

What motivates you to do service?



Welcome!

Facilitating dialogue around complex questions is challenging. However, group reflection can direct and support individual meaning-making and group connection, as well as leads facilitators and participants to deeper understanding about big ideas. This guide is designed to be used by the facilitator, providing tips for facilitating these types of intentional conversation and ideas for a structured dialogue around a specific question. These conversations are meant to be between an hour and an hour and a half, with a group of people interested in the topic. The suggested structure offers tips, activities, and materials to be used and adapted by the facilitator to the group needs. This guide may be used on its own, or in conjunction with other guides or activities to create a facilitation plan for a variety of reflective purposes. The activities suggested in the conversation guide are described in further detail in the accompanying activity guides.

This guide is broken into four parts, delineating the different stages of the conversation. Each section, or stage of conversation, offers activities and guidance specific to the question for the guide. The activities are meant to be adapted and modified to fit the group's needs. There are specific adaptations mentioned for classroom, service immersion, and routine service use. At the conclusion of the guide, there is a sample conversation. This sample demonstrates one way to structure the conversation for use with groups.



Activity Guides

More information about techniques involved in facilitating conversations and implementing specific activities are found in the accompanying activity guides. These activity guides and the associated materials are found in the VT Engage office, or online when possible.

How to Use this Guide

Each section in the guide serves a distinct purpose in the conversation. The structured dialogue depends on varying depth to process as a group, and come to collective realizations, along with personal take-aways. These four sections serve specific purposes in engaging participants.



Prepare

This section focuses on preparing for the conversation as a facilitator. Beginning this process by personally reviewing the question and content is an important step in leading dialogue. As the facilitator, it is important to be aware of and prepared for the different directions the question and conversation may take. This step focuses on guiding the facilitator through personal reflection, and exploring different elements of creating and facilitating a reflective space for group dialogue.



Connect

As the first tangible step in facilitated conversation, it is critical to begin the dialogue with activities that invite participants to invest in the experience. This stage in the conversation focuses on bringing participants together, co-defining core concepts and creating a shared experience to begin a deeper dialogue about a specific concept. These activities generally offer easy opportunities to engage in the group activities, and focus primarily on building group cohesion.



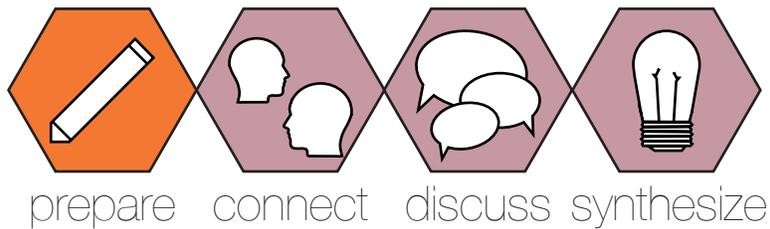
Discuss

This stage of the conversation is the deepest stage of dialogue, as participants unpack the complexities of the topic or question together. Generally, this stage of the conversation consists of a group discussion framed by an activity that challenges participants beliefs about a specific aspect of the question. This builds on the shared foundation established in the previous stage, and brings participants together to unpack complex themes.



Synthesize

After participants have engaged in deliberate conversation around complex themes, it is important to properly wrap up the experience. This stage does not necessarily provide answers, but does create the opportunity for participants to close this specific session. At times, it may feel as though there are more questions at the completion of the conversation than there were at the beginning. This creates the opportunity to recapture the thoughts shared during the discussion portion, and contribute to future conversations.



Personally Preparing for Dialogue

Adequate preparation is among the most critical elements to facilitating group dialogue. Before you begin the conversation with your group, it is important to think about the ideal atmosphere of the conversation, and personally reflect on the specified topic. The setting for your group conversation can have important implications for the success of your conversation. It is also helpful to have thought through the question, without creating hard and fast outcomes, to help guide the conversation when needed.

