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| C:\Users\bjaco\AppData\Local\Microsoft\Windows\INetCache\Content.Word\SLS-Teaching-Toolkit-Logo_Stacked-Initials.jpg | Community Engagement Preparation and Reflection  |
| **Discipline:** All | **Type:** Take-home Assignment/Project; In-class Exercise; Discussion | **Time Commitment:** 2 sets of 50 mins (50 min per activity) | **Category:** Intro to SLS and Creating Sustainable Communities |
| **Big Ideas:** [Cognitive Flexibility](https://serve-learn-sustain.gatech.edu/cognitive-flexibility); [Valuing Community Impact](https://serve-learn-sustain.gatech.edu/valuing-community-impact) |
| **OVERVIEW:** This tool provides instructors with two assignments that 1) prepare students to engage with community partners, and 2) allow students to reflect upon their community engagement experience. The two assignments that comprise this tool are tailored to courses in the SLS Community Health Linked Courses track; however, they are available as editable worksheets. This will allow you to adjust the assignment according to the themes of your course. After students have completed the Reflection assignment, use this tool’s Discussion Guide to lead a conversation about what students have learned from their community engagement experience, and how that learning relates to the course goals. This tool was contributed by Darcy Mullen. |
| **INSTRUCTIONS:** This tool provides instructors with two assignments. See below for detailed instructions on both the Community Engagement Preparation, and Reflection, assignments.  |
| **SLS STUDENT LEARNING OUTCOMES & ASSESSMENT:**The Serve-Learn-Sustain toolkit teaching tools are designed to help students achieve not only SLS student learning outcomes (SLOs), but the unique learning outcomes for your own courses. Reflection, concept maps, rubrics, and other assessment methods are shown to improve student learning. For resources on how to assess your students’ work, please review our [Assessment Tools](http://serve-learn-sustain.gatech.edu/tool-category/assessment). **This tool achieves SLOs 1, 2 and 3. See the end of this tool for further details.**  |

**Want Help?**

Serve-Learn-Sustain is the contact for this tool. You can reach us at serve-learn-sustain@gatech.edu

# Community Health Preparation and Reflection

## Assignment Overview

This tool provides instructors with two assignments that 1) prepare students to engage with community partners, and 2) allow students to reflect upon their community engagement experience. The two assignments that comprise this tool are tailored to courses in the SLS Community Health Linked Courses track; however, they are available as editable worksheets. This will allow you to adjust the assignment according to the themes of your course.[[1]](#footnote-1) The assignments are as follows:

1. **Preparation:** Students familiarize themselves with the Community Health Framework and Model by applying it to the [Georgia Farmer’s Market Association website](https://www.mygeorgiamarket.org/). By using this website as a “case study,” students come to better understand the relationship between the Framework and Model, and community engagement. NOTE: You can replace this website with a different community partner website or case study that better suits the needs of your course.
2. **Reflection**: This in-class or take-home assignment follows the students’ participation in a community engagement experience. It asks students to communicate, connect, and synthesize what they learned during that experience and relate it back to what they are learning in class.

The Reflection exercise is an individual assignment (either in class or take-home) which should precede a **30-minute in-class discussion**.

For this discussion, ask your students to share their responses to the Reflection activity. This in-class sharing is crucial to integrating your students’ experiences with the course’s goals and the classroom environment.

Following the sharing session, pose and discuss answers to these questions:

1. What are the major takeaways or common experiences articulated in this conversation?
2. How do these takeaways relate to some of the key ideas we’ve been studying in this class?
3. What questions should we keep in mind from today’s discussion over the remainder of the semester?

# Preparation Assignment

**READ.** For this homework assignment, begin by carefully reading the [Community Health Framework](https://sls.gatech.edu/sites/default/files/documents/SLS-Community-Health/sls_community_health_framework.pdf) and [Model](https://sls.gatech.edu/sites/default/files/documents/Toolkit-Docs/community_health_model-_linkable_pdf.pdf). Next, visit the [Georgia Farmer’s Market Association website](https://www.mygeorgiamarket.org/) and spend some time familiarizing yourself with how the organization represents itself and its mission. Write a 1-2 page reflection using the guides below.

