gravitational pull that will take the dialogue to the dominant narrative, this is why being neutral (letting the car or dialogue be in neutral) is not enough, the dominant narrative needs to be present to poke holes in and problematize
- All the narratives help us to understand the complexity of the issue

Strategies for bringing in counter narratives:

1) **Co-facilitation** – Have a co-facilitator that has different social identities than you so more lived experiences, perspectives, and narratives can be represented and brought into the space.

2) **Assign videos and readings** – Assign videos and readings that bring in perspectives and narratives from people with different identities and experiences than your own.

3) **Invite guest to come speak** – Bring in guest speakers that bring in different types of knowledge and perspectives that demonstrate there are different ways of knowing in the world.

4) **Students/Participants** – The students/participants in your group and bringing rich, meaningful experiences and perspectives with them. Create space for them to speak their truths and share their narratives.
## Comparing Debate, Discussion and Dialogue*

| **Paradigm for Communicating Across Difference** | **Debate**  
*“Might is right”* | **Discussion**  
*“The noisier, the smarter”* | **Dialogue**  
*“Connectivity for community”* |
|---|---|---|---|
| **Self-Oriented** | Debate is oppositional: two sides oppose each other and attempt to prove each other wrong.  
Debate assumes that there is a right answer and that someone has it.  
In debate, personal experience is secondary to a forceful opinion. | Discussion tends to contribute to the formation of abstract notion of community.  
In discussion, personal experience and actual content are often seen as separate. | Dialogue is collaborative: two or more sides work together forward common understanding.  
In dialogue, personal experience is a key avenue for self-awareness and political understanding. |
| **Other-Oriented** | Debate creates closed-minded attitude, a determination to be right. Individuals are considered to be autonomous and judged on individual intellectual might. | Discussions often assume an “equal playing field” with little or no attention to identity, status and power. | In dialogue (exp. IGD) exploring identities and differences are key elements in both the process and the content of the exchange. |
| **Emotions in the Process** | In debate, one submits one’s best thinking and defends it against challenge to show that it is right. Debate calls for investing wholeheartedly in one’s beliefs.  
Debate defends assumptions as truth.  
Debate defends one’s own position as the best solution and excludes other solutions.  
Debate affirms a participant’s own point of view. | In discussion, one listens only to be able to insert one’s own perspective.  
Discussion is often serial monologues.  
Discussion tends to encourage individual sharing, sometimes at the expense of listening to and inquiring about others’ perspectives. | In dialogue, one listens to the other side(s) in order to understand, find meaning, and points of connection.  
Dialogue involves a real concern for the other person and seeks to not alienate but yet speak what is true for oneself.  
In dialogue, one searches for strengths in the other positions. Dialogue creates an openness to learning from mistakes and biases. |
| **End-State** | Debate involves a countering of the other position without focusing on feelings or relationship and often belittles or deprecates the other person. | In discussion, emotional responses may be present but are seldom named and may be unwelcome.  
Discussion is centered on content not affect related to content. | In dialogue, emotions help deepen understanding of personal, group and intergroup relationship issues.  
Dialogue works to uncover confusion, contradictions and paradoxes with an aim to deepen understanding. |

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Dialogue Norm Examples

Respect Guidelines

Often times when we are communicating with our co-workers, classmates, partners, or even loved ones we forget how to communicate effectively. Many times ineffective communication leads to conflicts. When we are involved in conflicts we tend to react rather than respond. These rules provide a framework that support open, respectful dialogue, and maximum participation for discussing controversial subjects.

1. **Recognize your own verbal and non-verbal communication style.**
2. **Expect to learn something about yourself and others; expect unfinished business.**
3. **Speak clearly and use personal examples.**
4. **Participate honestly and openly.**
5. **Engage by listening as well as speaking.**
6. **Confidentiality/curiosity/charity (assume best intentions).**
7. **Take responsibility for yourself and what you say.**
Ground Rules for Respectful Dialogue and Exchange

Often times when we are communicating with our co-workers, classmates, partners, or even loved ones we forget how to communicate effectively. Many times ineffective communication leads to conflicts. When we are involved in conflicts we tend to react rather than respond.

These rules provide a framework that support open, respectful dialogue, and maximum participation for discussing controversial subjects.

1. **Listen actively** -- respect others when they are talking and do not interrupt.

2. Treat others’ feelings and points of view with **respect and dignity**. Do not dominate the conversation.

3. Speak from our own experience instead of generalizing. One way to do this is to use 'I' instead of "they," "we," and "you".

4. Be candid and honest, but do not blame, attack, embarrass, or put-down other people.

5. Ask questions **respectfully** for clarification or to get information, but not to intimidate.

6. Speak about problem(s) directly with the person(s) involved and avoid complaining to others about the problem.

7. Refrain from personal attacks -- focus on ideas and core issues rather than personalities. **Critique the idea or the problem, not the person.**

8. Participate to the fullest of your ability -- a cooperative spirit and community/team progress and growth depends on the **inclusion of every individual voice.**

9. Instead of invalidating somebody else's story with your own spin on their experience, share your own story and experience.

10. The goal is not to always agree -- it is about hearing and exploring divergent perspectives. Examine consequences and consider alternatives.

11. As we think about the past, focus on the lessons we have learned from the past. **Focus on the future that you would like to create.**

12. Be conscious of body language and nonverbal response -- they can be disrespectful as words. This is especially true when working with people that come from different cultures and backgrounds.

13. Take responsibility for observing the ground rules.

14. Come up with your own ground rules. Rules that work for your team. Make sure everyone in your team or group agrees with the new ground rules.
Group Norms for Dialogue – version 1

- Our primary commitment is to learn from each other, from materials, and from our experience. We acknowledge differences amongst us in skills, interests, values, scholarly orientations, and experience.

- We acknowledge that racism, sexism, classism, heterosexism, and other forms of discrimination (religion, age, ability, language, education, etc.) exist and may surface from time to time.

- We will try not to blame people for the misinformation we have learned, but we hold each other responsible for repeating misinformation or offensive behavior after we have learned otherwise.

- We will trust that people are always doing the best they can, both to learn the material and to behave in productive ways.

- We will actively pursue opportunities to learn about our own groups and those of others, yet not enter or invade others’ privacy when unwanted.

