



**KERNODLE CENTER  
FOR SERVICE LEARNING &  
COMMUNITY ENGAGEMENT**

# Reflection Facilitation Manual

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# Best Practices for Reflection Facilitators

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## Service vs. Service-Learning:

The Kernodle Center for Service Learning and Community Engagement approaches both curricular and co-curricular service with the Principles of Good Practice for Service-Learning. Reflection itself is part of the Principles of Good Practice and therefore is important for both participants and facilitators to understand and practice reflection throughout all service activities.

## Using the PARE model:

Within the Kernodle Center we utilize the PARE model of service. PARE stands for: Preparation, Action, Reflection, Evaluation. This toolkit explores the “Reflection” portion of the PARE model as an integral step in the service process.

## What is the difference between facilitating and leading?

An easy way to understand the difference between leading and facilitating is to remind yourself that leadership is something you do to a group while facilitation is something you do with a group. Leaders are very aware of their power within the group and maintain an authoritative stance as opposed to facilitators who act more as a neutral party that serves as a catalyst for reflection and discussion (UVM). Facilitators should steer the conversation and listen, rather than express their opinions on a topic.

## What is reflection?

A misconception about reflection activities is that they are merely “touchy-feely” activities done at the end of service projects. Effective reflections may look at emotions, but also delve deeper into the project itself allowing volunteers to explore topics such as:

- |  |   |
|--|---|
| ➤ <i>Why did we complete this service project?</i> | ➤ <i>Who did we benefit as a result of the project?</i> |
| ➤ <i>Who did we meet?</i>                          | ➤ <i>What did we learn about ourselves?</i>             |
| ➤ <i>What did we learn about our group?</i>        | ➤ <i>What did we observe about the service site?</i>    |

Reflection is a *learning process* where participants think critically about their common service experience (UVM).

## Why reflect?

Reflection allows participants to learn from their service experience by relating the experience to their own lives or a greater issue. Reflection also allows participants to connect observations and feelings about an experience in order to learn more about themselves, their community, or even another culture or group of people.

### **Some Benefits of Reflection:**

- Gives meaning to an experience (was the goal accomplished, how the community was served, how was this part of a larger effort, etc.)
- Helps volunteers understand the limitations and opportunities of the service site or community organization
- Creates a sense of accomplishment
- Integrates of service into the rest of one's life, or developing of a "service attitude"
- Allows for personal and team development
- Creates a sense of closure to the service experience (NWSA)

# Getting Started

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The following are points to keep in mind while working to be an effective reflection facilitator:

**Attitude:** Your attitude as facilitator will set the tone for the entire group, so it is important to be mindful of your personal attitude during your service experience AND during reflection time.

- **Be real, direct, and genuine** - Be honest with yourself and with the group, including being honest about limits in your own abilities and knowledge.
- **Facilitator mindset** - Keep in mind that your role as a facilitator is to be neutral and encourage meaningful discussion; do not to push your own agenda on the group.
- **Everyone has something to offer** - Different people in the group will bring various perspectives coming from the service project. As facilitator, part of your job is to be open to all comments and contributions to the reflection. (UVM)
- **Stay interested in group discussion** - Keep the reflection engaged and on track by paying attention to the group and each member's unique experiences. Gauge the energy and interest level.

**Communication:** Setting certain ground rules for communication during reflection may help to make the reflection activity more effective and steer the group away from any problematic situations.

- **Active listening** - Promote active listening and demonstrate it for the group. Active listening is essentially listening to all opinions or remarks and then thoughtfully responding to these remarks in a respectful manner (often this method of communication can be difficult when discussing controversial topics). A useful way to be active listening is to paraphrase or summarize participants' ideas and key points.
- **Encourage participation** - Encourage all participants to add to the reflection and acknowledge contributions made by participants (UVM). It is not appropriate to force someone to speak or put them on the spot, however encouraging everyone to participate in some fashion will make the reflection activity better for all.
- **Use open-ended questions** - These help to keep your role as a facilitator unbiased, as well as allows participants a chance to answer more genuine.

**Group Dynamics:** It is important for facilitators to be mindful of group dynamics and to use the strengths as well as the weaknesses of the group to promote reflection.

