

UNIT 7



Unit 7: Celebrating the Journey

UNIT OVERVIEW

How have we learned about civic engagement? Through a series of four reflection activities participants will engage in thoughtful reflection and review of the project process and the service performed. In a formal reflection evaluation activity, participants will complete a survey that will reveal any changes in civic knowledge, skills and attitudes. This will be followed by a celebration that will enable participants to recognize their accomplishments with their group and, if possible, with community partners, families, service recipients and others.

UNIT 7		
7A	DESCRIPTION AND GOAL	MINIMUM TIME
Activity	<p>Skills, Knowledge, Actions and Values Goal: To help participants recognize what they learned and experienced, which will help them become more effective, participatory citizens in the future.</p>	15 minutes
Lesson	<p>Participant Survey Goal: To help participants recognize personal growth in civic knowledge, skills and attitudes.</p>	25 minutes
Reflection	<p>Sweet and Sour Goal: To provide participants the opportunity to identify a positive and negative aspect of the program and their experience.</p>	5 minutes
7B	DESCRIPTION AND GOAL	MINIMUM TIME
Activity, Lesson and Reflection	<p>Celebration Goal: To recognize and celebrate personal and program accomplishments</p>	45+ minutes
TOTAL UNIT TIME		90+ minutes

Supplies:

- Journals
- Pens/pencils
- Start, Stop, and Continue handout (page 161)
- Youth Participant Assessment handout (page 162)
- Member Assessment handout (Appendix, page 163)
- Sweet and sour candy
- Celebration Supplies
- Certificate of Recognition - optional (page 164)



Before You Begin . . .

BE PREPARED: The Role of Evaluation and the Power of Reflection

Service-Learning without Reflecting is Like Eating without Digesting.

What does this mean? That is a good question. In fact, it is in asking this very question, “what does this mean,” that is at the heart of the reflection process. Reflection in service-learning allows participants to focus on three fundamental questions about their experience:

- **What?** What happened?
- **So What?** What difference did it make for both the recipients and participants?
- **Now What?** What will be different in the future as a result?

Without recognizing both what happened and also exploring what difference it made is a lot like eating (going through the process) but without digesting (without getting the benefit).

One way to “digest” an experience is to answer reflection questions about the impact an experience had on the participants. One effective method is a survey that asks participants to measure any changes in the way they think or feel about certain aspects of the project. The survey essentially asks participants to consider how they felt about a certain statement before the experience and how (if at all) their feelings about that statement have changed since participating in the project.

When using a survey like this, it is important for participants to carefully consider each of the statements and try to reflect as accurately and honestly as possible their views before the experience as compared to their views following the activity.

It is important to give enough time for thoughtful responses for participants to explore their thoughts and feelings. Sometimes, especially with young people, examples and descriptions are helpful. Just think of the classic scenario of a parent asking a child, "What did you learn in school today?" And the child responding, "Nothing." A quick and casual treatment of a survey will often yield the same results. Because reflection is often a new experience, individuals, and again especially young people, often need to be intentionally guided through the reflecting process.

The survey used in this evaluation is called a Retrospective (or Retroactive) Pre-Post Survey. It asks participants to measure any personal changes in knowledge and values by looking backward when the project is over, rather than having participants complete a survey before the project starts and again once the project is completed. The retrospective survey is often a more effective means of measuring change, especially with youth, because a pre-activity survey often yields inflated responses. For example, participants might "think" they are familiar with community needs before they begin. They might mark that response high. Then, through the course of the project, they realize the true nature and scope of various community needs. However, there is no way to indicate the change. The Retrospective Pre-Post Survey allows participants the opportunity to measure any increase (or decrease) that has occurred compared to when they began. The participant better understands the scope of the questions being asked.



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Lesson	<p>Participant Survey Goal: To help participants recognize personal growth in civic knowledge, skills and attitudes.</p>	25 minutes
Reflection	<p>Sweet and Sour Goal: To provide participants the opportunity to identify a positive and negative aspect of the program and their experience.</p>	5 minutes

7A: ACTIVITY

Skills, Knowledge, Actions and Values

Goal:

To help participants recognize what they learned and experienced, which will help them become more effective, participatory citizens in the future.

Description:

Participants will begin their reflection experience through a personal journal entry and group sharing. By referencing the Personal Asset Map activity in Unit 3, participants will once again examine personal skills, knowledge, actions and values. This activity will help participants recognize what they have learned through the project and how that experience will help them to become more effective, participatory citizens in the future.

Supplies:

- Journals
- Pens/pencils

Directions

1. Explain:

“Now that we have completed our project, we want to spend some time reflecting on what we learned. In Unit 3, we looked at the Skills, Knowledge, Actions and Values that we have as personal assets. Now we want to reflect on how our personal assets have changed as a result of our time together and/or the service we provided. Think about any skills that you have gained or even just improved throughout this project. What about your knowledge? What have you learned? What actions have you taken as part of this project? Have any of your values gotten stronger or weaker? Take the next few minutes and consider these four areas (Skills, Knowledge, Actions and Values) and write or draw in your journal how your personal asset map might be different now. Remember, it is not just things that are new but consider how your personal assets have changed. Record your thoughts in your journal in words or a drawing.”