- We will share information about our groups with other members of the class, and will not demean, devalue, or “put down” people for their experiences.

- We each have an obligation to actively combat the myths and stereotypes about our own groups and other groups so that we can break down the walls that prohibit group cooperation and group gain.

- We want to create a safe atmosphere for open dialogue.

- Challenge the idea and not the person.

- Speak your discomfort.

Adapted from Dr. Ruby Beal, University of Michigan
Group Norms for Dialogue – version 2

True dialogue is achieved when its participants have a certain mindset. The following norms will help us develop that mindset as a group:

- We recognize that our primary commitment is to learn from each other and from our experience. We acknowledge differences amongst us in skills, interests, values, scholarly orientations, and experience.

- We acknowledge that racism, sexism, classism, heterosexism, and other forms of discrimination (religion, age, ability, language, education, etc.) exist and may surface from time to time.

- We will do our best to not blame people for the misinformation we have learned, but we hold each other responsible for repeating misinformation or offensive behavior after we have learned otherwise.

- We will trust that people are always doing the best they can, both to learn from others and to behave in productive ways.

Dialogue also calls for certain actions from its participants. These norms describe the actions that make dialogue possible:

- We will listen actively to one another. We acknowledge that everyone has an equal, valid voice in our dialogue.

- We will actively pursue opportunities to learn about our own groups and those of others, yet not enter or invade others’ privacy when unwanted.

- We will all strive to create a safer atmosphere for open dialogue. We will honor the confidentiality of others in the group and be conscious of our non-verbal communication.

- We will challenge the idea and not the person.

- We recognize that dialogue is not always comfortable. We will speak our discomfort and allow space for others to do the same.
RESPONDING TO COMMENTS OR QUESTIONS

LARA Method – Listen, Affirm, Respond, Add

Listen
Affirm
Respond
Add

STEP ONE: LISTEN

In a debate, when you are listening to your opponent, you listen for errors in their position, to counter with facts in an effort to make them look foolish.

- With LARA, listen until you hear the moral principle that they are speaking from, a feeling, or an experience that you share.
- Listen until you find a way in which you can open yourself and connect with them.

Try to understand what lies at the core of the question: Fear, uncertainty, anger, perhaps frustration.

- What might their voice inflection or emotional state tell you?
  - What assumptions might their question demonstrate?
  - If you know the person, this may help you answer these questions, but it’s still important to listen carefully.
- What do they really want to know?
- It’s also important to listen to what the person is actually saying. In trying to understand what might be behind the question or comment, we don’t want to miss what the person literally said.

STEP TWO: AFFIRM

This is a step we do not usually think about in a conscious way. Express the connection that you found when you listened, whether it’s a feeling, an experience, or a principle that you have in common with the other person.

- Affirm whatever you can find in their question or statement(s) that represents a reasonable issue or a real fear. If you can’t find anything, there are other ways to affirm.
- The exact words don’t matter—the important part is to convey the message that you’re not going to attack or hurt the other person and that you know that they have as much integrity as you do.

To actually be affirming, this step must be genuine, rather than “sweet” or “slick” talking. It’s also generally best to speak spontaneously from the heart rather than to develop “pat” answers.

Affirming is not a natural process for many of us, but it gets easier with practice.
LARA Method
RESPONDING TO COMMENTS OR QUESTIONS

Listen
Affirm
Respond
Add

STEP THREE: RESPOND

We often start here. Wait. Listen. Affirm.

Debaters, politicians, (and sometimes the rest of us) often avoid answering the question that was asked and answer a different question in order to stay in control of the situation.

- With LARA, answer the question.
- Respond to the issue the person raised.
- If you don’t know the answers, say so. Refer them to other sources if you have some or tell them you’ll find out the answer if that seems appropriate.

Sometimes it seems that the person does not really want information but is simply trying to share their feelings or to connect with you. Response is not always necessary, or may come in subtle forms.

Personal insights and experiences often reach people in a way that abstract facts do not.

STEP FOUR: ADD INFORMATION

Step four gives you a chance to share any additional pertinent information.

- It may help the other person or the audience to consider the issue in a new light or redirect the discussion in a more positive direction.
- This is a good time to state whatever facts are relevant to the question the person asked. This may involve correcting any mistaken facts they mentioned; you can do this now because now that you’ve made a personal connection, the other person is probably more open to hearing your facts than they would have been if you had started there.

Some other possibilities include offering resources (such as books, organizations, or specific people) or adding a personal anecdote.
USEFUL QUESTIONS FOR DIALOGUE FACILITATION

EXPLORATORY QUESTIONS—Probe basic knowledge
- What do you think about ________?
- How does _________ make you feel?
- What bothers/concerns/confuses you the most about _____________?
- What are some ways we might respond to _______________

CASUAL QUESTIONS—Open ended questions that don’t require a detailed or specific kind of response
- What is your understanding of __________?
- What do you want to know about ____________?
- What is the first thing you think about in relation to _____________?
- What are some questions you have about ____________?

CHALLENGE QUESTIONS—Examine assumptions, conclusions, and interpretations
- What can we infer/conclude from ________?
- Does _____ remind you of anything?
- What principle do you see operating here?
- What does this help you explain?
- How does this relate to other experiences or things you already knew?

RELATIONAL QUESTIONS—Ask for comparisons of themes, ideas, or issues
- Do you see a pattern here?
- How do you account for ________?
- What was significant about ________?
- What connections do you see?
- What does _________ suggest to you?
- Is there a connection between what you’ve just said and what ______ was saying earlier?

CAUSE AND EFFECT QUESTIONS—Ask for causal relationships between ideas, actions, or events
- How do you think ________ relates or causes _________?
- What are some consequences of _________________?
- Where does __________ lead?
- What are some pros and cons of _________________?
- What is likely to be the effect of _________________?

EXTENSION QUESTIONS—Expand the discussion
- What do the rest of you think?
- How do others feel?
- What did you find noteworthy about this comment?
- How can we move forward?
- Can you give some specific examples of ________________

HYPOTHETICAL QUESTIONS—Pose a change in the facts or issues
- What if _________ were from a different _________, how would that change things?
- Would it make a difference if we were in a _________ society/culture?
- How might this dialogue be different if ____________?
- What might happen if we were to ____________?
- How might your life be different if ____________?
DIAGNOSTIC QUESTIONS—Probe motives or causes
- What brings you to say that?
- What do you mean?
- What led you to that conclusion?

