Individual and Group Reflection Activities
Exercises for Compact Service Corps/AmeriCorps

Individual Reflection Activities

Low/High
Purpose
- To help Members reflect on and articulate their feelings about that week’s service experiences both good and bad
- To encourage Members to share their struggles and successes with other Members

Instructions:
- Each person is asked to share a “low” and a “high” from their service experiences
  - Sharing should be limited to 1-2 sentences for each
  - Ex: “My low from service this week was that there were not enough juice boxes for all the kids during snack time because we ran out. My high was that it was Valentine’s Day and I got a lot of valentines!”

Notes:
- Format can be asking Members to share in order by seating arrangement (quicker) or “popcorn” style, where people can speak up at random
- Members should start by sharing their low point and end with their high point to end by feeling “high” about the good aspect of their service
- Members may pass if they are not comfortable sharing their experiences

Check-in question
Purpose
To help Members think about their personal concerns, but encouraging the act of “leaving them” at the door so that they can focus on the training ahead.

Check-in question at the door: What are you leaving at the door today?

Instructions:
- Think about something that you’ve been concerned about today
- Write this concern down on a piece of paper, then fold up the paper and put it in the basket
- You may pick up this concern afterwards if you want to ‘take it with you’, but you may also leave it at the end of the session.

Group Reflection Activity

A World of Difference

Purpose
The purpose of this activity is to help students recognize that many points of view may exist on any given topic. While people often try to convince others of their positions, there is also value in hearing and understanding the perspectives of others, particularly when making decisions. This lesson teaches the students to respect & value diverse opinions while understanding that interpretation of the item can be affected by culture.
Directions
1. Prior to this activity, write the following words or phrases on the four pieces of construction paper, one on each sheet: STRONGLY AGREE, AGREE, DISAGREE, STRONGLY DISAGREE. Post the papers around the room, one in each corner.

2. Explain to students that you will read ten (10) statements on a variety of topics around healthcare and healthy living. After each statement is read, students will walk to the corner of the room that best expresses how they personally feel about the statement. If there is a statement for which that a student has no opinion or is unsure, he or she should stand in the middle of the room.

Explain to students that you would like them to remain silent throughout this part of the activity. Encourage them to observe how they are in agreement with some of their classmates on some topics but not on others, and how sometimes they are in the majority and other times in the minority.

3. Ask students to stand. Read each statement below, allowing time for students to move to the corner of the room that best expresses their opinion on the statement.

Statements
- Schools should ban vending machines selling soda and sugary drinks.
- Homelessness is always the result of poor choices.
- Safe sex and STD prevention should be a standard in education for teens in schools.
- Use of illegal substances makes someone an unfit parent.
- People who are obese could lose weight if they had more self-control.
- Our current welfare system encourages laziness.
- Community health centers are only appropriate for patients who are low-income or living in poverty.
- Governments have an obligation to allow all people living in their country access to affordable health care.
- People who smoke should have higher health care premiums than those who don’t.
- Stricter gun control laws on those with mental illnesses will help reduce crime.

4. Ask students to return to their seats. Invite volunteers to share their thoughts and reactions using the discussion questions below.

Discussion Questions
- Which statement was the most difficult for you? Why?
- Which statement was easiest for you? Why?
- If there was a time when you were alone in your opinion, how did it feel?
- Did you ever decided to change your opinion when you saw you did not agree with most of the group?
- How did it feel when most of your classmates had the same response as you?
- Was anyone in complete agreement with a classmate on every statement? Why is this unlikely to happen?
- What are some of the ways people respond to one another when their points of view differ? Why do you think that is?
- Do we ever change our views? What kinds of things influence us to change our perspective?
- Have you encountered any situations related to these statements at your service site?
- How does this activity relate to your service?