- **Create a "safe zone"** - It is a facilitator's responsibility to ensure that all participants feel safe and comfortable enough within the group to share their ideas and opinions. "This includes understanding and planning for individual differences in needs, abilities, fears, and apprehensions." (UVM)

- **Manage disagreements** - Facilitators must be aware of any tensions or anger that may arise within the group and make sure that it doesn't persist. There should not be any insults or disrespect toward other participants. Be sure to remind participants of the goals of the reflection activity and reroute the conversation if the topic becomes too harsh or negative.
- **Incorporate diversity** - Allow diversity to be a part of the entire reflection, not simply compartmentalized into a multicultural segment. Bring an open mind and sensitivity to diversity issues and use your position as facilitator to be a positive example of how to discuss and deal with diverse people and situations.
- **Reflect responsibility back on the group**
- **Know your group (UVM)**

# Preparation for Reflection

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Preparing yourself and your group for reflection ensures that your time is spent effectively and that a purposeful reflection has been planned.

## Tips for Preparation:

1. **Set goals** - What is it that you want your participants to take away from the reflection? Is it an increased awareness of a social issue or a different goal? Whatever it may be, having a goal or anticipated outcome will help to guide your reflection. The goals for the reflection should relate to your initial goals for the project and to the service itself (UVM).
2. **Know your group** - Understand the kinds of participants you are working with. Is this the first time they have ever done service? Or have they been doing service their whole lives? Has this group known each other for a long time? Are they students of similar majors? The type of reflection you lead will depend on the kind of “audience” you have (UVM).
3. **Make time for reflection** - As a facilitator, you must build in reflection to your project. Reflection is *not* simply an activity to tack on to the end of a project, but it must be thoughtfully *incorporated* into the service activity. Determining the length of time for reflection may depend on the intensity of the service (Was it a week long service project? A day long? Two hours long?), as well as the intensity of the topic (Racism? Poverty? Education?). Schedule the reflection and make sure participants know when and where it will take place (UVM).
4. **Choose a method** - Choose a form of reflection that matches your goals, group, service project and the amount of time you have to complete the reflection. For instance, it doesn’t necessarily make sense to do a lengthy journal reflection if your service project was only a one-time, two hour session. However, it may make more sense for participants to do journaling if they are doing a service project that is throughout the semester or for several days at a time (UVM).

# Sample Activities

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## 15- 60 Second Activities

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**Posed Question** - Obtain silence, pose a question to the group and give time for reflection on the given question (look for question ideas at the end of this toolkit) (NWSA).

**Posed Sensation** - Obtain silence, ask participants to check in with some sensory stimuli (sound, smell, and sight) and make a mental bookmark of the project with that observation (NWSA).

**Capturing** - Each participant makes a face, sound, or movement capturing how they felt about the service project (NWSA).

**Sentence Stems** - Give participants the start of a sentence and allow them to finish the sentence stems to give their expectations, perceptions, etc. of the experience (University of Maryland Community Service Programs):

- "Today I hope..."
- "I am most anxious about..."
- "The most unexpected emotion I had today was..."
- "I expected the community members to be..."

## 1- 5 Minute Activities

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**Question Discussion** - Pose a question to the group and ask that each person responds to the question, have short discussion around the question and how it relates to your project (NWSA).

**Quote Discussion** - Present a quote to the group and allow them to discuss what the quote means to them in terms of their service experience (NWSA).

**One to Three Words** - Each person shares with the group one to three words that describe the service activity, how they felt about the activity, or anything in regards to the project (NWSA).

**Short Journal** - Each person responds to a question in writing.

**Poetry/Writing Slam** - Take turns (could be one person per day, a few people per session, etc.) and have someone from the group write a short poem or sentence about the project, then share with the group (NWSA).



## 5- 30 Minute Activities

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### Pre-Service:

**Gingerbread Models** - Draw a large “gingerbread” person at the beginning of the day, with drawings/writings of what the group thinks makes a good mentor, team member, etc. At the end of the day, share what you did well and how you thought you could improve the ideas of your gingerbread person (NWSA).

**The Image** - Prior to completing the service project, allow participants to draw or write about the people or objects they will be working with, the subject matter, or their feelings about the project. Revisit (and if you have time you can even re-write/draw) the image after the service project and then discuss (NWSA).

