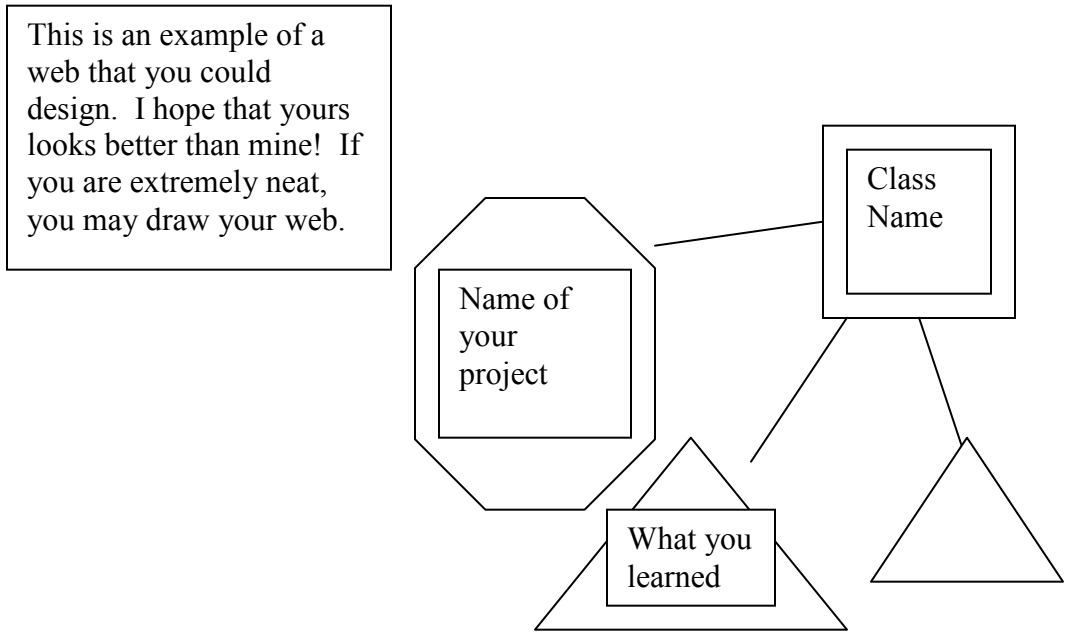


## Senior Capstone: Reflection - Writing Part IV

1. Assignment Summary – Write answers (or follow other suggestions) to the questions below that ask you to reflect on your learning during the Senior Capstone class and on the beginning, middle, and end of your Capstone project.
2. Purpose –
  - a. “Reflection is indispensable to the entire service learning process and solidifies the intellectual and emotional knowledge for everyone involved,” states Catheryn Berger Kaye, a national service-learning specialist.
  - b. Kaye goes on to say, “Reflection can have an important role in reinforcing academic knowledge.”
  - c. Furthermore, Kaye reports that “Reflection is meant to reveal aspects of learning that might otherwise be missed ...”
3. Writer’s Role: You will be writing as yourself; a senior in high school who has just completed determining a need, researching, developing, and implementing a project that meets the community need.
4. Audience: Students in your class, interested adults in a school setting, possibly interested adults in a formal setting, and a variety of unknown people via LHS TV and the Internet.
5. Form: You will write a multi-paragraph reflective essay.
  - For each section, read the questions thoroughly.
  - Make sure to answer *each* question.
  - Determine the organization that makes sense for your essay.
  - For a few sections, you may have the choice to insert webs or artwork into the essay.
  - Make sure to label each item you choose to insert.
6. Directions for each section of Capstone Essay Part IV follow and are labeled with a lower case letter and are shaded.

- a. Your goal is to think back over your semester of Capstone, from beginning to end, and: figure out, from your project, what you learned or practiced that connects in any way, shape, or form to anything throughout high school. You must include both academic and social things you learned in classes. Explain thoroughly.

*You may do this by writing regular paragraphs or you may **create a final** draft web to represent the connections. See the following example of a web.*



b. Consider and explain items having to do with your **planning and preparation**:

- i. What were your beliefs, assumptions, and attitudes about the need that you decided to address?
- ii. Where and when did you learn these beliefs, assumptions, and attitudes?
- iii. What did you expect as a result of your project?
- iv. Explain any anxieties that you had about your project.
  1. What problems that could occur did you think about ahead of time? (see next page)
  2. What problems, inconveniences, misunderstandings, or unexpected things did you end up encountering?
  3. How did you handle these things?
  4. How were the times you went to your project decided? Was there a schedule created? Did everyone meet their commitments? What did you think about this? How did you feel about this?

You may answer the **italicized questions in number four** above by writing or in an artistic form such as:

1. *photograph collage*
2. *poetry*
3. *drawing or painting*
4. *You can propose ideas for this part.*

c. Explain your thoughts and feelings about **when you arrived** to the site, **when you began to implement** your project, and while you were actually **well into the process of implementation**.

1. How did you *feel* when you arrived at the service site? How did your feelings change from when you first arrived to when you left?
2. Did you have everything that you needed? How did you prepare? Did you interview someone (in person or over the phone)? Did you do a site visit? Was there anything that surprised you? Would you do anything differently? *What did you think? What did you feel?*
3. How did you make a difference?
4. Explain *ideas or thoughts* that you had which might have improved the implementation or the way the adults on scene managed their end of the activity.
5. What kind *ideas or thoughts* did you have about how you participated and how your group members participated?
6. What kind of *feelings* did you have about how you participated and how your group members participated?

*For part C, you must write out answers for numbers two and three, but you may choose to write or do something artistic to answer numbers one, four, five and six. Here are some ideas:*

1. *photograph collage*
2. *poetry*
3. *drawing or painting*
4. *You can propose ideas for this part.*

***Do not repeat the artistic choice from question b-4.***

d. Explain your thoughts and feelings **after you were done** with the activity. If scheduled more than one day, you may have had different ideas and feelings each time. Include these in your report.

1. What was special about the activity? *Write answer.*
2. What did you learn that you didn't know before? *Write answer a paragraph or a bulleted list that uses complete sentences.*
3. Five years from now, what do you think you will remember about this experience? *Write out.*
4. Consider the research you completed to prepare for this project. How did what you learn show up in your personal involvement with the service?

*Number four may be written out or you may create a final draft T-chart to provide information.*

#### 7. After you've Finished:

- Submit your essay to Turnitin.com.
- Use the correction comments to edit your essay.
- Print off a copy and have it proofread by two people who are not in your group.
- Make revisions.
- Add this to the complete essay for Senior Capstone.

#### Works Cited

Kay, Catheryn. *The Complete Guide to Service Learning*. Minneapolis: Free Spirit Publishing Inc., 2010. Print.