



# **THE KCC**

---

# **SERVICE & SUSTAINABILITY LEARNING REFLECTION JOURNAL**

Name:

Semester, Year:

Instructor(s):

Course(s):

An exploration tool for those seeking a meaningful, enlightened, and simply awesome service & sustainability learning experience.



MILESTONES

Make a note of deadlines and track progress to complete your reflection journal. Your instructor might ask you to check your journal at these milestone points.

	task	deadline
INVESTIGATE	<ul style="list-style-type: none"><li>Attend orientation session</li><li>Register with service-learning office</li><li>Think about what you want to get out of the experience</li><li>Pages 5, 6, and 7</li></ul>	
PREPARE	<ul style="list-style-type: none"><li>Explore the community and social issue you have chosen to focus on.</li><li>Pages 8-24 <i>Sneak preview! See page 39: what type of final reflection do you want to do?</i></li></ul>	
ACT	<ul style="list-style-type: none"><li>Think about how you can be a change agent for this issue.</li><li>Get together with other students and faculty at a Talk Story session</li><li>Pages 25-32</li></ul>	
REFLECT, DEMONSTRATE & EVALUATE	<ul style="list-style-type: none"><li>Attend a reflection workshop</li><li>Talk with your instructor about your final project</li><li>Pages 33-41</li></ul>	



Be sure to attend a Talk Story Session this semester! These Talk Story Sessions are open to anyone interested in creating a sustainable future for Hawai‘i. No reservations necessary.

Find a Talk Story poster on campus and write down the dates and times for these sessions.

date + time	location
	ENVIRONMENT
	BRIDGING GENERATIONS
	EDUCATION
	HEALTH
	INTERCULTURAL PERSPECTIVES
	ARTS, HISTORY & CULTURE
	ALL TOPICS



## KAPI'OLANI SERVICE & SUSTAINABILITY LEARNING PLEDGE

I will become more engaged in the community  
for my own self-development  
and for the world around me.  
I will keep an open mind,  
I will keep an open heart,  
I will use my wisdom to make the world a better place  
And I will inspire the next generation.

Your Signature

Date

*Mahalo to Arika Narikiyo for crafting this service-learning pledge.*

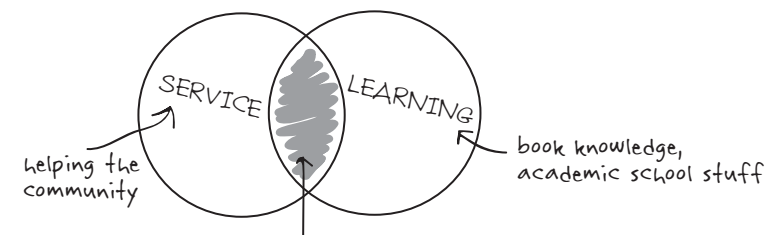
## WHAT IS SERVICE-LEARNING?

Service-Learning (S-L) is a teaching and learning method that integrates critical reflection and meaningful service in the community with academic learning, personal growth, and civic responsibility.

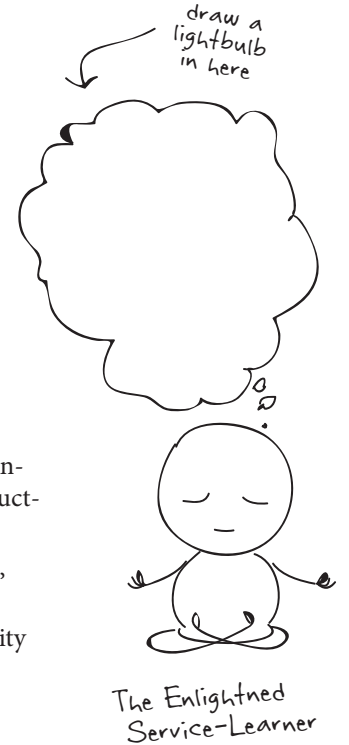
### TYPES OF S-L\*

- **Direct Service:** Working with school or community partners. Tutoring children, feeding homeless, working with elders, etc.
- **Indirect Service:** Affecting the community or environment as a whole. (fundraising, donating clothing, constructing a park bench)
- **Advocacy:** Creating awareness through writing letters, public performance, etc.
- **Research:** Producing environmental studies, community surveys, or other research to benefit the public.