**OBSERVE.** Identify one connection between the website and the Framework/Model (content, a pattern, a theme, specific data or phrases, etc.).

**REFLECT.** Select one of the Framework’s six Community Health Key Concepts. State which concept you’ve selected and then describe a connection you found between the website and that concept. The concepts are:

* 1. All aspects of life contribute to health and well-being.
	2. The relationship between the community and the individual is symbiotic.
	3. Each community has a unique set of assets and inequities, and should be approached accordingly.
	4. Community health should be community-led, with community members serving as co-producers.
	5. Decisions by stakeholders involve tradeoffs.
	6. Communities impact (and are impacted by) events and policies at regional, national, and global levels.

**EXPAND.** Having spent some time thinking about the website and one of the framework’s key concepts, consider your own course’s specific content and the work you’ll be doing this semester.

1. What connections can you identify between your course work and the community engagement work you’ve identified?
2. Do you see any significant disconnections between your course content and the ways that the the Framework/Model/website articulate community engagement?
3. Based on your interests and training, share one research question about Community Health that you hope to explore further in this course.

Reflection Assignment

Write 1-2 pages following the instructions below.

**IDENTIFY.** Provide the name, sponsoring group (e.g., Atlanta Community Food Bank), date, location, and brief factual description of the community engagement event in which you participated.

**OBSERVE.** Share one thing about the event that stood out to you/sticks most in your mind (a sight, smell, comment, exercise, interaction, etc.).

**REFLECT.** Thinking back on the event, describe a moment (answer 1 of the following):

1. that challenged your beliefs or values about community health.
2. that made you feel uncomfortable.
3. when you suddenly realized or understood something new.
4. when you felt excited about something you saw, read, or heard.
5. when you learned something new about yourself.

Make sure to explain what, how, and why.

**INTERPRET.** Describe how the engagement activity helps you think in new ways about one or more of the key course concepts in the [Community Health Framework](https://sls.gatech.edu/sites/default/files/documents/SLS-Community-Health/sls_community_health_framework.pdf):

1. All aspects of life contribute to health and wellbeing.
2. The relationship between the community and the individual is symbiotic.
3. Each community has a unique set of inequities and should be approached accordingly.
4. Community health should be community-led, with community members serving as co-producers.
5. Decisions by stakeholders involve tradeoffs.
6. Communities impact (and are impacted by) events and policies at regional, national, and global levels.

**DECIDE.** Determine how lessons learned might translate to future action. Answer both of these questions:

* 1. What are the implications of this activity for thinking about how to advance Community Health? Share one lesson that you are taking away.
	2. Share one action that you might take, now or in the future, based on your interests, training, and activities, to put one of these lessons into action.

**Resources for Further Reading**

Janet Eyler and Dwight E. Giles, *Where's the Learning in Service-Learning?* San Francisco: Jossey-Bass Publications, 1999.

Suzanne D. Mint and Garry W. Hesser, "Principles of Good Practice in Service-Learning." In *Service-Learning in Higher Education: Concepts and Practices,* 26-52*.* San Francisco: Jossey-Bass Publications, 1996.

# SLS Student Learning Outcomes

1. Identify relationships among ecological, social, and economic systems.
2. Demonstrate skills needed to work effectively in different types of communities.
3. Evaluate how decisions impact the sustainability of communities.
4. Describe how to use their discipline to make communities more sustainable.\*

\* *Note:* SLO 4 is intended to be used by upper division, project-based courses such as Capstone.

1. The form of these two worksheets is modified from the ORID framework used by ICA Associates, Inc., ["The Art of Focused Conversation."](http://ispimi.org/images/meeting/082212/focused_conversation_ica_associates.pdf) [↑](#footnote-ref-1)