**Ethical Case Studies** - Students write a case study of an ethical dilemma they have confronted at the service site, including a description of context, the individuals involved, and the controversy or event that created an ethical dilemma. Case studies are read in class and students discuss the situation and identify how they would respond, giving them a chance to analyze a situation and gain practice in ethical decision while exploring their values.

### Post-Service:

**What? So What? Now What?** - Use the “what, so what, now what” model of questioning. Allow 30 minutes for this activity in order for the group to process all of the feedback. For a written reflection, pose three or four questions using the “what, so what, now what” model and allow time for participants to write (NWSA).

**Parables/Stories** - Read a piece of pertinent literature and have participants respond and draw correlations between the literature and the service experience (NWSA).

**Yarn Web** - Stand in a circle with a ball of yarn. Each person throws the yarn to another and says one word that explains what he/she will bring to the next project, something that he/she appreciated about the person he/she are throwing it to, what he/she learned, etc. The yarn forms a web supported by the group (NWSA).

**Cartoon** - Draw a cartoon that teaches something important regarding the service project; share and discuss with the group (NWSA).

**All on the Wall** - Put a large piece of paper up on one wall or all the way around the room. Participants write or draw feelings/thoughts/things they learned on the paper. Facilitator leads discussion based on writings (NWSA)

**Recommendations** - Compose a letter to your site supervisor offering suggestions for working with future volunteers (NWSA).

**Service Biography Line** - Draw a line representing and plot significant periods/events (with writing or drawings) influencing your service experience. Share with a partner or small group. This can be adapted many ways: do the same except using a river as a metaphor (where were there rapids, meandering, etc.) (NWSA).

**Letters to Self** - Have participants write a letter to themselves right after they complete their service project (you may provide some reflective questions or a "form" for them to complete). Ask them to seal their letters in envelopes and address them to themselves. The facilitator can mail the letter to participants a few weeks later (Butler University).

**Rose and Thorn** - Each person shares with the group one thing that excited them/opened their eyes/ was good in general, and one thing about the day that made them upset/hurt/could have been better. Facilitator leads follow-up discussion to tie together the ideas of the group (NWSA).

**M&M Activity** - Allow group to choose an M&M (or several, depending on time) and respond to questions based on the color. Below are some examples, but questions may need to change based on the project, group, etc. **RED**- Who had the biggest impact on you? **BLUE**- What was your most memorable service experience? **YELLOW**- Where do you see the agency (community partner) in 10 years? **GREEN**- What will you do now with the awareness you have gained? **BROWN**- Why was this experience a challenge for you? **ORANGE**- What does this population really need? (NWSA)

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## 30- 60 Minute Activities

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**The Mirror, Microscope and Binoculars** - This activity follows a series of questions to allow participants to look at themselves (mirror), the experience (microscope), and the greater picture (the binoculars). The questions can be discussed out loud or written first and then discussed.

Example questions follow (NWSA):

- **Mirror:** What have you learned about yourself through this experience? Do you have more/less understanding or empathy than you did before volunteering? How has this experience challenged stereotypes or prejudices that you have/had? How have you challenged yourself, your ideals, your philosophies, your concept of life or the way you live?
- **Microscope:** Describe your experience. What have you learned about this agency, these people or the community? Do you feel your actions had any impact?
- **Binoculars:** How is the agency you're serving impacted by what is going on in the larger political/social sphere? From your service experience, are you able to identify any underlying or overarching issues which influence the problem? What could be done to change the situation?

**Force Field Analysis** - In every organization, work environment, family, or community, there is a natural tendency (a force field) that acts to keep the situation from changing. Those forces want to keep the issue at equilibrium. A simple Force Field Analysis lists pros and cons on a chart. For example, forces that are keeping children in poverty may be: lack of education, poor nutrition, violence in homes. The other side of the Force Field are forces that help to get people out of poverty: social workers, loving fathers. Chart both on the wall and discuss issues the group is capable of changing. How can the group break the forces that are working towards equilibrium?

Force Field Analysis can be used for any problem. Examples included: What forces are keeping our service program from expanding? What forces are preventing women from being leaders in our program?

