

Service-Learning Tip Sheet

Reflection

Reflection uses critical thinking skills to cement the learning that begins with brainstorming and planning a service-learning project. To ensure that students are making cognitive gains, reflection must be incorporated into the entire service-learning experience.

What? Reflection is planned, has objectives, and involves all the thinking skills.

When? Reflection is ongoing. The brain needs several minutes of reflection time to process all new experiences.

Where? Wherever learning is taking place: in the classroom, on a bus, or at the project site.

Who? Reflection is for everyone involved with the service-learning effort, not only the students.

How? Whether individually, in small group, or as a team, be sure to use many different forms of reflection to reach all the different learning styles. It is especially important to note that youths need to be taught how to reflect, and should be supported as they learn this new technique.



Following are some reflection ideas that address a range of learning styles:

Write: personal journals • group journals • stories • poems • essays
letters to the editor • informational brochures • newspapers
music lyrics

Read: articles about service • books related to the project • prose • poetry
journals • data • reports about the project

Tell: class discussions • “think, pair, share” • discussions • debates; songs
presentations • skits • cheers • dances • question-and-answer sessions

Do: collages • posters • photo essays • videos • service fair displays
sculptures • scrapbooks • interviews • skits, musical performances
storyboards • murals • doodles • mobiles • cartoons • puzzles

For more information on service-learning, visit NYLC at www.nylc.org, call (651) 631-3672, or write nylinfo@nylc.org.

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