PRIORITY QUESTIONS—Seek to identify the most important issue
- From all that we’ve talked about, what is the most important concept you see?
- Considering the different ideas in the room, what do you see as the most critical issue?
- What do you find yourself resonating with the most?
- If you had to pick just one topic to continue talking about, what would it be?

PROCESS QUESTIONS—Elicits satisfaction/buy-in/interest levels
- Is this where we should be going?
- How are people feeling about the direction of this dialogue?
- What perspectives are missing from this dialogue?
- Everyone has been _______ for awhile, why?
- How would you summarize this dialogue so far?
- How might splitting into groups/pairs affect our discussion?

ANALYTICAL QUESTIONS—Seek to apply concepts or principles to new or different situations
- What are the main arguments for _______________?
- What are the assumptions underlying _______________?
- What questions arise for you as you think about _______________?
- What implications does ______________ have? (for _______________?)
- Does this idea challenge or support what we’ve been talking about?
- How does this idea/contribution add to what has already been said?

SUMMARY QUESTIONS—Elicit syntheses, what themes or lessons have emerged?
- Where are we?
- If you had to pick two themes from this dialogue, what would they be?
- What did you learn?
- What remains unresolved? How can we better process this?
- Based on our dialogue, what will you be thinking about after you leave?
- Ok, this is what I’ve heard so far… Does anyone have anything to correct or add?

ACTION QUESTIONS—Call for a conclusion or action
- How can we use that information?
- What does this new information say about our own actions/lives?
- How can you adapt this information to make it applicable to you?
- How will you do things differently as a result of this meeting?
- What are our next steps?
- What kind of support do we need as we move forward?

EVALUATIVE QUESTIONS—Gauge emotions, anxiety levels, what is going well or not
- Is there anything else you would like to talk about?
- How are you feeling about this now?
- What was a high point for you? A low point?
- Where were you engaged? Disengaged?
- What excited you? Disappointed you?
Ice Breakers

Physical/Energizers

Name in Action: (10-15 minutes)
Each person in the group will introduce themselves—with their first names and an action (like clapping or stomping or twirling). The first time around the circle every person will say their own name in action. The second time around, each person will have to introduce the person(s) before them, and then add their own name at the end. This means the last person will be challenged to say everyone’s name and action— the group should be encouraged to help them 😊

Line Up: (10-20 minutes)
Group has to line up in order by things such as:
- Height, from smallest to tallest
- Birthdays, from January through to December
- Shoe size, from smallest to largest
- Alphabetical first names or last name (A-Z)
- Distance from home (miles, closest to furthest from OSU)
This can be done without talking for more of a challenge, or blind folded

Group Juggling: (10-15 minutes)

*Supplies Needed* - 3 balls or other soft items to toss
The leader starts by calling out a person’s name and tossing a small item. That person then picks someone in the circle to toss it to, calls their name and then tosses it to them. This continues until everyone has received the item once. To keep track of this in the first round after a person has caught and tossed the item to someone else they cross their arms. The last person to receive the item tosses it back to the leader. Each person needs to remember who they tossed the item to because that is going to be the pattern of juggling that happens.

Round two begins with juggling the item again, at some point the leader will introduce a second item, and then a third to have three items in the circle

Debrief: What were some challenges of this activity? What strategy did you employ to keep track of the items? How does this activity act as a metaphor for working in a team or collaborating on a project?

Human Knot: (15-20 minutes)
Stand in a circle. Put your right hand across the circle and hold hands with someone else. Then put left hand across circle and hold hands with someone else. Challenge the group to “untie the knot” without letting go of the hands they are holding.
Introductions- “A little bit about me”

I love my neighbor who...: (10-20 minutes)
Stand in a circle. One person should stand at the center of the circle. The center person makes a “I love my neighbor who...” statement (something about them that others can relate to like “I love my neighbors who have traveled to Europe”). Anyone in the circle who can relate to the statement runs into the middle of the circle to find a new place to stand. The last person in the middle who can’t find a new spot stays in the center to make the next statement.

*alternative form: “I am the mail carrier from ____________, and I bring letters for all those who ____________.” This way people get to say where they are “from,” which can be anything from home town to culture to a favorite place, revealing a little more about themselves.

String Game: (10-20 minutes)

*Supplies Needed- String or yarn*
This activity needs a little bit of preparation work. Cut string or yarn into various lengths — as short as 12 inches, and as long as 30 or more inches. Bunch the strings together and have each participants take one string. Each person will introduce themselves as they slowly wind the piece of string around their index finger. The person is required to continue talking until they have completely wound the string around their finger. This is a good way to get everyone to start talking.

*Note:* This ice breaker can be adapted into a reflection activity by posing a reflection/discussion question instead of prompting them with introducing themselves.

Two truths and a lie: (15-30 minutes)
Give participants a few minutes to think of two true statements about themselves and one false statement. The idea is that you chose true statements that reveal details that others would never believe to be true—I have a twin brother, I was a child actor, I’ve never traveled outside of my home state, etc. Participants then guess which one of the three statements is a lie.

I.D. Exchange: (15-20 minutes)
Partners exchange three facts about themselves and their I.D. Take your partners I.D. and facts and find a new partner. You can switch partners however many times you like, but always taking their I.D. and facts. At the end, come back together in the large group and introduce “yourself” (Your new identity based on the ID and facts given to you) but be sure to allow any corrections/clarifications to be made.
Teambuilding- “More than just names”

Micro-Lab Instructions (15-20 minutes)

*Supplies needed: chairs and prompts/questions*

Micro-lab, sit with 3-4 people facing each other, no table, intentional questions to reflect on and share with each other, sit close to each other with knees almost touching, goal is to build relationships, listen, get to know unique characteristics and stories about someone else in a short period of time.

- Two rules:
  - Talk the entire time, 30-45 second periods (hard for some to fill the time, hard for others to stop talking)
  - Your job is to listen if you’re not talking, not make faces, not react, not ask questions

- Potential prompts:
  - Talk about the neighborhood where you grew up.
  - Talk about a defining childhood moment/experience.
  - Talk about a social issue you’re passionate about.
  - Describe one major value that deeply shapes your work at OSU.
  - Talk about the greatest challenge that OSU (or the world) faces at this time.
  - What is one population/group of people you wish you understood more and describe why?
  - What do you see as the greatest opportunity and point of energy at this time for students at OSU?

