

Reflection Paper Prompts

1. If your experiences related to this course during the semester were made into a novel or film, what would be the best title? How would you review it as a critic, and what would you describe as its essential truth(s)? (Adapted from Wagner, 1981).
 2. Given your experiences with intergenerational service-learning this semester, evaluate the adequacy of the theories/models used to understand health and aging, and intergenerational relationships. What theories or concepts did you find most relevant for your own work? Please say specifically what it was about these that was so meaningful. Describe how you would revise one of the models or develop your own theory/model in light of your experiences. Note the elements in your readings that you found most discrepant with your own experiences.
 3. Summarize your learning in this class. What can you do now, and what do you know now, that you couldn't do and didn't know when you first came into this course? If I asked you to be a co-teacher for part of this course next year, what topic, task, or activity would you volunteer to teach to a new student? And what happened to you that makes you think you'd be a possible co-teacher? Also, what was your most important realization concerning the subject matter of the course? Why did you judge this to be of particular importance to you? What was the most important skill that you learned? Again, what was it that was so significant about this skill? What is the primary learning that you think you need to undertake the next time you have the opportunity to study in this area? (Brookfield, 1995).
 4. What assumptions did you have at the beginning of the semester about health and aging? Which assumptions were supported by your experiences (classroom and IGSL) this semester? Which assumptions were refuted by your experiences this semester?
 5. Write up a paradigm case of an individual or situation you confronted at your service site/program . Discuss it in terms of major course concepts, how it might be interpreted from different perspectives, and what recommendations you would make. (Bringle, 1997)
 6. What things will you do differently in your own life and in your future profession as a result of spending these months learning new skills and knowledge? (Brookfield, 1995).
 7. How have you changed as a student, learner, and a person as a result of your service-learning experiences? What experiences contributed most to these changes, and in what ways?
- Student Generated Prompts:

Dialogue Journal

The quality of a nation is reflected in the way it recognizes that its strength lies in its ability to integrate the wisdom of its elders with the spirit and vitality of its children and youth
Margaret Mead

The purpose of the dialogue journal is to give you further opportunities for discussion of course issues with older adult consultants. The following entry guidelines are intended to be starting points; you are expected to address these points, but do not feel limited by them. Feel free explore commonalities and differences in responses, to challenge one another's thinking, to ask one another additional questions and to mutually explore additional health and aging issues.

Entry One:

1. Several of your readings discuss xenophobia, ageism, and the "terminal problem" subcultures of adolescence and old age. Briefly describe your reactions to these readings, and discuss how your personal experiences have influenced your reactions.
2. In what ways are you ageist? How has or might ageism impact your health? Explain your responses.

about health and aging?

- b) What influence does culture have on the nature of this relationship?
- c) How might assumptions you made be faulty, or stereotypes you had be shortsighted?
- d) What is the actual or potential impact of the above on your health (now and in the future)? On the health of older adults with whom you interact?
- e) What theories in the reading and material presented in class help you to understand the situation itself and/or the dynamics you saw and experienced?

4. Active Experimentation

- a) What did these initial experiences reveal to you about your abilities to create a relationship with an older person?
- b) How might this learning impact the way you in which you relate with older adults in the future?
- c) What can you do to become more aware of cultural views on aging and how these impact your views of older adults and aging?
- d) Next time, what would you try in a similar situation? What opportunities exist in this relationship?

Section II

In this section of your paper describe how you worked through this reflection activity- what steps you took, how much time each step took, what challenged you the most, and what was most helpful to you (what enabled you to do your best work on this response, during the time you were working or previously, what reflection activities in class or class assignments, if any, were helpful to you in this reflection process). (20 points)

Also address the following questions in this section: What are your strengths as a learner? What activities (in and out of class) seem to come easily to you, to be enjoyed, and to be well received by others? What classroom activities, content, and/or skills do you think you could help a student new to this class learn? What are your weaknesses as a learner? What capacities did you notice in other learners that you wished you had? What tasks seemed to give you the greatest difficulty or to take up most of your time?

3. What initiatives, programs, policies etc. reinforce ageism? Attempt to address ageism? How might your intergenerational service-learning project reinforce/address ageism?

Entry Two:

1. Do you want to live to be 100? Why/why not? How does your response reflect your assumptions about the meaning of old age? How does your response reflect your assumptions about how and why we age?
2. Children involved in the IGSL projects may ask "How does it feel to be old?" How will you respond?
3. What puzzles or disturbs you about your IGSL project?

Entry Three:

1. Evaluate your own functional capacities and activities and project what changes or alterations may be needed when you reach 80 because you had experienced usual aging changes.
2. How will your current health practices impact your health as you age?
3. What are your barriers to participation in health promotion activities? How are these similar to/different from those for older adults?

Entry Four:

1. What is your biggest health concern/need? What do you do to manage this concern/need?
2. What does it mean to you to be independent? Dependent? How does this affect your health and health management?
3. How are these similar to/different from those for older adults?
4. View one of the films identified below. Discuss representations of old age, health and aging, intergenerational relationships, and community in the film with your partner. How are your perceptions similar/different?
Films: *Waking Ned Divine*, *Tea with Mussolini*, *Cinema Paradiso*, *Driving Miss Daisy*, *Fried Green Tomatoes*, *The Trip to Bountiful*, *Strangers in Good Company*.

Entry Five:

1. In what ways does your social environment affect your health? Your physical environment? Your financial status?
2. In what ways does your environment limit cross-generational support?
3. How are these similar to/different from those for older adults?

Entry Six:

1. Discuss some aspect of the course or IGSL project that has stimulated your thinking (and which you have not addressed thus far). How has this situation/information challenged or changed your way of thinking?
2. What might you do differently now that you have confronted or encountered this issue?

CRITICAL REFLECTION: INTERGENERATIONAL RELATIONSHIPS

For this reflective paper you will explore your initial experiences with intergenerational partners/consultants and/or intergenerational service-learning.

Section I (60 points):

1. Concrete Experience. Description of Experience
 - a) Describe the interaction. Include descriptions of verbal and nonverbal behaviors. Be objective in your descriptions.
2. Reflective Observation. Personal reflection about the event
 - a) What was your reaction to the experience/event?
 - b) What were you seeking in this encounter/relationship?
 - c) What do you think the older adult partner/consultant was seeking?
 - d) What assumptions did you make about the partner/consultant(s)?
 - e) How do you think the partner/consultant(s) felt about the interaction? What assumptions do you think they made about you?
3. Abstract Conceptualization- Relationship between the events observed and experienced and the theories and concepts studied in class
 - a)What do your reactions to your initial experiences tell you about your own values, attitudes, feelings, and beliefs