**Play-Dough Activity** - Provide participants with play dough and allow them to respond to a prompt of your choice with the play dough. Some example prompts may be: Demonstrate with your play dough how you felt today while completing service. Create a resource you wish you had during your service today. Create a resource you wish your community partner had. Demonstrate with your play dough how you felt during the high point/low point/stressful time during the service project. Facilitators lead discussion around prompt and participants' creations (NWSA).

## 1-2 Hour Activities

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**Interview Each Other** - Break the group into pairs or triplets and have them interview each other about their service experience, take notes, and present a summary of the discussion to the group.

**Song, Poem, Collage, Sculpture, Written Story, Skit** - Create something artistic as a large group, or individually. Use art to express what happened during the project, how it felt, or what the service experience meant to you. It can also incorporate what was learned, accomplished, etc. (NWSA).

**Poetry** - Each participant comes up with a metaphor to represent where they are in life (or in service) right now. Share with the whole group, writing them on the flip charts. Break into groups, each group chooses a metaphor to write about, each person writes for five minutes. Then, each person chooses two favorite phrases from their writing and weaves them together with the phrases from other participants of their group to compose a poem (NWSA).

# Good Reflection Writing/Discussion Questions

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- What is service? What is the difference between service and volunteering?
- Has your definition of service changed? Why? How?
- Should everyone do service?
- Make a list of the skills used and learned on this project.
- What have been the best and worst parts of this project?
- Describe a person you met on your project.
- What communities' groups are you a member of? How does this relate with your commitment to service?
- Have you ever felt hopelessness, despair, discouragement or burnout related to your service? How have you dealt with this? How can reflection help?
- What are some of the problems facing the world today? How does your service connect or address these issues?
- Identity a person, group, or community that you got to know this year who is significantly an "other" for you. What are the needs/challenges facing them that particularly got to you? What is one way you've allowed yourself to be changed as a result of knowing these people?
- What community need, work challenge, or public issue have you given the most deliberate, critical, analytical thought to this year? What are some factors and facts you looked at? Data you considered? Who or what resources did you consult?
- Over the next two years, what's one issue or challenge you would like to be a more respected authority on? How will this be a challenge for you?
- Dedicating ourselves to service rather than selfishness or our own comfort can be scary. We risk honestly getting to know others who are different, and come face to face, day after day with pain, abuse, hatred and violence. What are two fears or 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 your courage or gives you hope?

# Service Reflection Quotes

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- “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
- “Nothing will ever be attempted, if all possible objections must first be overcome.” – Samuel Johnson
- “It is better to light one small candle than to curse the darkness.” – Confucius
- “They tried to bury us. They didn’t know we were seeds.” – Mexico Proverb
- “We didn’t inherit the land from our fathers. We are borrowing it from our children.” – Amish Belief
- “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
- “All... are caught in an escapable 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.
- “Not until we are lost do we begin to understand ourselves.” – Henry David Thoreau
- “We don’t see things as they are, we see them as we are.” – Anais Nin
- “No problem can be solved from the same level of consciousness that created it.” – Albert Einstein
- “I was taught that the world had a lot of problems; that I could struggle and change them; that intellectual and material gifts brought privilege and responsibility of sharing with others less fortunate; and that service is the rent each of us pay for a living... the very purpose of life, and not something you do in your spare time or after you have reached your personal goals.” – Marian Wright Edelman (NWSA)

# Sample Activity Handouts

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## Identifying the Purpose and Meaning of Service:

### How do you define service?

People define service in many different ways. Represented below are some examples of service. Study the list carefully. Place a "1" next to the action that most closely models your personal philosophy of service. Place a "2" next to the action that is the second closest to your philosophy of service, and so on. The example that is least close to your own philosophy should be marked "14."

- ☐ Joining the armed forces.
- ☐ Providing dinner once a week at a homeless shelter.
- ☐ Talking with a friend.
- ☐ Chaining yourself to an old growth tree as loggers enter the forest.
- ☐ Leaving your car at home and biking to work every day.
- ☐ Giving \$50 to the United Way.
- ☐ Writing a letter to a congressional leader about the dangers of nuclear proliferation.
- ☐ Walking a frail person across a busy street.
- ☐ Giving blood.
- ☐ Tutoring a migrant worker.
- ☐ Adopting an eight-year-old boy
- ☐ Quitting your job to move to a monastery and meditate for a year.
- ☐ Working as a state legislator.
- ☐ Voting.