Gift wall: (15-20 minutes)

*Supplies Needed- Post-its and writing utensils*

Ask each person to write three (or more) gifts they possess on separate post-it notes. Invite them to place them on the wall when they are finished. As individuals, have the participants observe all the gifts that the group possesses

Debrief: What gifts stood out to you? What are some observations about the group’s gifts?

Optional: At the end of the session people can take the gifts that they might need/want 😊

About my name: (15-30 minutes)

It’s hard for most people to remember names but fairly easy to make names more memorable. Our names carry importance for us on different levels and for different reasons. Have participants, in turn, tell the group about their name. Participants may share how their name was chosen, how their marital or family status affected their name, a nickname, or funny stories about how their name has been understood (or misunderstood). This exercise helps participants to listen attentively to a person’s name in a way that values using the name correctly. Set time limits if necessary.

Who Done It? (15-20 minutes)

*Supplies Needed- Index cards or post-its and writing utensils*

Pass out an index card and a pen for each participant. Ask each person to write down something interesting they have done or something unique about them. Try to encourage people to write a fact that most people don’t already know - the sillier (or more unbelievable) the better. Collect all the cards. Shuffle the cards and then pass them back out. Each person takes turns reading aloud their card and then the reader must guess whose fact he or she read. After he or she guesses, the guessed person simply says “yes” or “no”. If the person guesses correctly, the guessed person can briefly explain what they wrote. The guessing continues until all cards are exhausted. Everyone reveals who wrote which card at the end.

Keys & Wallet: (15-20 minutes)
This activity is great for discussing entry into a new community/culture where you may only be able to observe certain “artifacts” about the community which gives a limited scope & understanding.

Have each person exchange either their keys or wallet with one other person (or it can be done where they are all put in a pile and each person picks one that isn’t their own). Silently, each person observes the keys/wallet they got from the other person. They “introduce” the person based on what they observed from this person’s “artifact”. The person whom the artifact belongs to then introduces themselves, busting any “myths” created by the other person’s introduction. This can also be done with shoes or other personal items if people feel uncomfortable sharing their keys or wallet.

**Skittles: (20-40 minutes)**

*Supplies Needed: Skittles or M&Ms*

Pass around a bag of Skittles (or M&M’s) and invite participants to help themselves. Then announce that for each piece of candy, they need to share information about themselves! Use the colors to categorize the information. For example, “for every green candy, tell us about a time you were embarrassed; for every red candy, tell us one of your pet peeves,” etc.

**Questions: (20-30 minutes)**

*Supplies Needed: Paper and writing utensils*

Each person writes down a question (some sort of get-to-know you question) preferably not a yes/no question and crumples it up and throws it in the middle of the circle. Then have each person take turns drawing a question and answering whatever question they drew.

It could also be done by having a person draw out a question and each person in the group answers the question, and depending on time the group could answer just a few and save the other questions for another team builder/icebreaker activity session.

**Strength Shapes: (20-30 minutes)**

*Supplies Needed: Pipe cleaners*

Have each participant take a colored pipe cleaner. Instruct them to use the pipe cleaner to create a visual representation of a unique skill, talent, cultural ideology, or other aspect of themselves that they think is a strength and an asset to the group that would NOT show up on a resume or application. Once they are finished, invite the first participant to share their creation and explanation with the group. Invite the second participant to share and then have them tie one part of their structure to the person’s shape before them. Continue this process until everyone has shared and connected their strength shapes. The group’s structure will be a mass of multi-colored shapes that represents how all of the unique assets, backgrounds, belief systems, etc. contributes to the eclectic, diverse, and strong group. This activity also highlights parts of ourselves that might not be visible, acknowledged or honored in traditional academic settings. Encourage participants to reflect on the fact that if the group is this diverse with so many “invisible” strengths and qualities, to think about the communities we are entering and all of the potential diversity and strength they possess that may go “unseen” - remind participants you “can’t read a book by its cover.”

**Anonymous Hopes & Fears: (20-30 minutes)**

*Supplies Needed: Paper and utensils*

Have each person takes two pieces of paper. On one, they should write a hope that they have for the year/experience, and on the other they should write a fear/concern/anxiety they have about this year/experience. Have them fold them up and throw them in the center of the circle. Once everyone is
finished the leader starts by drawing one from the pile and reading it out loud. Going around the circle each person draws one and reads it out loud until all have been read.

Debrief: Discuss ways we can support each other in accomplishing the hopes and relieving the fears

**Personal maps or timelines: (30-50 minutes)**

*Supplies Needed: Paper and craft supplies*

Give each participant 20–30 minutes to create a representation of how they arrived at this place. Allow each participant to share their map/timeline (set time limits as needed). This is a great exercise to reveal a person’s family life, major influences and decisions, and philosophies—many participants find that they have surprising similarities with each other.

This is a well-used and successful model to assist you in designing reflection activities. Although you can derive learning from each question, focusing on all three components will provide broader insights and keep participants from getting stuck on only the facts or just the feelings.

1. **What?** (Reporting what happened, objectively). Without judgment or interpretation, participants describe in detail the facts and event(s) of the service experience.
   
   Questions include:
   - What happened? What did you observe?
   - What issue is being addressed?
   - What were the results of the project?
   - What events or “critical incidents” occurred?
   - What was of particular notice? How did you feel about that?
   - Would someone with a different reaction like to share?

2. **So What?** (What did you learn? What difference did the event make?) Participants discuss their feelings, ideas, and analysis of the service experience. Questions can also be focused on the meaning or importance of the activity to:
   
   The Participant:
   - Did you learn a new skill or clarify an interest?
   - Did you hear, smell, or feel anything that surprised you?
   - What feelings or thoughts seem most strong today?

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Developed by Corin Bauman, ORCC AmeriCorps VISTA, 2013-2014
Modified by Center for Civic Engagement and Diversity & Cultural Engagement Staff, 2017-2018
• How is your experience different from what you expected? What struck you about that? How was that significant?
• What impacts the way you view the situation/experience? (What lens are you viewing from?)
• What do the critical incidents mean to you? How did you respond to them?
• What did you like/dislike about the experience?
• Why was the project important?
• Did the project empower anyone to become more self-sufficient?
• What did you learn about the people/community that we worked with?
• What might impact the community’s experience of the project?