2. Help participants with the reflection process with open questions or personal examples.

3. If there is time remaining, ask for volunteers to share their thoughts about civic skills, knowledge, actions and values. Ask: “Would anyone be willing to share your thoughts about the skills, knowledge, actions and values associated with civic engagement?”

Notes:

7A: LESSON

Participant Survey**Goal:**

To help participants recognize personal growth in civic knowledge, skills and attitudes.

Description:

Following the journal reflection process participants will continue their reflection through a before-and-after Participant Survey. There are two versions of the survey included in this exercise, one for youth participants and a slightly different one for AmeriCorps members. In addition to the before-and-after survey, there is also a reflection activity called Start-Stop-Continue. Start-Stop-Continue simply asks participants to consider how the project has influenced them to start doing, stop doing and what things they want to continue to do. Participants will record their Start-Stop-Continue statement as their last journal entry.

Supplies:

- Start, Stop, and Continue handout (page 161)
- Youth Participant Assessment handout (page 162)
- Member Assessment handout (Appendix, page 163)
- Journals
- Pens/pencils

The final section, "About You," is entirely optional. However, the information is very helpful and important and will only be used to improve the program. Make sure that participants know that it is optional information and that their answers are all anonymous.



Directions:

Be sure to provide ample time for thoughtful responses; allow at least 25 minutes for the survey administration. Participants should be able to write on a firm surface. Make sure all participants have something to write with. The survey should be kept confidential. However, participants might want to share with others their comments about their Start-Stop-Continue reflection activity.

1. Pass out survey and reflection activity handouts to all participants (both Participants and AmeriCorps member surveys).

2. Say or paraphrase the following:

“Now that we’ve finished our program and successfully made an impact on our community, we want to know how you think and feel now and compare that to how you thought and felt before we began. This is not a test and there are no right or wrong answers. Please take the time to answer each question completely and honestly.”

Consider providing an example like: “Before I began my service as an AmeriCorps member, I didn’t know how much fun it would be to work side by side with young people. Now I know what great partners we make! So, if I were asked to respond to the statement, “I enjoy working with youth,” I might recognize that although I thought that was true before this project, I recognize how much more true that statement is now. I would reflect that on my survey. On the other hand, I may have learned that I prefer to work with adults, so the statement may now be less true than it was when we began the project.”

3. Ask participants to look at the survey. Read through all of the directions aloud, including the box that requests: “check no...,” so that all participants understand the “NO/no/yes/YES” system.

4. Paraphrase the following:

“The **left side** of the survey will indicate how you thought and felt before we began this program and the **right side** is how you think and feel now. Think carefully about each

statement and reflect on your thoughts and feelings before we came together.

“Look at the statement on the survey: ‘I am aware of what my community needs.’ What did you think your community needed before you joined the project? Has your awareness of what your community needs changed? Take a moment to think about that, and then mark how you thought before and how you think now.”

5. Read aloud each question on the Participant Survey to the group and give participants a moment to consider and mark their response. If participants are especially young or do not have English as a primary language, you might need to read each of the items aloud several times and provide adequate opportunity for them to answer before going on to the next statement. Encourage participants to ask you to explain if any of the questions are hard for them to understand. You can provide examples if you feel it would help participants better understand the focus of the question, as long as the examples are not intended to lead the participants to respond in a specific way.
6. Before you collect the surveys, please ask participants to check that all of the questions have been answered.
7. Have participants transfer their Start-Stop-Continue answers to their journal. This will be their final project journal entry.
8. Gather completed surveys and turn them into your supervisor.
9. If any participants are absent the day the survey takes place, please arrange a time for them to complete the survey as soon as they return.

Notes:

7A: REFLECTION

Sweet and Sour

Goal:

To provide participants the opportunity to identify a positive and negative aspect of the program and their experience.

Description:

Participants will reflect on one positive (sweet) and one negative (sour) aspect of the project.

Supplies:

- Sweet and sour candy

Directions:

1. Gather together in a circle. If the group is large or if time is a factor, create smaller groups for faster sharing.
2. Explain:
"Every project like this has some great things that we really liked and some that we didn't like. In this activity, you will be asked to share one Sweet thing and one Sour thing about our project. Everyone will receive one piece of sweet candy and one piece of sour candy. When you share your 'sweet' you can eat your piece of sweet candy. Then you can share your 'sour' and eat your sour piece of candy. Take no more than 30 seconds to share your sweet and sour."
3. Pass out one piece of each candy to each participant.
4. Ask one participant to start and then move around the circle until every participant has had an opportunity to share.
5. **Note:** There are several options for sharing sweets and sour. Sweet can be shared first or the sour can start so that participants can end with a sweet. Or, the entire group can share their sweets first and then go around again and share sour. It is also possible to do this as a journal reflection if candy is not practical.

UNIT 7

7B	DESCRIPTION AND GOAL	MINIMUM TIME
Activity, Lesson and Reflection	<p>Celebration Goal: To recognize and celebrate personal and program accomplishments.</p>	45+ minutes

7B: ACTIVITY, LESSON AND REFLECTION

Celebration

Goal:

To recognize and celebrate personal and program accomplishments.