Set the Scene

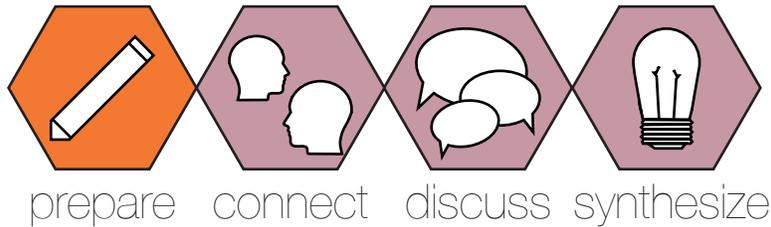
When beginning to think about your facilitated conversation, consider the mood and energy levels of your participants, based on other factors. The **time of day and activities around reflection** will impact the outcome of your group session. Fluctuating energy levels, amount of attention and focus, and routine-nature of reflection often influence the group's ability to concentrate and engage in facilitated conversations. The time and place of your reflection should depend on things such as the group's need to sit and rest, the merits of concrete floor versus sitting at a table, and available locations and times based on group activities. If the facilitated conversation is happening directly after or in the midst of other activities, such as service, participants may need help focusing. By thinking through and meeting the needs of your group participants, they will be more likely to engage in the facilitated conversation.

Creating a welcoming space is crucial for reflection both in the physical and abstract sense. Make sure the space is physically accessible to everyone. Also, consider if participants feel welcomed, or a sense of belonging. By making sure you, as the facilitator, know everyone's names and that everyone is able to participate, the participants will feel more open and engaged in the conversation.

Supply the Scene

You may need certain materials to effectively lead your reflection. Think about this beforehand, and **collect the materials you need**. Some common materials may be paper, pens, index cards, Visual Explorer cards, flip charts, markers, etc.

Thinking about the needs of your group members, what will promote the reflective nature of the conversation? Depending on the setting or regularity of reflection, it may be helpful to **bring snacks or coffee to help engage your group participants**. By sharing baked goods and coffee or tea, the group will be able to engage with one another on multiple levels.



Create the Space

One of the main roles a facilitator adopts is setting the space for the conversation. To start the conversation off on the right foot, it is essential to consider critical elements and convey core values of reflection to your group before the reflection begins. Make sure you are upholding and demonstrating the values listed below, as well as sharing with your group, to create a safe and inviting space. Develop an understanding of your participants' beliefs and thoughts on the service project, and how much past experience they have had with service and reflection. Ask yourself what you believe your participants hope to get out of this service experience.

As the facilitator, it is important to set the guidelines for participating in the dialogue, to ensure that each participant feels welcomed, respected, and able to contribute. Consider these common agreements as you are designing your conversation, and ensure that you share these with your participants at the beginning of the conversation. Sharing these with the participants generally occurs during the first reflection meeting, agreeing to uphold these standards to respect one another and meaningful engage in the activities.

Be Respectful

Respect others' opinions and be open minded to new ideas and perspectives. You do not need to agree with every opinion, and if there is some confusion make sure to ask for clarification before judging or jumping to conclusions.

Be Mindful

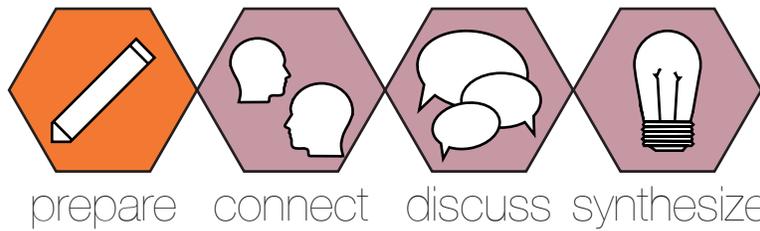
Be mindful of others in order to create a safe space. Try not to rush to speak your opinion. Understand that it takes courage to share personal information, and respect participants by not sharing this information in an identifiable way. We want to create a space where we can support one another while difficult questions and perspectives can be processed.

Be Aware

Be aware of your verbal and nonverbal communication. This communication includes not only words, but posture, gestures, tone, and facial expressions. Judgement can be communicated both verbally and nonverbally. Be mindful of your actions and the language and tone that you use.

Be Engaged

Be active listeners. Engage and tune in to others when they are sharing their opinion, story, beliefs, or questions. Do not interrupt, but respect their time and contribution to the conversation.