The Community:
• What are some of the pressing needs/issues in the community? How does this project address those needs?
• How, specifically, has the community benefited?
• What is the least impact you can imagine for the project?
• With unlimited creativity, what is the most impact on the community that you can imagine?

The Group (group projects):
• In what ways did the group work well together? What does that suggest to you about the group?
• How might the group have accomplished its task more effectively?
• In what ways did others help you today? And vice versa?
• How were decisions made? Were everybody’s ideas listened to?

3. Now What? (How will they think or act in the future as a result of this experience?)
Participants consider broader implications of the service experience and apply learning. Be aware to strike a balance between realistic, reachable goals and openness to spontaneity and change. Some questions include:
• What seems to be the root causes of the issue/problem addressed?
• What kinds of activities are currently taking place in the community related to this project? What contributes to the success of projects like this? What hinders success?
• What learning occurred for you in this experience? How can you apply this learning? What would you like to learn more about, related to this project or issue?
• What follow-up is needed to address any challenges or difficulties?
• What information can you share with your peers or community volunteers?
• If you were in charge of the project, what would you do to improve it? If you could do the project again, what would you do differently?
• What would upstream interventions look like for this issue?
Sample Service Project Framing and Check Out Questions – One-Time Projects

Reflection is a process in which young people make connections and find meaning. Through reflection people...

- name their experiences and interpret their feelings about those experiences;
- connect the concrete realities of service to academic subject areas;
- connect the service they perform with broader social and global issues;
- develop problem-solving skills, learning skills and personal satisfaction; and
- internalize commitment and values that are shaped through their service.

Possible Framing Questions:
1) Introductions/Name/Major/Etc. if the group is new to each other.
2) Why did you sign up for this experience?
3) What motivates you or creates your desire to engage in service?
4) What are your expectations about the upcoming community/service experience? What do you hope to gain or learn?
5) What new things do you think you’ll experience?
6) What are you most looking forward to?
7) What role do you think you’ll play in this group?
8) What do you know about the agency and/or issue area we’re working with today?

Possible Check Out Questions:
1) What did you accomplish/get done today? (What?)
2) How did you feel about the project today?
3) What, if anything, made you smile or laugh?
4) What tasks did you feel good about accomplishing?
5) What did you learn or gain, if anything, from the project? What did you learn about yourself? About the community agency/issue being addressed?
6) Why was this project important? (So what?)
7) What impact did your work have for the organization? For the larger community?
8) Did anything surprise you about the experience? If so, what/why?
9) Did the service work address the root cause of the social issue being addressed? Why/why not?
10) What are things that you want to discuss/learn more about?
11) Are there any actions you want to take or things you want to explore/learn more about as a result of today’s project? (Now what?)

Other Reflection Structure Suggestions:
- Liked/Would be better if/Take aways
- Rose/Bud/Thorn (something enjoyed/growth moment/opportunity to learn more/something challenging)
- Sunshine/Lemon/Light bulb (something positive, something challenging, something learned)
Reflection Activities

Warm-ups

**Shout Outs: (5-10 minutes)**
At the end of a project, or to start off reflection in the evening, invite members of the group to give “shout outs” to anyone who was exceptionally hardworking, thoughtful, caring, kind, funny, compassionate, etc., during the day.

**3 Word Zen: (5-10 minutes)**
In no more than three words have participants check-in about where they are at. They can use the three words to describe how their experiences have impacted them, what they are feeling at this moment, or describe what they are experiencing so far with the trip. The other group members should not provide insight or feedback but rather just hear the words that their team members are using.

**Rose/Bud/Thorn or Sunshine/Light bulb/Lemon Activity: (10-15 minutes)**
At the end of a project, allow every person to answer without interruption or feedback from the group:

- Share a challenge you experienced today (thorn/lemon).
- Share a success you had today (rose/sunshine).
- Share something you gained or learned today or something you want to learn more about (bud/light bulb).
Conversation Starters

Wagon Wheel: (15-25 minutes)
Arrange the group into an inner circle and an outer circle. There should be a one-to-one pairing of people. Read a question prompt and instruct the inner person to answer the question and the outer person to just listen- no comments or feedback should be given. Give participants only 1 minute to answer the question. Once the 1 minute is up, tell them to “switch” and have the outer person answer the prompt while the inner person actively listens. Have the outer circle rotate one person to the right after both people have answered the prompt. Continue this pattern, providing new prompts for each new “turn of the wheel.” After 3-4 questions have been asked, have the group return to one large circle and ask them to reflect and share on what they heard or thought was interesting about their conversations.

Sentence Stem Activity: (20-30 minutes)

Supplies Needed- Paper and writing utensils
In a journal or on a piece of paper, instruct participants to finish the sentence stems. You can choose to use all of these stems or just select the ones that feel the most appropriate for the group.

1. Today was__________.
2. I felt _____ when _______ happened.
3. Today, I felt inspired by ________.
4. I am most anxious about__________.
5. I expected _________ to be__________.
6. I expected _________ outcome but instead______________.
7. I see _______ being the root problem at ______.
8. I think ______ sees me as ______ and I want to challenge this by ________.

When everyone is finished, ask for a volunteer to share their reflection. Additionally, the group could share their reflections one-on-one by finding someone who may have had something in common.

All on the Wall: (30-45 minutes)

Supplies Needed- Large poster paper and markers
Begin by putting a large piece of paper up on the wall, or on the table. Invite participants to write or draw feelings/thoughts/learning from their experiences so far on the paper (additionally you can pose constructed prompts or questions for the participants to respond to). Once everyone has had the opportunity to write, lead a discussion based on the writings. Be sure to acknowledge all of the comments, and provide the space for people to clarify or expand on their written comments. This activity serves as a catalyst (the writing on the wall) for a fluid and organic conversation about the group’s experiences and learning.

Quotation Inspiration: (30-50 minutes)

Supplies Needed- Paper and writing utensils
In this activity, participants are given a quote to reflect on quickly through journaling, or silent reflection, and then return to the large group to discuss their thoughts. This activity inspires creative thinking through connections and gives the group a launching point for discussion. The quotes are often general and inspire participants to look at their own experiences and relate them to the bigger picture. (See Appendix for quotes).

