

Civic Engagement Reflection Facilitation Handbook: Tips and activities for teambuilding and reflection

The Importance of Reflection	p. 2
Facilitation	
Tips.....	p. 2
Ice Breakers	
Physical/Energizers.....	p. 3
Introductions-“A little bit about me”.....	p. 3
Team building- “More than just names”.....	p. 4
Reflection Activities	
Warm-ups.....	p. 6
Conversation starters.....	p. 7
Other projects.....	p. 8
Group appreciation reflection.....	p. 10
Appendix	
Quotes.....	p. 12
Additional questions and prompts.....	p. 13
Anonymous Step-In Worksheet.....	p. 14-15
RESPECT Guidelines.....	p. 16

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



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 meaning**. Through reflection, participants:

- name their experiences and interpret their feelings about those experiences;
- connect the concrete realities of service 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.

Facilitation Tips

- **Establish ground rules and enforce these** during the reflection process. Remind students of our **RESPECT Guidelines**.
- **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.
- **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 the conversation and encourage a reassessment if necessary or if students are not honoring the established ground rules.
- **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.
- **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.

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”

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 student 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 student to share their creation and explanation with the group. Invite the second student 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 students 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 students 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.

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)

Supplies Needed- Computer with speakers, Paper and writing utensils

Like the “Quotations” activity, participants can view a short relevant video, poem, or song and then discuss how it connects to the service and engagement activities. Look for relevant Youtube videos, TEDtalks, or other materials for inspiration.

Other Projects

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: (20-30minutes) (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 students 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 students 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 students to fill out the sheet, giving them about 5-8 minutes to do so. Have students 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.

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:*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 student 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.

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

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 students 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 changed? Why? How? Should everyone do 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?
- Have you ever felt hopelessness, despair, discouragement or burnout related to your service? 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 service rather than our own comfort can be scary. What are two fears or inner worries you have, that somehow keep you from being the person of service 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 serving 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.]

	Dominant	Subordinated/Targeted
Sometimes characterized by:	<ul style="list-style-type: none"> • Feeling “normal,” sense of superiority or entitlement • Receiving social privileges, often without being aware of privileges • Being unaware of own privileges or depth of oppression faced by other groups 	<ul style="list-style-type: none"> • Feeling inferior due to societal messages about normalcy • Feeling hyper-visible or invisible • Using coping mechanisms, such as trying to “fit in”
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 (Related heavily to race and color)	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
Religion	Christian, Protestant	Jewish, Muslim, Hindu, Buddhist, Atheist, and others who do not practice Christianity in the U.S.
Sex and Gender	<p>Sex: Male, men</p> <p>Gender: Gender-conforming males, gender-conforming females (cis-gendered)</p>	<p>Sex: Female, woman, Intersex individuals</p> <p>Gender: Those who do not identify as male or female, and transgender individuals (those who express gender differently than others expect)</p>
Ability	Able-bodied, individuals who do not suffer from developmental or psychological disabilities	People with disabilities (psychological, learning, developmental, physical, illiteracy)
Sexual Orientation	<p>Straight/Heterosexual</p> <p>Ex. Most straight couples can walk down the street holding hands without fear of danger</p>	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



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. **R**ecognize your own verbal and non-verbal communication style.
2. **E**xpect to learn something about yourself and others; expect unfinished business.
3. **S**peak clearly and use personal examples.
4. **P**articipate honestly and openly.
5. **E**ngage by listening as well as speaking.
6. **C**onfidentiality/curiosity/charity (assume best intentions).
7. **T**ake responsibility for yourself and what you say.