Unpacking: What motivates you to do service?

Our experiences and beliefs lead us to adopt different perspectives, particularly around the motivation to do service. Despite why we believe service is needed, we each have individual values that lead us to serve. Exploring the motivation behind the drive to do service is important because it helps individuals better understand their passion, and leads to further investigation into meaningful and purposeful action. You would want to use this question to encourage participants to find a deeper meaning behind their acts of service. Exploring the “why” behind acts of service promotes personal growth and deepens current and future service experiences for each individual.



This is a great question to use for recurring service or longer service trips. Processing individual motivations to do service as a group can help build team unity and improve group dynamics. This question is designed to lead to greater personal awareness and an appreciation for the values and experiences that motivates others to serve. It is important to be aware that this question may be personal to people, and to facilitate a respectful and safe environment, without pressure to share.

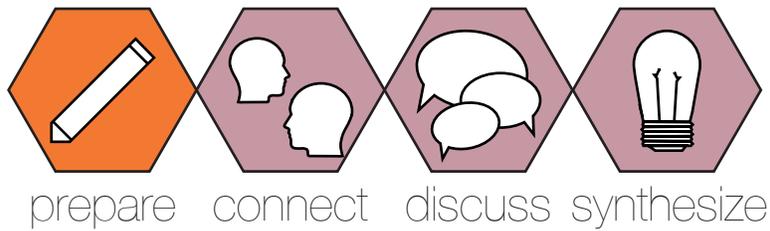


If using this question in a setting distinct from service, it is important to establish the different experiences the group brings to the table. As a facilitator, be prepared to equalize the conversation, by encouraging and empowering all participants to contribute, despite their experience in service. It is important to establish that everyone has different values, and our motivation to serve is not always directly built from past experiences serving.



Keep In Mind

You should make sure you know your participants’ service backgrounds. While this reflection can be meaningful for any service background, it is important to know if participants have experience with service or if this is their first service experience. If participants are new to service, you will be introducing a new concept to them that will hopefully guide them through their future service experiences. However, if participants are more experienced with service, this reflection can serve to reorient and remind them of the motivation behind their acts of service. To prepare for the session, anticipate the many reasons why people serve. Examples include feelings of responsibility to others, religious reasons, wanting to be a part of something bigger than themselves, to giving back to the community. Expect that stories, values, beliefs, and opinions will arise with this reflection. Make sure to provide a safe space for your participants and emphasize respect for other people’s opinions as you reflect together as a group.



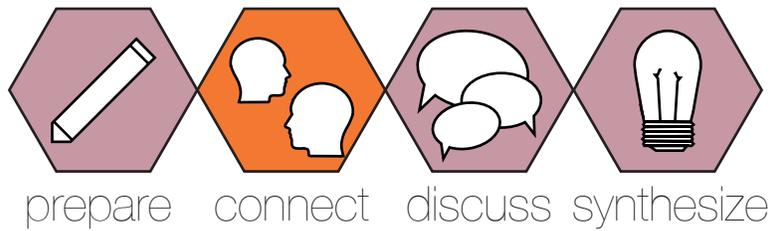
Facilitator Reflections

Before you lead reflection, take a moment to personally reflect on the question. Think about what experiences the participants may bring into the conversation, and why this is an appropriate question to engage your group with. Answer the following questions to begin exploring the direction this question may take:

The following questions are meant to consider as the facilitator before starting the discussion. These are designed to encourage you to think about the different directions the conversation may go.

Why do you serve? Think of values, beliefs, and past experiences.

What motivations have you seen in others?