Other Inspiration: (30-50 minutes)
**Group Poetry: (30-45 minutes)**

*Supplies Needed: Large poster paper, markers, paper and writing utensils*

Invite each participant to come up with a metaphor or analogy that describes/illustrates their experiences on the trip so far. Encourage participants to think about the service and engagement activities, how they relate to the larger issues at play, and how they see themselves fitting into the picture for change. Their metaphor shouldn’t just be about what they did or how they felt, it should be oriented towards the larger picture. Have each person share their metaphor with the group, and write them on the flip charts. Divide the group into three groups of three, and have each group choose a metaphor to write about. Instruct each person to write independently (stream of consciousness) for five minutes. Then each person within the group will choose four favorite phrases from their writing and weave them together with the phrases from other participants of their group to compose a twelve-line poem. Have each group read their poem out loud to the larger group.

After the poems are read, facilitate a discussion based on the content of the poetry, challenging participants to think about the similarities and differences between the poems, and how they all connect to the larger issues of social justice, civic engagement, and action for change. Additionally, have participants think about how their actions now are impacting the issues, and how the rest of their trip can serve to teach what they hope to learn.

**Root Causes Tree: (20-30 minutes)** (Adapted from WSU CCE)

*Supplies Needed: Print out of the tree diagram and writing utensils*

Start by dividing the group into smaller groups (no more than 5-7 people per group) and give each group a Root Causes Tree diagram. Prompt each group to pick an “issue” of their choice. The issue should be important to all members of the group and/or could be related to the service area or theme. Have them select one person to be the scribe and instruct them to fill in the “sickly/dying” side of the tree first, starting at the leaves and moving to the roots. Once they have completed that side, have them fill out the “healthy/flourishing” side, starting at the roots and moving up to the leaves. Once all of the groups have completed their trees, have them share out with the larger group. Wrap-up the activity with some discussion questions (see below).

**Possible Discussion Questions:**
1) How is this activity relevant when discussing social change?
2) What themes emerged between the different root causes?
3) What first steps can be made to combat these root causes?
4) What actions for change can you see yourself realistically committing to?
Yarn-ing for Connections: (15-20 minutes)

Supplies Needed - Ball of yarn

Start by asking for a volunteer to answer the reflection question posed, and pass the ball of yarn to them (see the questions below for possible questions). Once they have answered the question, they will toss the yarn to someone else in the circle. Eventually everyone will have had the yarn and a web will have formed. Have everyone in the circle pull the yarn taut, and then pluck the yarn so that everyone feels the vibrations.

This activity illustrates that we are interdependent members of a group, and that our actions and deeds impact the larger whole. With this connectedness we can see that each person’s actions and contributions make a huge difference. Note that the prompts provided can be edited based on the experiences the group has had together, and reveal how their experiences relate to the relevant social justice issues.

Possible prompts: Social Justice Oriented

- What does social justice mean to you? What are some examples of social justice that you have seen or experienced?
- What are some ways that you have seen our community partners working for change?
- How do you see our actions through the service projects impacting the root causes of [insert issue area here]?
- Based on your experiences, what analogy would you use to describe or define action for social change?
- How can your attitude impact those around you and your community?
- How can our service impact our community?

M&M Reflection: (20-40 minutes)

Supplies Needed - M&Ms or other multi-colored candies

Similar to the “Skittles” ice breaker, pass around a bag of M&Ms and have everyone grab a handful. Then instruct each participant to set aside three of their M&Ms. Next, pull out a large piece of paper that has the following statements (or others you want to ask) next to each color. Have participants answer the three questions that correspond to the color of the M&Ms that they set aside.

Examples:

- Green: My family of origin and what we honored about our heritage.
- Red: Primary community in which I grew up and the messages I got about difference.
- Blue: Something profound about my life that cannot be discerned by looking at me.
- Yellow: A segment of society with which I have not had the privilege to connect, as a result of which I feel unfulfilled.
- Brown: A time when I was unable to act on behalf of someone because I felt powerless or afraid.
- Orange: A dream I have about the world.
Anonymous Step-in: (20-30 minutes)

*Supplies Needed- Copies of worksheet for all group members and writing utensils*

Invite participants to fill out the sheet, and give them about 5-8 minutes to do so (see Appendix for worksheet). Collect all of the papers, shuffle them up, and redistribute them to the group. Have everyone stand in a circle and read over the statements one-by-one. Instruct participants to step-in if the item is checked on their sheet.

Debrief the activity discussing the different factors that make-up identity and how “visible” or “invisible” they may be to others. Connect this topic with community relationship building and the relevant issue area being addressed through the engagement activities.

Social Identity Wheel: (40-50 minutes) (Adapted from “Spotlighting Justice,” Syracuse University & Nottingham High School)

*Supplies Needed- Copies of the worksheet for all group members and writing utensils*

Invite participants to fill out the sheet, giving them about 5-8 minutes to do so. Have participants pair-up and instruct them to share the answers to the middle questions with their partner. The partner should be silent during this time so that the person has an uninterrupted 2 minutes to talk about their answers. Have the pairs switch to give the other partner a chance to share. Pull the group back together to debrief the activity as a large group.

Group Appreciation Reflections

Tap Someone Who: (20-30 minutes) (Good for last day of the trip)

This activity allows participants to compliment others, and be complimented while focusing everyone’s attention on the good aspects of the week and everyone’s character. Sit everyone in a circle and ask participants to close their eyes. Ask for volunteers and tap two volunteers on the shoulder. Tell the group that if someone has been tapped on the shoulder, they may open their eyes and stand up. Read 2-3 statements below and allow those standing to tap the specified number of individuals who they feel best exemplify those characteristics. Ask volunteers to sit down and announce you are selecting two more “tappers”- continue reading the statements with the new volunteers. Continue until everyone has volunteered twice, ensuring that everyone gets tapped (trip leaders can tap people if needed)

Sample statements:

- Tap someone who made you laugh.
- Tap someone who really worked hard this week.
- Tap someone who demonstrated great leadership skills.
- Tap someone who inspired you.
- Tap someone who taught you something.
- Tap someone who has changed your life.
- Tap someone who you want to hang out with more when we get back.
- Tap someone who has made this trip worth it for you.
- Tap someone who you believe will change the world.
- Tap someone who you admire.
- Tap someone who you had a good time with.
- Tap someone who made you think.
- Tap someone who impressed you.
- Tap someone who changed your perspective.
Paper Plate Award: (direction given first night, award given final night of trip)

Supplies Needed- Paper plates and crafting supplies

The first night of the trip, put everyone’s name into a hat and have each person draw a name (putting it back if they get their own). Instruct the group that at the end of the week, they are going to present this person with a “Paper Plate Award,” highlighting an attribute, experience, attitude, or other admirable quality about that person.

