

Reflection

What, So What, Now What

1.



What?

What did I observe, experience, feel, and learn?

Student Reflection

"The more I engaged in conversations with community members, the more insight and perspectives I gained. I sometimes struggle to make connections in setting that is unfamiliar to me, but Jamaica gave me that comfort level."

3.



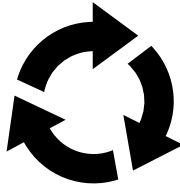
Now What?

How do I apply this new learning to my personal, professional, and service work?

Student Reflection

"I know I can apply what I have learned to my service site and the broader world around me, because I know the power of interaction, and how it goes a long way."

2.



So What?

How do my personal values & new learning inform each other and expand my understanding of larger issues?

Student Reflection

"My experience as a Bonner in Jamaica has taught me the significance of creating meaningful connections and what it means to be a leader."

The FACE Reflection

Facts, Assumptions, Challenges, Expectations

<p>Facts What You Know (location, people, income level etc.)</p>	
<p>Assumptions What You Think You Are Getting Into (stereotypes, rumors, previous experiences etc.)</p>	
<p>Challenges What You Worry About Encountering (danger, confusion, interaction with community etc.)</p>	
<p>Expectations What You Hope to Get From The Experience (people you will meet, type of service you will do etc.)</p>	

Reference: <https://haas.stanford.edu/faculty/resources-teaching-and-research>



Talking Circle: Fact Sheet

Suitable for: Group Activity | Facilitator-led Activity

"Talking circles are based on the sacred tradition of sharing circles. People leading a traditional sharing circle will have a blessing from an Elder to do this, and will use special prayers and sacred objects in the ceremony.

"The purpose of the less formal talking circle, used as part of classroom instruction, is to create a safe environment in which students can share their point of view with others. In a Talking Circle, each one is equal and each one belongs. Participants in a Talking Circle learn to listen and respect the views of others. The intention is to open hearts to understand and connect with one another.

- Participants sit in a circle. The circle symbolizes completeness.
- Review ground rules with participants. For example:
 - Everyone's contribution is equally important.
 - State what you feel or believe starting with "I-statements," e.g., "I feel ..."
 - All comments are addressed directly to the question or the issue, not to comments another person has made. Both negative and positive comments about what anyone else has to say should be avoided.
- An everyday object such as a rock or pencil is sometimes used as a talking object.
- When the talking object is placed in someone's hands; it is that person's turn to share his or her thoughts, without interruption. The object is then passed to the next person in a clockwise direction.
- Whoever is holding the object has the right to speak and others have the responsibility to listen.
- Everyone else is listening in a nonjudgemental way to what the speaker is saying.
- Silence is an acceptable response. There must be no negative reactions to the phrase, "I pass."
- Speakers should feel free to express themselves in any way that is comfortable; by sharing a story, a personal experience, by using examples or metaphors, and so on."

This excerpt on talking circles ©Alberta Education; Our Words, Our Ways: Teaching First Nations, Métis and Inuit Learners, 2005, p. 163.

Cautions

- Consider the individual needs of the participants.
- Respect the differing comfort zones of the participants.
- Ensure that the participants feel safe.
- Be mindful of regional protocols in the design of the circle.

Reference:

<http://firstnationspedagogy.ca/circletalks.html>

Reflection Prompts

Bonner Program & 8-Themes

1. **First Year *Identity and place*:** Let's talk about experiences in service in which you learned about place and thought about your identity and the identities of others different from your own. What have you learned?
2. **First Year *Recognizing Solutions*:** Let's talk about issues you have begun to find a passion for addressing. What strategies and solutions have you learned? What courses and other college experiences have meshed with these interests?
3. **Second Year *Leading others*:** Let's talk about times you were an active member or leader of a team or civic community. What tools, skills, or knowledge did you use? How did this experience shape you? How did it make you feel? What have you learned about leadership?
4. **Second Year *Understanding An Issue*:** Let's talk about ways that you have begun to better understand the issue you are working to address. What projects have helped you do this? What courses or trainings have helped you? What ideas for next year have surfaced?
5. **Third Year *Managing projects*:** Describe a time you took initiative or leadership to create and/or manage a project at one or more sites. How has your work helped to build capacity for the agency or community? How have you begun to link your Bonner work and academic learning?
6. **Third Year *Managing organizations*:** Let's talk about your reflections of your work in community engagement at this, your third, year. What do you think the impact of your engagement has been for the community? How has this engagement shaped your own knowledge and viewpoints about change?
7. **Fourth Year *Leaving a Legacy*:** Let's talk about the evolution of your work in service and community engagement. What are the most meaningful contributions and impacts you believe you've helped to make? How will or has your capstone project allowed you to integrate your identity, learning, service, and long-term interests?
8. **Fourth Year *Civically-Engaged Lives*:** As you reflect on your whole Bonner experience, what impact do you think it has had on you? How has the experience clarified or shaped your own personal values or aspirations? What are your hopes for how you carry forward this learning after graduation?

Reference:

[Bonner Center for Civic Engagement, University of Richmond](#)