Getting Into the Conversation

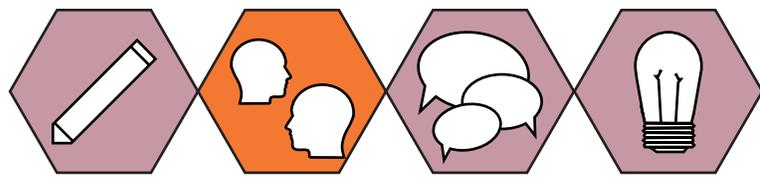
The beginning of the conversation often sets the tone for the rest of the session. Whether working with a service group or engaging in dialogue in the classroom, it is important to lay the groundwork for the conversation. In this stage of group dialogue, it is important to consider what needs to be done to help your group feel connected, and build trust to move into deeper and more vulnerable topics. As you begin a reflection session with a group, it is important to introduce one another and share the common agreements listed in the preparation section. Setting this foundation will help establish the safe space for reflecting on deeper issues later in the session. Introducing one another invites everyone to the conversation, and allows people to feel ownership within the dialogue. Specifically sharing the common agreements helps establish the collaborative nature of the conversation, create mutual responsibility, and empower participants. This is also a great time to share important logistical information, like how long participants can expect the conversation to be and how to take care of personal needs that may arise during the session. As participants are able to form basic assumptions of what is expected of them, others, and the direction of the conversation, they will feel safer about contributing within the conversation.



Start On the Right Foot

If your group is unfamiliar with one another, **facilitate introductions** through a name game or a simple time to share names and an interesting fact. By beginning to facilitate group dynamics, the participants are more likely to engage and trust later in the conversation. If your group already knows one another, take this time to draw everyone's attention and focus to the task at hand. This can be done by setting the expectations for reflection early on in the trip or activity.

After initial introductions are complete, a grounding activity can be used to **bring the group together around the facilitation topic**. This activity is meant to bring everyone to the table and starting the conversation with an idea about where each participant is coming from. At the conclusion of the grounding activity, the group should be prepared to discuss the topic at hand. There are important considerations when you choose grounding activities based on the experiences of your group. These grounding activities are interchangeable, but are recommended with the specific question, "What's motivates you to do service?", in mind. **Pick one activity from the opposite page to engage your group in beginning to think about the purpose for service.** These activities are chosen for their ability to draw the group together, and set the foundation for a group conversation.



prepare connect discuss synthesize

▼ During or After Service

If your group has already participated in a shared experience, the grounding activity should build off the experience. These activities allow participants to share what they have noticed or observed throughout the day, building off their personal reflections. Activities such as Highs/Lows or Flash encourage participants to connect their experience with the group dialogue. For this question, having participants respond to words like service, community service, helping, volunteering, or assistance helps centering participants around the core idea.

Highs/Lows



10-15 minutes



Large group

Gather the group in a circle. Ask participants to think back on their day. Instruct participants to share the one highlight of the day and the one low point of their day. Encourage participants to share why these events were a high and low point for them.

Flash



10-15 minutes



Large group

Gather the group in a circle. Instruct participants to respond to the keyword with the first word that comes to their mind. The group will be given a word, and respond quickly. After each participant has responded, give a new word. Repeat four times.



Classroom or Distinct from Service

When the discussion is taking place distinct from a shared experience or after an extended period of time, it is necessary to bring your group back into the mindset of thinking about service. These activities will be more substantial, as they are also serving as a shared experience to bring the group together. Appropriate activities in this context assume that participants are expecting reflection, and are ready to engage in conversation. It is important to frame these activities from the position of the question. For this question, it is important to introduce from the start that the discussion will revolve around individual motivations to do service, and then lead into the activity prompt. It is important to create dialogue around what we think about, notice, or feel when we choose to do service. Ask participants to reflect on things they've done, and why they were important.

Intentional Questions

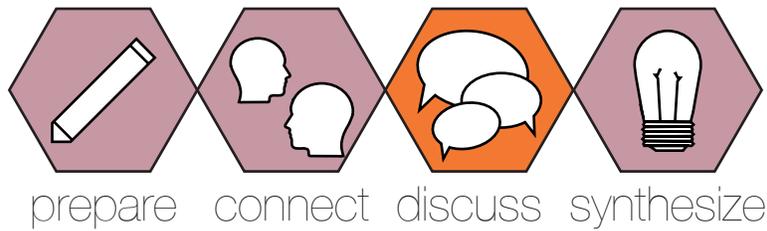


10-15 minutes



Large group

Take the first ten minutes of the group dialogue to share personal perspectives on the topic, using the questions for personal reflection in the preparation section. If the group is larger than about seven people, break participants up into pairs or small groups.