Participants should be encouraged to work on their award throughout the trip, but allocate at least two hours the night before the final day of the trip for participants to work on their awards and provide materials for designing and decorating their award. Encourage creativity! Examples of awards include “Hardest Worker,” “Best Attitude,” “Most Inspirational,” or funny inside jokes like “Poker Dominator,” “Spaghetti Extraordinaire.” The final night, have an awards ceremony where each person presents their award and explains the significance of their award.

Paper baggies of love: (direction given the first night, and bags collected on the final night)

Supplies Needed- Paper, writing utensils, and paper bags

At the beginning of the trip have each participant decorate their bag, including their name, and leave them all in a row in a common area along with post-it notes or other small pieces of paper and writing utensils. Instruct participants to leave a note of gratitude, appreciation, etc. in each of the other participants’ bags over the course of the trip. They can sign their name or leave them anonymous. At the end of the trip, set aside some time for each person to open their bags, read the notes, and share with the group if desired. Alternatively, have participants wait until they return home to open their bags.

Symbolic Closing Ceremony – What to carry with you, what to let go of:

Supplies Needed- Items for ceremonial practice

On the last night of your time together, conduct a closing ceremony that symbolically demonstrates letting go of something that they may have been carrying with them throughout the trip and something they will carry or bring back with them from the trip. For example, have a bowl of water in the middle of the circle with a lit candle in the middle. Each participant is told to bring a stone- they take turns putting their stone in the water and “sink” something that they are letting go of that no longer serves them (a stereotype about the area served, something about themselves and their own limitations, etc.). Then they light a personal candle from the big one in the middle to represent something that they are going to bring with them back home, either to share in their community at large, or to give back/continue carrying the flame with them.

Alternatively, participants can write on an index care one thing they are committing to doing and wanting to take with them from the trip and on the other side write something that they are working to let go of that doesn’t serve them or the movement for social change/social justice. Have participants volunteer to share some of both sides.

Questions? Contact the CCE: cce@oregonstate.edu | 541-737-3041 | 206 Student Experience Center

Reflection Resources:

Center for Civic Reflection: Resources searchable by theme (over 30 themes), including short readings, images, videos, audio to spark dialogue along with related discussion questions.
Appendix

Quotes

“Let the world change you and you can change the world.” – Che Guevara

“You must be the change you wish to see in the world.” – Mahatma Ghandi

“I am only one, but still I am one. I cannot do everything, but still I can do something; and because I cannot do everything, I will not refuse to do the something that I can do.” – Edmund Everett Hale

“Service is the rent we pay to be living. It is the very purpose of life and not something you do in your spare time.” – Marian Wright Edelman

“To care for anyone else enough to make their problems one's own, is ever the beginning of one's real ethical development.” – Felix Adler

“It's time for greatness – not for greed. It's a time for idealism – not ideology. It is a time not just for compassionate words, but compassionate action.” – Marian Wright Edelman

“The way we harm the earth affects all people, and how we treat one another is reflected in how we treat the earth.” – Paul Hawken

“No problem can be solved from the same consciousness that created it. We have to learn to see the world anew.” – Albert Einstein

“If you have come to help me, you are wasting your time. But if you have come because your liberation is bound up with mine, then let us work together...” – Lila Watson, Australian Aboriginal woman

“The plain fact is that the planet does not need more ‘successful’ people. But it does desperately need more peacemakers, healers, restorers, storytellers, and lovers of every shape and form. It needs people who live well in their places. It needs people of moral courage willing to join the fight to make the world habitable and humane. And these needs have little to do with success as our culture has defined it.” – David Orr

“Never doubt that a small group of thoughtful, committed citizens can change the world; indeed, it is the only thing that ever has.” – Margaret Mead

“Whenever we engage in consumption or production patterns which take more than we need, we are engaging in violence.” – Vandana Shiva, Earth Democracy: Justice, Sustainability, and Peace

“There is no shame in not knowing; the shame lies in not finding out.” – Russian Proverb

“To be yourself in a world that is constantly trying to make you something else is the greatest accomplishment.” – Ralph Waldo Emerson

“A different world cannot be built by indifferent people.” – Horace Mann

“When one tugs at a single thing in nature, he finds it attached to the rest of the world.” – John Muir

“The reasonable man adapts himself to the world: The unreasonable man persists in trying to adapt the world to himself. Therefore, all progress depends on the unreasonable man.” – George Bernard Shaw

“The best test, and the most difficult to administer is: Do those served grow as persons; do they, while being served, become healthier, wiser, freer, more autonomous, more likely themselves to become servants?” – Robert Greenleaf, Servant Leadership

“All . . . are caught in an inescapable network of mutuality, tied in a single garment of destiny...I can never be what I ought to be until you are what you ought to be, and you can never be what you ought to be until I am what I ought to be. This is the inter-related structure of reality.” – Martin Luther King, Jr.
Additional Questions and Prompts:
The best reflection questions are directly related to the experiences participants have during a service project. As the leader, it is important to take time each day to reflect on what happened during the various projects, how they relate to the “big picture,” and how you can best connect them to the learning objectives you set at the beginning of the trip. During the day take mental notes about things community partners say, incidents that happen that may need special debriefing, and other stand-out moments that relate to the intention of the experience.

