

Offering students high-quality reflection opportunities helps foster deep thinking about their service-learning experience. Students stop and consider their feelings about the service project, whether their assumptions about the work they're doing were correct, how their service relates to what they're learning in the classroom, and more.

Reflection can be prompted through many different types of methods and strategies. The following suggested reflection activities are presented according to the eight different areas of intelligence, as defined by Dr. Howard Gardner of Harvard University. Choose whichever methods will draw on the strengths of your individual students and will help meet your particular goals for this reflective period.

Linguistic

- Write an article for the school newspaper or newsletter
- Create a podcast or public service announcement
- Write a story or play
- Write a poem
- Read about complementary topics
- Write an essay presenting the issue from several points of view
- Summarize what the group has learned, verbally or in writing
- Develop guidelines for future volunteers/service-learning participants
- Take part in a debate on issues related to the project
- Write and/or give a speech

Logical/Mathematical

- Collect and analyze data about the service-learning project
- Create graphs and charts to illustrate your data
- Create a timeline or flowchart of service-learning project
- Create puzzles
- Design a maze illustrating the various steps of the project
- Design an opinion poll or survey to learn about other participants' perception of project; graph or chart results

Bodily/Kinesthetic

- Act out a skit that explains perceptions
- Create a dance expressing emotions involved
- Do a puppet show or play
- Do an art or craft project involving hands, such as sculpting
- Make up cheers
- Make a videotape

Spatial

- Create a slide presentation
- Develop and put up a bulletin board about the project
- Create a websites
- Make murals, collages, or banners
- Make cartoons, collage, photos, drawing, or painting of the issue and the emotions it elicits
- Find or create objects that symbolize the service-learning project
- Create a poster ad or PSA using a symbol to bring awareness to the issue
- Make a model or other three-dimensional representation of the experience
- Create a mobile with symbols of the project or experience

Musical

- Create and perform a musical display
- Write a song and/or sing about the experience
- Play a musical instrument
- Find a song that conveys some aspect of your experience
- Vocally or instrumentally, improvise about the experience
- Create a jingle about the issue

Interpersonal

- Discuss the experience in pairs or small groups
- Interview community partners and beneficiaries of services
- Participate in online discussion groups
- Teach others what you have learned
- Train other students who will participate in project
- Work on a team to conduct library or Internet research
- Hold a panel discussion



Intrapersonal

- Write in your journal
- Write a personal essay or op ed piece about your experience or the issues involved
- Create a scrapbook or memory box on your experience
- Allow someone to interview you about your perceptions
- Make a self-assessment of the project

Naturalist

- Conduct a research project—analyze an issue and make recommendations for change
- Find a symbol in nature that represents your experience
- Verbally or in writing, report what you observed at the service-learning site
- Brainstorm and then categorize ideas for next steps in service-learning project
- Investigate a problem related to the project
- Create a collection of items related to project
- Design a museum-like exhibit about project