Having the Conversation

This is meant to be the deepest stage of the conversation. When reaching the heart of the dialogue, participants are ready to unpack the question together. Activities during this stage of the conversation are meant to promote critical thinking and encourage deeper thought, using materials that challenge participants to see ideas in a new way and engage in presenting their perspectives. **Pick one of the following activity options to facilitate with the group.** These activities should take the most time, and be shaped by participant contributions. As the facilitator, this is a time to frame the question and present different perspectives. **These questions should be adapted to fit the group's needs--including designing questions around shared experiences and context of group members.** However, it is critical to respect the reflective space, and support participants in exploring a variety of different opinions. These activities should be open-ended to support inquiry in different directions.

Activity One: Okay¹

“Okay” by Lowell Jaeger

The purpose of this activity is to understand the motivation behind the narrator's actions and then relate our thoughts and responses back to our own motivations to serve. Distribute the “Okay” poem to participants and have them read the poem to themselves or aloud in the entire group. Have participants group together in small groups to discuss the poem. Provide them with flip charts or paper and markers so they can write down their thoughts. Here are a few example questions (taken from Center for Civic Engagement):

- >> Why does the narrator pick up the man in the road?
- >> Does the dog matter? Why or why not?
- >> What does the narrator mean when he says, “My wife trusts me to be the man she hopes I am.”
- >> What qualities does that man possess?
- >> Why do we stop or not stop? How do we learn this?
- >> When you make choices to serve what shapes these choices?

Okay



30-35 minutes



Large group

Have participants read the poem silently. Give everyone a couple minutes to jot down some thoughts. Come together as a group to discuss the poem, using the following questions or asking other prompts that encourage the group to think about what we hope to result from service, if anything.

Okay By Lowell Jaeger

There's a man in the road, waving.
We're driving home from Hot Springs,
my wife and I, and our three kids.
He's holding something bundled
in his arms. *Don't stop*, my wife
telegraphs to me with a sideways glance.
I'm okay with that.

It's a dog! the kids shout, *He's*
carrying a dog! So, okay, I stop,
roll down the window.

Please help, the man says, tears
leaking down his stubbled chin. The dog is bleeding. He's rolled up
in an old rug, eyes open, miserable.

I just run over my dog, the man
blubbers, He's drunk. And stinks.

Okay, I'm thinking, I'm stuck
with this. The kids squeeze together;
the man and dog huff and groan,
sniffle and slide themselves into
our lives. My kids' faces in the rearview
are pinched, afraid to breathe –
wet dog, blood, booze, rotting socks.
The man whimpers, cradles his dog,
I'm f-ing sorry, man. So f-ing, f-ing
sorry. This is less than okay.

We spit gravel behind us and speed
back to Hot Springs to find a Vet.

It's a Sunday, my wife whispers, *everything's*
locked up. I'm thinking, Okay, what now?

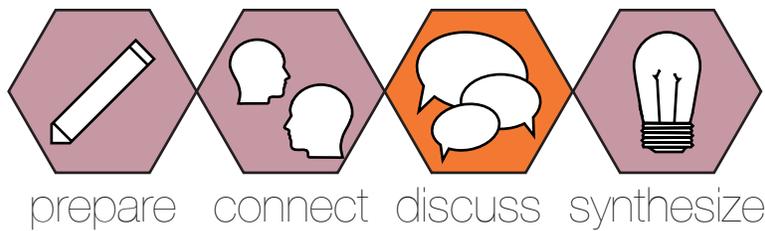
At the one payphone on Main, I pull over
to let the man and dog out. *You better call*
someone, I say. My voice sounds afraid.

The man's eyes are shut, not asleep,
but almost. The dog's eyes are shut, too.

You better call someone, I say louder,
Okay? Okay?

The man stands at the payphone, his dog
bundled on the sidewalk. He just stands there.

My kids cry silently. My wife trusts me
to be the man she hopes I am. I don't
know what's okay and what's not. The man
is fumbling in his empty pockets for change.
I feel a lot like that.



Activity Two: Service Map

Note: This activity assumes participants have had multiple previous experiences with service.

