#### **Reflection day event** Sample running sheet. Suggested time: 1 full day

### Date and time, Location

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| --- | --- | --- | --- |
| **Time** | **Event** | **Detail** | **Preparation and resources** |
|  | **Welcome** | Welcome all participants.  Outline background and purpose. |  |
|  | **Reflection and team building activities** | Rotation of different activities to help maintain the group’s interest and energy level:   * ball game * reflection circle * quotes exercise. | Prepare activities |
|  | **Let’s get creative** | Appreciation/acknowledgement activities:   * jigsaw puzzles * hoshim brainstorming. | Blank jigsaw puzzles, post-it notes, pens |
|  | **Recess** | Gallery exhibit of notes from brainstorming |  |
|  | **Let’s get creative** | Continue with appreciation/acknowledgement activities.   * Make thank you cards to send to host volunteer organisation. * Reflection journals. | Art supplies |
|  | **Student presentations** | Students begin to prepare for presentation about their volunteering experience. | Resources as required to showcase student presentations |
|  | **Lunch** |  |  |
|  | **Student presentations** | Invite the first student to present about their volunteer experience.  Continue with next student presentation.  Thank everyone and congratulate them on their efforts. | Resources as required to showcase student presentations |
|  | **Feedback** | Obtain feedback from students about the volunteer program:   * student feedback form * group discussion about what they enjoyed about the program, how it could be improved. | Prepare feedback forms |
|  | **Celebration activities** | Celebration, including fun activities:   * wool web. | Prepare activities |

# Suggested activities

**The ball game**

***Set up***

The facilitator has a ball and a stopwatch. Have students form 2-3 circles and explain the rules of the game.

Everyone must touch the ball once only.

You cannot pass the ball to the person next to you.

The ball must return to the person who started with it (facilitator).

The ball cannot be rolled across surfaces.

***Play***

Facilitator throws the ball to someone in the group and will start to time their performance.

Each student has to pass the ball to another student.

The timekeeper announces the time taken to complete, and asks the group to cut the time in half

Repeat until the group can create the product in the least amount of time

Some post-activity questions to stimulate reflection include:

1. How did you achieve your best result?
2. What factors contributed to your success? Or why weren't you successful?
3. How did you look at the problem in new ways?

**The Reflection Circle**

***Set up***

Students and facilitator are seated in a circle.

***Play***

Each student responds to a posed question.

***Suggested questions***

* Name three things that stuck in your mind about the volunteering experience.
* Describe the atmosphere of the volunteering site.
* Describe some of your interactions (with clients, staff, students).
* How were you different when you left the volunteering location compared to when you entered?
* How did the volunteering site make you feel?
* What brings people to the volunteering site (both people seeking service and the volunteers)?
* What have you learned about a particular community or societal issue?
* How did this experience challenge your assumptions and stereotypes?
* Describe what a typical day might be like for someone who uses the services of the organisation you worked with.
* What was the best/worst/most challenging thing that happened?
* Discuss a social problem that you have come in contact with during volunteering. What do you think are the root causes of this problem? Explain how your service may or may not contribute to its alleviation.
* What could each participant do on their own?
* How can this experience apply to other situations in your life?
* Where do we go from here? What's the next step?

**Jigsaw puzzles**

***Set up***

Students get into their volunteering groups.

***Play***

* Each group is given a blank jigsaw puzzle.
* The puzzle is broken up and each student gets a piece.
* Each student writes one positive word which sums up their volunteering experience.
* The puzzle is reassembled and placed in a frame.
* An explanation is pasted on the back of the frame and gifted to host organisations.

**Hoshim brainstorming**

***Set up***

Ask students to list answers, ideas or opinions on Post-it notes based on their exposure to volunteering.

***Play***

* The Post-it notes are then placed on the wall.
* The entire group then has a large gallery exhibit walk-through of all the notes in which they can review the responses, address questions or issues.
* Ask students to view the Post-it notes during recess or lunch.

**Wool web (2-3 groups)**

***Set up***

Stand in a circle with a ball of wool.

***Play***

* Each student throws it to another and says what they have learned about themselves during the volunteer experience.
* The wool forms a web supported by the group. Use a thicker string, lower it, and have someone climb on, and try to support a student! (use caution with this game).

**Quotes exercise**

***Set up***

Write or print out some inspirational or thoughtful quotes on pieces of paper. Put them in a hat.

***Play***

* Each student draws a strip of paper and reads the quote to themselves
* Students take turns reading their quote out loud, explaining what it means and discussing how it connects to their volunteer work.

**Ideas for “Quotes exercise”**

If we do not act, we shall surely be dragged down the long, dark and shameful corridors of time reserved for by those who possess power without compassion, might without morality, and strength without sight.  
-- Dr. Martin Luther King, Jr., Minister, Civil Rights Leader

If you have come to help me you are wasting your time. But if you have come because your liberation is bound up with mine, then let us work together.  
-- collective belief shared by Lilla Watson, activist, academic, artist, and Aboriginal Australian woman

Each new hour holds new chances   
For new beginnings.  
Do not be wedded forever  
To fear, yoked eternally  
To brutishness.  
 The horizon leans forward,  
Offering you space to place new steps of change.

-- Maya Angelou, from "On the Pulse of the Morning"

**Quote sources**

1. King Institute <https://kinginstitute.stanford.edu/liberation-curriculum/classroom-resources/king-quotes-war-and-peace>
2. Invisible Children: <https://invisiblechildren.com/blog/2012/04/04/the-origin-of-our-liberty-is-bound-together/>
3. On the Pulse of Morning: <https://www.nytimes.com/1993/01/21/us/the-inauguration-maya-angelou-on-the-pulse-of-morning.html>