Description:

Participants will recognize and celebrate their accomplishments in a formal celebration activity. The format of the celebration is really up to you. Be as creative as possible. If time and space allow, invite everyone who was involved in some way with the service project, including parents, community members, etc. You may choose to have a slide show of project pictures, sharing of journal reflections, or to distribute awards to outstanding contributors in the group.

Supplies:

- Celebration Supplies
- Certificate of Recognition - optional (page 164)

Directions:

Keys to effective celebration include:

- Recognizing group accomplishments
- Highlighting impact of service
- Recognizing all individuals
- Providing awards
- Recognizing exceptional individual contributions
- Reinforcing learning goals
- Having fun
- Refreshments

Unit 7: Celebrating the Journey

The Celebration can involve:

- Skits
- Songs
- Project photos or slide show
- Guests
- Recipients (if possible)

Journal Signing

- Like a yearbook signing, participants' journals can be inscribed with messages and remembrances from other participants.

Notes:

Start, Stop, and Continue

Through your service you made a difference in your community. You most likely learned something about the need that you helped with. Given what you learned or experienced, think about some ways that you can continue to make a difference after the project.

What will you START doing that will make a positive difference?

What will you STOP doing that will make a positive difference?

What will you CONTINUE to do that is making a positive difference?

Youth Participant Assessment

Team/IP Name: _____ WSC Code #: _____

For each of the statements, mark the box that is closest to what you think about that statement. Mark the answer on the left for how you would answer now. Mark the answer on the right for how you would have answered before the project.

AFTER the project I would say...					BEFORE the project I would have said...			
NO	no	yes	YES		NO	no	yes	YES
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	I am an important member of my community.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	It is my responsibility to get involved to make things better.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	It is important for me to know about needs in my community.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	I am aware of places that help people in my community.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	I enjoy reading.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	It is important to listen to different points of view before making a decision.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	I understand the ideas talked about in the Constitution, the Declaration of Independence and the Gettysburg Address.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	I will look for opportunities where I can help in my community.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	I talk about what is happening in my community with my family and friends.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	I will vote in political elections when I am old enough.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

About You

These questions ask information about you that will help make our program better. The information that you provide will be kept strictly confidential. Answering is optional.

Are you? Male Female What is your age? _____ What grade are you in? _____

Is English the language most commonly used in your home?

Yes No, please tell what language is most commonly used in your home: _____

Which best describes you?

- American Indian or Alaskan Native Asian/Asian American White or Caucasian
 Hawaiian or Pacific Islander Hispanic or Latino/Latina Multiracial
 Black or African American Other: _____

Do you get a free or reduced lunch at school? Yes No I don't know

Member Assessment

After participating in the Roadmap to Civic Engagement curriculum, my abilities in the following area have been developed or enhanced:

1.	I can better identify ways to work to solve state, national and global issues through my own local community.	Yes	No
2.	I better understand and respect the ideals expressed in the Constitution, Declaration of Independence and the Gettysburg Address.	Yes	No
3.	I can better understand how my unique skills can be used to positively impact my community.	Yes	No
4.	I know better how to identify the needs and resources in my community.	Yes	No
5.	I can better organize local efforts to effect change.	Yes	No
6.	I enjoy reading.	Yes	No
7.	I better appreciate the power of the vote and plan to or will continue to use this right to have my voice heard.	Yes	No

About You

Your answers to these questions are optional. Responses given will be kept **strictly confidential** and all reporting of information will be about groups of responses reported.

Are you? Male Female What is your age? _____

What year of AmeriCorps service is this for you? First Second Third

Is English the language most commonly used in your home?

Yes No, please tell what language is most commonly used in your home: _____

Highest level of education you have completed (please check only one)?

- | | |
|---|--|
| <input type="checkbox"/> 8th grade or less | <input type="checkbox"/> One or more years of college, no degree |
| <input type="checkbox"/> Some high school, no diploma | <input type="checkbox"/> Associate degree |
| <input type="checkbox"/> High school (HS) graduate | <input type="checkbox"/> Bachelor's degree |
| <input type="checkbox"/> HS equivalent (for example, GED) | <input type="checkbox"/> Master's degree |
| <input type="checkbox"/> Some college, but less than 1 year | <input type="checkbox"/> Ph.D, M.D. or other professional degree |

Which best describes you?

- | | | |
|--|--|---|
| <input type="checkbox"/> American Indian or Alaskan Native | <input type="checkbox"/> Asian/Asian American | <input type="checkbox"/> White or Caucasian |
| <input type="checkbox"/> Hawaiian or Pacific Islander | <input type="checkbox"/> Hispanic or Latino/Latina | <input type="checkbox"/> Multiracial |
| <input type="checkbox"/> Black or African American | <input type="checkbox"/> Other: _____ | |

Certificate of Recognition

This is to recognize

for Making a Difference
through participation in the

ROADMAP | TO CIVIC
ENGAGEMENT

Project Leader

Date

Project Leader

Date

A PROGRAM OF **SERVICE-LEARNING NORTHWEST**