This activity is designed to help participants visualize their past service experiences. Participants will need a piece of paper and a writing utensil (markers, pens, pencils, crayons). Have participants draw out experiences that are influential when they consider their choice to do service, identifying critical points along their service journey. The critical points could be events that really challenged their perspectives or events that left a lasting impression. This can be formatted as a timeline, treasure map, or any other creative way your participants come up with! Allow ten minutes for participants to complete their map. Then have participants share in small groups or in the whole group depending on the size of the group and time constraints.

Here are some example questions that can help in facilitating discussion:

- >> What initially made you get involved with these service events?
- >> What made you continue or not continue with the projects?
- >> What about these events were important?
- >> Why do you value these events?
- >> What did you learn from these events?
- >> Can you pinpoint a common theme or motivator in your service events as you look at your entire map?

You can have participants focus on one specific event. Ask them why they thought that that event was meaningful and what they had learned. Then challenge participants to look at the map a little more holistically to identify themes and commonalities.

Service Map



35 minutes



Small groups

Give participants paper and writing materials. Instruct participants to “map” out their path of service. What critical moments changed or shaped their view service? Give participants about 5-10 minutes to think and create. Then, have participants share their map with a partner, small group or large group.



Activity Three: Values Cards²

The purpose of this activity is to help participants identify values that are most important to them and values that influence the way they act. For this reflection, participants will be able to identify the values that motivate them to serve. You will need to get the cards and make copies for however many sets you will need. This will vary depending on the size of the group, but make sure there are enough copies so a couple of participants can use the same value if need be. If participants cannot find a value among the cards, there are cards designated “Other Values” where participants can write in the value. Lay the cards out on the table and have participants look over them. Instruct your participants to choose their top five values. Allow time for participants to think about and make their choices. If you want to continue the activity, you can have participants narrow their values down to their top three values and then to one value. You can facilitate discussion by asking participants about their choices. Here are some examples:

- >> Where do you think you learned these values?
- >> Why are these values important?
- >> Do these values shape your motivation to serve? If so, how?
- >> In service, how do you show other people that you have these values (ex. actions you take, what you say, your attitude)?
- >> When it comes to service, how do you interact and collaborate with people who may have different values from you? Does it matter? Why or why not?

Values Cards

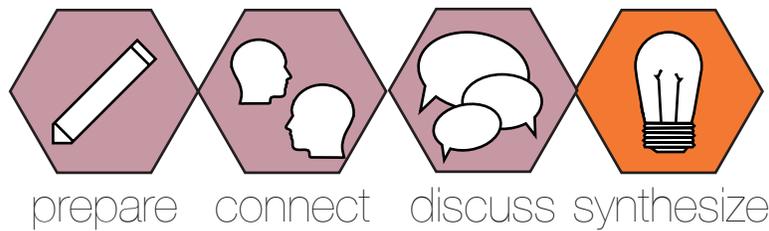


35 minutes



Large group

Lay out the values cards, shuffled randomly. Instruct participants to take time and look through the cards. Pick five of the values they consider most central to their perspective on service. Ask them to share with a partner why they chose those values.



Leaving the Conversation

The end of the conversation should provide closure for the participants. This does not mean there needs to be concrete answers or a group consensus on a resolution, but group members should feel that they were able to express things that they wanted to say and there should be an opportunity to identify a takeaway. If this opportunity was a one-time reflection, group participants may benefit from creating a deliverable, such as something creative or written to synthesize their thoughts from the reflection. While this always has the potential to be beneficial, participants in recurring reflection may choose to identify takeaways in less work-intensive ways, and create something more substantial at the end of the experience.

Often, the needed closure can come from reading something simple, acknowledging the group's contributions to the conversation, or allowing a few moments for participants to jot down thoughts from the conversation. Different groups have different needs post-reflection, and may vary due to experience and investment. If the conversation turns out to be more intense or "heavy" or you feel is coming to an end on a negative note, it may be valuable to try and change the tone of the conversation to a more positive one. Do not discount the point of the reflection, but try and leave participants with a positive outlook and hope. You can achieve this by reading an uplifting quote, poem, or short reading before the group disperses. You may also ask your participants a question to help them sum up the reflection through a some sort of personal outlet.