## Be, Have, Give, Feel, & Do Activity

### Purpose:

The purpose of this activity is to gain insight into the motivating values that each staff member possesses. By understanding some of the deeper values of each member, we grow in our ability to appreciate the skills, interests, and passions of each member. We also gain the capacity to communicate with members in a language that speaks to each individual's personal values.

### Directions:

1. Pass out five large index cards, or half sheets of paper, and a piece of scrap paper. Each person will also need a pen or marker.
2. Instruct the members to write one of each of the following words on their index cards – one word per card – Be/Have/Give/Feel/Do. They can write the word anywhere, as big or small as they want.
3. Explain that they are going to have ten minutes to brainstorm ideas to the following question(s):
  - a. What do you want to be/have/give/feel/do in this world, to yourself and others? Be as specific as you want.
4. When they are finished brainstorming, they should write a more concise statement to each question on the corresponding index card.
5. After everyone is finished writing, people should read their statements out loud.
6. Process with facilitation questions
7. Hang up index cards, in columns, so everyone can see. All the “Do” cards will go in one row, “Haves” in another, etc. The columns will be one single person's set of cards.

### Facilitation Questions:

1. Before we go into specific questions, is there anyone that would like to make a comment/observation/question about something they heard or this activity in general?
2. What is something significant you learned about someone else that will stay with you?
3. Were you surprised by anything you heard? Are you willing to share what that was?
4. Was it easy or difficult to answer these questions?
5. How often do you think about these questions? Why do you think these words are used in this activity? Do you think there are other words that could be more significant?
6. Why is an activity like this worthwhile for us to do? What are you going to take from this activity?

### Supplies:

Five large index cards, or half sheets of paper, per person; one piece of scrap paper per person; pen or marker per person; masking tape; one additional set of index cards.

## The World in 100 People

The current world population is over 7.4 billion. In order to grasp the diversity that is encompassed in such a large number, it is helpful to shrink the population to a number that people are able to comprehend. If the world consisted of only 100 people, what would it look like? Take a guess...

- \_\_\_\_\_ would be from Asia
- \_\_\_\_\_ would be from Europe
- \_\_\_\_\_ would be from North America
- \_\_\_\_\_ would be from South America
- \_\_\_\_\_ would be from Africa
- \_\_\_\_\_ would be from Oceania
- \_\_\_\_\_ would be female
- \_\_\_\_\_ would be male
- \_\_\_\_\_ would be heterosexual
- \_\_\_\_\_ would be homosexual
- \_\_\_\_\_ would speak English
- \_\_\_\_\_ would be Muslim
- \_\_\_\_\_ would be Hindu
- \_\_\_\_\_ would be Christian
- \_\_\_\_\_ would practice folk religions (e.g. shamanism, animism)
- \_\_\_\_\_ would be Buddhist
- \_\_\_\_\_ would be Jewish
- \_\_\_\_\_ would be non-religious
- \_\_\_\_\_ would be people under the age of 19
- \_\_\_\_\_ would be people between 20-79
- \_\_\_\_\_ would be people over 79 years old
- \_\_\_\_\_ would always be hungry
- \_\_\_\_\_ of these, would be severely malnourished
- \_\_\_\_\_ would always have enough to eat
- \_\_\_\_\_ would breathe clean air
- \_\_\_\_\_ would have access to adequate sanitation
- \_\_\_\_\_ would have access to a source of safe water in their homes or close by
- \_\_\_\_\_ would be illiterate (of those old enough to read)
- \_\_\_\_\_ would live on less than \$1.00 a day
- \_\_\_\_\_ would have electricity
- \_\_\_\_\_ would have a computer
- \_\_\_\_\_ would have internet
- \_\_\_\_\_ would have a college education
- \_\_\_\_\_ would have AIDS
- \_\_\_\_\_ would be near death
- \_\_\_\_\_ would be pregnant



## Identifying the Purpose and Meaning of Service:

### How do you define service at Elon?

People define service in many different ways. Represented below are some examples of service. Study the list carefully. Place a "1" next to the action that most closely models your philosophy of service, then a "2" and so on. The example which is farthest from your own philosophy should be ranked "20."

