

## **Reflection in Peer Education Resources**

*Want to learn more about the value of reflection and how to incorporate activities in your work with students? The following sources will assist you as you move forward.*

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### The Value of Reflection

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## **Incorporating Reflection into Peer Education Experiences**

### **Sample Activities/Assignments**

#### **Letter to First-Year Students**

You've spent an entire semester helping new students transition into the University. Using your experience as a peer leader as well as a University of South Carolina student, you will write a letter to the fall 2011 freshman class addressing a topic of importance to their success as a new college student. The letter should be 2-3 double spaced pages in length and address the following prompts:

- Having had at least three years of experience as a college student, what advice would you give to an incoming first-year student about this topic?
- What is the importance of your selected topic in a course focused on helping students be successful both academically and personally?
- How will learning about this topic assist first-year students in their transition to college?
- What USC or community resources have you found to be helpful in your learning about this topic?

Please choose a topic from the list provided. Your letter may be selected for inclusion in future editions of *Transitions* so be sure to be accurate in your information as well as use proper grammar and sentence structure.

#### **Reflective/Interpretive/Decisional Questions**

Think, Pair, Share

- What are you proud of or believe is your greatest accomplishment so far in your role?
- What challenges has this role presented in your academic and personal work?
- What can you do to prevent, combat or conquer these challenges?
  - Brainstorm solutions to share with the class

#### **Connecting the Role to a Story**

Small Groups: Each group is assigned a children's story. (Ex. Starfish Story, The Caterpillar & Polly Wog, Rainbow Fish, Pout Pout) and is asked to answer the following questions:

- What themes are found in this story?
- What qualities does the character in the story possess?
- How does this story relate to your role as a peer leader?

Based on your team's answers to these questions, draw a picture that represents the themes of the story, qualities of the character and connection between the story and your role as a peer leader. You will present your picture and discuss your results with the whole group.

#### **Moment of Meaning**

While we often focus on the impact you've had on your students this semester, we know that this experience has impacted you as well. Think about the lessons you've learned. Perhaps you have had a great semester with your students and have learned that teaching is your calling, or maybe you've struggled to connect with your instructor this semester and you have learned how to work effectively with someone different from you.

During our final exam, you will have the opportunity to share with your classmates what this experience has meant to you. To help illustrate your experience, you may choose to create a visual representation (a collage, photograph, drawing/ painting, etc.), to play a song, or show a video clip to represent what your peer leader experience has meant to you. In 3-5 minutes, you will present your project and describe the lessons you've learned this semester and how this experience has impacted you. To supplement your presentation, you will provide a copy of a summary of your Moment of Meaning the day of the exam.

- Your summary should include: your name, the title, a description of the project and should answer "How does this represent your peer leader experience and the lessons you have learned?"

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