If you feel that it is applicable, you can ask your participants to write down the answer to the following questions.

- >> What motivates you to serve?
- >> Do you think about your answer differently now compared to before reflection? If yes, how so?

Or you can have participants share the answers to the following questions:

- >> Share a positive aspect of the motivation/ value you have identified for why you serve.
- >> Why is it valuable for people to have different motivations?

Take Away Cards



5-20 minutes



Large group

Hand out individual index cards and markers to participants. Prompt participants to think about the conversation. What stuck out to them? Ask them to write down one thing they thought about in a new way, learned, or struggled with. These cards can be collected for the facilitator or shared among participants in pairs.

Credits

1. “Okay” by Lowell Jaeger

This poem and the associated questions were provided by the Center for Civic Engagement, an organization that supports reflective discussion as a tool to build community and deepen citizenship. For more information and resources, please see their website: <http://civicreflection.org/about/mission/>

2. Values Cards

This activity is adapted from “Personal Values Card Sort,” developed by W.R. Miller, J. C’de Baca, D.B. Matthews, and P.L. Wilbourne at the University of New Mexico in 2001. The complete set can be found here: <http://www.motivationalinterviewing.org/content/personal-values-card-sort>

Conversation Planner

This Conversation Planner is a sample guide of what a conversation may look like. One activity is chosen for each section, and basic information is provided. Feel free to use these suggestions, modify the existing activities, or replace choices based on group needs.



Prepare

- Who will attend this conversation?
- What is the purpose of the session?
- When will the conversation happen?
- Where will the conversation happen?

What motivates you to serve? Think of values, beliefs, and past experiences.
What motivations have you seen in others?



Connect

Flash

Have the group participants sit in a circle. The leader of the activity will say a word, and each participant must say the first word that comes to mind. Participants will take turns in a clockwise or counterclockwise fashion. Words that may pertain to this topic include:

- | | |
|-------------------|--------------|
| service | volunteering |
| community service | assistance |
| helping | contribution |

Flash



7-10 minutes



Large group

Have the participants sit in a circle. Instruct the participants to respond to the given key word with the first word that comes to mind, without repeating other words and trying not to hesitate. This activity will illustrate the existing associations participants have formed.

Conversation Planner

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service	volunteering
community service	assistance
helping	contribution

Flash



7-10 minutes



Large group

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Discuss

“Okay” by Lowell Jaeger

The purpose of this activity is to understand the motivation behind the narrator’s actions and then relate our thoughts and responses back to our own motivations to serve. Distribute the “Okay” poem to participants and have them read the poem to themselves or aloud in the entire group. Have participants group together in small groups to discuss the poem.

- >> Why does the narrator pick up the man in the road?
- >> Does the dog matter? Why or why not?
- >> What does the narrator mean when he says, “My wife trusts me to be the man she hopes I am.”
- >> What qualities does that man possess?
- >> Why do we stop or not stop? How do we learn this?
- >> When you make choices to serve what shapes these choices?

Okay



30-35 minutes



Large group

Have participants read the poem silently. Give everyone a couple minutes to jot down some thoughts. Come together as a group to discuss the poem, using the following questions or asking other prompts that encourage the group to think about what we hope to result from service, if anything.



Synthesize

Take Away Cards

Pass out index cards. Instruct participants to write down one motivation for service.

- >> What motivates you to serve?
- >> Do you think about your answer differently now compared to before reflection? If yes, how so?
- >> Share a positive aspect of the motivation/ value you have identified for why you serve.
- >> Why is it valuable that people have different motivations?

Take Away Cards



5-20 minutes



Large group

Hand out individual index cards and markers to participants. Prompt participants to think about the conversation. What stuck out to them? Ask them to write down one thing they thought about in a new way, learned, or struggled with. These cards can be collected for the facilitator or shared among participants in pairs.

After you have personally reflected, there are three distinct stages of dialogue present in conversation. The structured dialogue depends on varying depth to process as a group, and come to collective realizations, along with personal take-aways. These three sections serve specific purposes in engaging participants.



connect

Connect

The beginning of the conversation often sets the tone for the rest of the session. In this stage in the dialogue, it is important to consider what needs to be done to help your group feel connected, and build trust to move into deeper and more vulnerable conversations. The activities in this section should focus on making the participants feel welcome and valued, and introduce concepts for the deeper dialogue.