- \_\_\_\_\_ Enrolling in an Academic Service-Learning course
- \_\_\_\_\_ Becoming a Periclean or Social Entrepreneur Scholar
- \_\_\_\_\_ Participating in Elonthon
- \_\_\_\_\_ Joining a Service Fraternity/Sorority
- \_\_\_\_\_ Giving blood at an Elon Blood Drive
- \_\_\_\_\_ Leading an EV! Alternative Break trip
- \_\_\_\_\_ Living in the Service Learning Community
- \_\_\_\_\_ Volunteering for the Fall Make a Difference Day/Spring Elon Service Day
- \_\_\_\_\_ Pledging to support local businesses in Burlington
- \_\_\_\_\_ Participating in the Invisible Children Walkathon
- \_\_\_\_\_ Recycling and limiting personal vehicle use by taking the Bio Bus, a Zip car or biking
- \_\_\_\_\_ Choosing a major or career path to influence positive social change
- \_\_\_\_\_ Tutoring a friend who is struggling in a certain subject area
- \_\_\_\_\_ Advocating for sweatshop free t-shirts on campus by writing letters to Dr. Lambert
- \_\_\_\_\_ Volunteering at Burlington Animal Services and Pet Adoption Center
- \_\_\_\_\_ Attending College Chapel and participating in Truitt Center retreats
- \_\_\_\_\_ Choosing organic, local or vegetarian food on and off campus
- \_\_\_\_\_ Raising money for "Think Pink" Breast Cancer Awareness through Zeta Tau Alpha
- \_\_\_\_\_ Organizing your peers to buy a gift for the staff member who cleans your residence hall
- \_\_\_\_\_ Driving for Safe Rides on a Saturday night

# Reflection Facilitator FAQs

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1. What if one participant is monopolizing the conversation?  
Initially, summarize the participant's viewpoints and then move on to other discussion. Also, it might be helpful to call on others and ask for their input. If the participant simply isn't stopping, ask him/her to hold off until a break.
2. What if a participant goes off on a tangent?  
Again, summarize the participant's viewpoints and try to move the group forward or even ask them to hold off until later in the discussion when their opinions are more relevant. Also, you could address directly that a tangent has been raised- "That seems to be a different issue ..." and restate the purpose of the discussion, asking others for input.
3. What if participants are carrying on private conversations during group discussion?  
Begin by using a nonverbal method to gain the participants' attention such as making eye contact or moving closer to them. Ask one of the talking participants a question- be sure to call them by name first. If side conversations continue, ask them to refrain from talking (privately, if possible).
4. What if there is a lot of disagreement within the group?  
If one participant is particularly disagreeable, summarize his/her viewpoints and ask others for their opinions. Encourage participants to agree to disagree or agree in part, but then state how you differ in opinion and why.
5. What if participants are being distracting while within the group?  
Use nonverbal means (eye contact) to get the participant's attention. Ignore the behavior if it is not detracting from the session, or privately ask the participant to stop.
6. What if a participant is doing his/her own work during the session?  
Again, try nonverbal means to get the participant to stop. If group activities are under way, address the entire group and ask everyone for participation. Ignore the behavior if it is not affecting others.
7. What if participants are not participating in the reflection?  
Use nonverbal means to draw the person into the discussion. Ask direct, but nonthreatening questions to the participant or try to connect with him/her during a break. Ask the participant to lead a small group or depending on the participant it may be best to leave him/her alone (APPLES).

# Acknowledgements

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- APPLS Service-Learning Program “Reflection Facilitation Guide”
- Butler University Reflection Resources  
<https://www.butler.edu/volunteer/resources/reflection-resources>
- Julie Reed and Christopher Koliba “Facilitating Reflection- A Manual for Leaders and Educators” University of Vermont. [http://www.uvm.edu/~dewey/reflection\\_manual/](http://www.uvm.edu/~dewey/reflection_manual/)
- Northwest Service Academy “Service Reflection Toolkit”  
[www.northwestserviceacademy.org](http://www.northwestserviceacademy.org)
- Pennsylvania Campus Compact “Students Trained in Advocacy and Community Service (STACS)”