- Describe one mental “snapshot” you have from today, some image or scene that stood out to you. Explain why you chose this one moment.
- Has your definition of service or civic engagement changed? Why? How? Should everyone participate in civic engagement/service?
- Make a list of the skills used and learned on this project. How can these be translated into future action for social change?
- What communities/identity groups are you a member of? How might these relate to your commitment to service/community? How might these impact your ability to leverage change?
- Have you ever felt hopelessness, despair, discouragement or burnout related to your community work? How have you dealt with this?
- What are some of the problems facing the world today? (mind map) How does your service connect or address these issues?
- What community need, work challenge, or public issue have you given the most deliberate, critical, analytical thought to this year? How did you go about learning more information about this issue?
- Over the next two years, what’s one issue or challenge you would like to learn more about and become more actively engaged with? How might this be a challenge for you?
- Dedicating ourselves to the pursuit of social change and social justice rather than comfort or status quo can be scary. What are two fears or inner worries you have, that somehow keep you from being the person you hope to become? What is something in your life that brings you courage, that gives you hope?
- What is one way in which you expect the community you are working with to nourish, nurture, or satisfy you? What are two ways you will take responsibility for that community?
- Summarize the most important things you will take with you from this experience.
Anonymous Step-In Activity

Please read over the following statements. If the statement applies to you, please place a checkmark next to it. These sheets will be collected and randomly distributed to the group for the purposes of a diversity simulation. Please only check the statements with which you feel comfortable, knowing that no one will know that they are attributed to you.

_____ I can find Band-Aids/bandages in a color that more or less matches my skin tone.
_____ I worry that when I’m late for a meeting/class it will be attributed to my race or culture.
_____ I have felt the need to check my surroundings before holding hands with a person I’m dating.
_____ Breaks in academic calendars typically do not reflect the holidays of my religion or spiritual identity.
_____ Growing up, my family always had enough to eat.
_____ I know what Juneteenth is.
_____ I worked when I was a teenager.
_____ Whether I identify as gay, straight, bisexual, etc., my sexual orientation will not be viewed as a reflection of whether people like my parents should be allowed to have children.
_____ I have been called names or ridiculed because of my race or ethnicity.
_____ I have been called names or ridiculed because of my gender expression.
_____ I cannot express affection for my partner physically or verbally in all public locations due to fear of ridicule or violence from others.
_____ I have had to use a back or side entrance to a building or have been unable to attend an event because the entrances were physically inaccessible to me.
_____ My parent(s) were first generation immigrants to the United States.
_____ I know of an elected official who shares my belief system/spiritual beliefs.
_____ I have feared that if my family or friends found out about my sexual orientation or gender identity there would be economic, emotional, physical, or psychological consequences.
_____ I have been embarrassed or ashamed of my clothes, my house, and/or my family car.
_____ My first language was English.
_____ My parents/guardians told me that I was beautiful, smart, and capable of achieving my dreams.
_____ I have traveled to another country.
_____ As someone who presents as a women, I can expect to earn 23% less than persons presenting as men for comparable work.
_____ I commonly see people of my race, ethnicity, sex, or ability portrayed negatively or representing degrading roles in the media.
_____ I grew up in a single parent household.
_____ A learning disability has impacted my ability to succeed in schools/respond to traditional modes of teaching.
_____ Should I have children, I can be sure that they will be given curricular materials that testify to the existence of their race and ethnicity.
_____ I can take a job with an affirmative action employer without having my co-workers on the job suspect that I got it because of my race.
_____ I have had to live in a shelter/vehicle/tent/outdoors because my family/I could not pay mortgage/rent.
_____ I, or one of my relatives, has been laid off, unemployed, or underemployed not by choice.
_____ I have had people assume things about my ability or skills based on my age.
_____ I can leave most classes and conversations without feeling excluded, fearful, isolated, unheard, stereotyped, or feared.
_____ I have always felt comfortable in the body I was born with.
_____ I am never asked to speak for all the people of my identity group(s).
_____ No one in my family went to college before me.
_____ My grades have been affected by my family’s financial situation.
_____ I have been without health or dental insurance for more than a year at some point in my life.
_____ I have loved someone who has been in prison.

Thank you for your participation. Now that you have completed this checklist, please give it to a facilitator.
The Big 8 Dimensions of Social Identity (in the U.S.)

Everyone is a mix of both dominant and subordinated identities that shift in salience depending on the context. A person’s particular mix of dominant and subordinated identities will affect her or his experience of privilege and oppression. There are other important categories that shape our identities in addition to those listed below including: language, body type, education, family type, and citizenship. (Adapted from Diane J. Goodman, Ed.D.)

<table>
<thead>
<tr>
<th>Dominant</th>
<th>Subordinated/Targeted</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Sometimes characterized by:</strong></td>
<td><strong>Feeling inferior due to societal messages about normalcy</strong></td>
</tr>
<tr>
<td>• Feeling “normal,” sense of superiority or entitlement</td>
<td>• Feeling inferior due to societal messages about normalcy</td>
</tr>
<tr>
<td>• Receiving social privileges, often without being aware of privileges</td>
<td>• Feeling hyper-visible or invisible</td>
</tr>
<tr>
<td>• Being unaware of own privileges or depth of oppression faced by other groups</td>
<td>• Using coping mechanisms, such as trying to “fit in”</td>
</tr>
</tbody>
</table>

| Age | Young and middle aged adults | Elderly people, teenagers or children |
| Race/Color | White | Black, Brown, Latin@, Asian, Pacific Islander, Indigenous, Middle Eastern, Multi-racial (umbrella of “hyphenated-Americans”) |
| Ethnicity | Those of primarily European descent | Those living in the U.S. whose ancestry is primarily descended from places outside of Europe, and Jewish people from varied ancestral and national origins |
| Ethnicity (Related heavily to race and color) | | |
| Religion | Christian, Protestant | Jewish, Muslim, Hindu, Buddhist, Atheist, and others who do not practice Christianity in the U.S. |
| Sex and Gender | **Sex:** Male, men | **Sex:** Female, woman, Intersex individuals |
| | **Gender:** Gender-conforming males, gender-conforming females (cis-gendered) | **Gender:** Those who do not identify as male or female, and transgender individuals (those who express gender differently than others expect) |
| Ability | Able-bodied, individuals who do not suffer from developmental or psychological disabilities | People with disabilities (psychological, learning, developmental, physical, illiteracy) |
| Sexual Orientation | Straight/Heterosexual Ex. Most straight couples can walk down the street holding hands without fear of danger | Gay, Lesbian, Bisexual, Pansexual, Asexual individuals |
| Class, SES | Middle and Upper-class | Working Class, Working Poor |

“As a white, American, Christian male, this world fits me like a glove. So please don’t change it”
--Stephen Colbert, comedian, Princeton Class Day Speech 2008