Discuss

This is meant to be the deepest stage of the conversation. When reaching the heart of the conversation, participants are ready to dig into unpacking the question together. These thinking points are meant to challenge perspectives and create the depth in conversation that we use reflection for.

Synthesize

The end of the conversation should provide closure for the participants. This does not mean there needs to be concrete answers or a group consensus on a resolution, but group members should feel that they were able to express things that they wanted to say and there should be an opportunity to identify a takeaway.



discuss



synthesize

Service Map

 35 minutes  Small groups

Give participants paper and writing materials. Instruct participants to “map” out their path of service. What critical moments changed or shaped their view of service? Give participants about 5-10 minutes to think and create. Then, have participants share their map with a partner, small group or large group.

Values Cards

 35 minutes  Large group

Lay out the values cards, shuffled randomly. Instruct participants to take time and look through the cards. Pick five of the values they consider most central to their perspective on service. Ask them to share with a partner why they chose those values.

Flash  7-10 minutes  Large group

Have the participants sit in a circle. Instruct the participants to respond to the given key word with the first word that comes to mind, without repeating other words and trying not to hesitate. This activity will illustrate the existing associations participants have formed.

Highs/Lows

 10-15 minutes  Large group

Gather the group in a circle. Ask participants to think back on their day. Instruct participants to share the one highlight of the day and the one low point of their day. Encourage participants to share why these events were a high and low point for them.

Take Away Cards

 5-20 minutes  Large group

Hand out individual index cards and markers to participants. Prompt participants to think about the conversation. What stuck out to them? Ask them to write down one thing they thought about in a new way, learned, or struggled with. These cards can be collected for the facilitator or shared among participants in pairs.

If you feel that it is applicable, you can ask your participants to write down the answer to the following questions.

- >> What motivates you to serve?
- >> Do you think about your answer differently now compared to before reflection? If yes, how so?

Or you can have participants share the answers to the following questions:

- >> Share a positive aspect of the motivation/ value you have identified for why you serve.
- >> Why is it valuable that people have different motivations?

WHAT MOTIVATES YOU TO DO SERVICE?

Facilitating dialogue around complex questions is challenging. However, group reflection can direct and support individual meaning-making, group connection, and leads facilitators and participants to deeper understanding about big ideas. This guide is designed to be used by the facilitator, providing tips for facilitating these types of intentional conversation and ideas for a structured dialogue around a specific question.



What motivates you to do service?

Our experiences and beliefs lead us to adopt different perspectives, particularly around the motivation to do service. Despite our beliefs about the purpose or utility of different service activities, we each have individual values that lead us to serve.

This question urges participants to reflect on the deeper meaning behind why they serve, not only that service is or isn't beneficial. You would want to use this question to encourage participants to find a deeper meaning behind their acts of service. Exploring the "why" behind acts of service promotes personal growth and deepens current and future service experiences for each individual.

Who will attend this conversation?
What is the purpose of the session?
When will the conversation happen?
Where will the conversation happen?

Why do you serve? Think of values, beliefs, and past experiences.

What motivations have you seen in others?

Share these common agreements with your group:

Be Respectful

Respect others' opinions and be open minded to new ideas and perspectives. You do not need to agree with every opinion, and if there is some confusion make sure to ask for clarification before judging or jumping to conclusions.

Be Mindful

Be mindful of others in order to create a safe space. Try not to rush to speak your opinion. If personal information is shared within the reflection respect the courage that that took to share and do not share this information in an identifiable way. We want to create a space where we can support one another while difficult questions and perspectives can be processed.

Be Aware

Be aware of your verbal and nonverbal communication. This communication includes not only words, but posture, gestures, tone, and facial expressions. Judgement can be communicated both verbally and nonverbally. Be mindful of your actions and the language and tone that you use.

Be Engaged

Be active listeners. Engage and tune in to others when they are sharing their opinion, story, beliefs, or questions. Do not interrupt, but respect their time and contribution to the conversation.