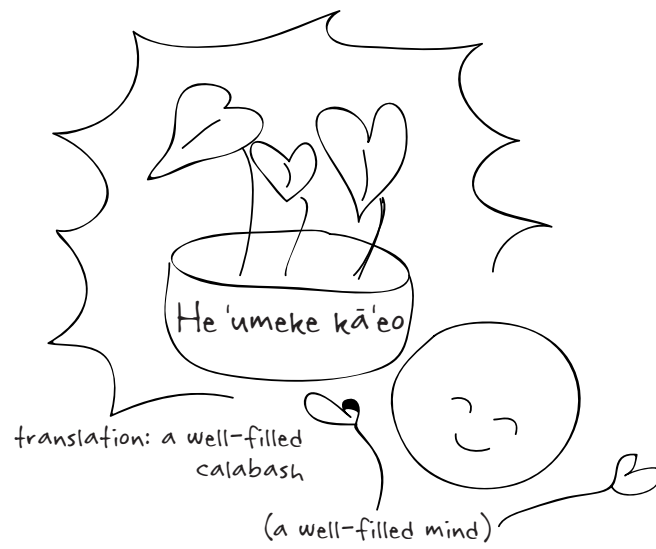
Highlight the type you're  
doing this semester!



**SERVICE-LEARNING:** A way to apply all that academic stuff to make great, meaningful change in the community!



\* From: Kaye, C. (2004). *The complete guide to service learning*. Minneapolis: FreeSpirit Publishing.



THE SERVICE-LEARNING PROCESS\*

INVESTIGATE

Investigate what KCC partner agencies align with your interests. *Attend the S-L orientation to learn more. See p. 5-7 in this book.*

PREPARE

Prepare for service learning about the compelling issue(s) your community partner works to address. *See p. 8-25 in this book.*

ACT

Act and create change by completing 25 hours and attending Talk Story sessions and workshops. *See p. 25-32 in this book.*

REFLECT

Reflect on your experience. *See p. 33-37 in this book.*

DEMONSTRATE

Demonstrate what you accomplished in a final project using writing, video performance, or artistic skills! *See p. 39-41 in this book.*

EVALUATE

Evaluate how you did, how we did, and what you will do next. *See p. 37-38 in this book.*

\*IPARDE is adapted from Generation On's Stages of Service-Learning: <http://www.generationon.org/educators/lessons-resources/iparde>

Are YOU a CHANGE AGENT?

**What is a change agent?\***  
A change agent is anyone who has the skill to stimulate, facilitate, and coordinate a change effort.

Underline the qualities you already possess.

Circle at least one quality you hope to develop during your service project.

- |              |                  |                          |
|--------------|------------------|--------------------------|
| • RESILIENCE | • PATIENCE       | • ETHICS                 |
| • OPTIMISM   | • ASSERTIVENESS  | • SELF-AWARENESS         |
| • TENACITY   | • PERSUASIVENESS | • COMPETENCE             |
| • COMMITMENT | • EMPATHY        | • CURIOSITY              |
| • PASSION    | • AUTHENTICITY   | • EMOTIONAL INTELLIGENCE |

These qualities have been defined by College Student Educators International\*\* as important skills for Change Agents to create a positive, sustainable future.

\*Lunenberg, F. (2010). "Managing change: The role of the change agent." *International Journal of Management, Business, and Administration*. 13.1.

\*\* College Student Educators International. (n.d.). "Change agent abilities required to help create a sustainable future." Retrieved from [http://www2.myacpa.org/images/about-acpa/docs/Change\\_Agent\\_Skills\\_and\\_Resources.pdf](http://www2.myacpa.org/images/about-acpa/docs/Change_Agent_Skills_and_Resources.pdf)

## INVESTIGATE

1 : a promise to do or give something  
2 : a promise to be loyal to someone or something  
3 : the attitude of someone who works very hard to do or support something

--

How do we build

Think about it!

How do we build  
commitment to civic and moral responsibility  
for diverse, equitable, and sustainable  
communities?



A community is a group sharing something in common: a geographic community, a cultural community, or a community of interest or need.

**GEOGRAPHIC:**

example:

- Kalihi
- Maunaloa Bay
- Waikiki Ahupua'a

**CULTURAL:**

example:

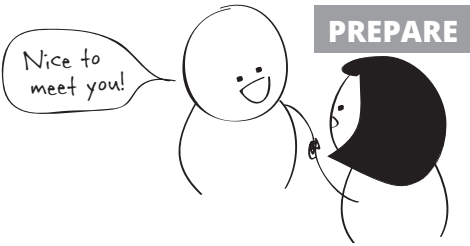
- Hawaiian
- Immigrant
- LGBTIQ
- Arts

**COMMUNITY OF INTEREST OR NEED:**

example:

- Cancer Survivors
- Permaculture
- Surfers

# ABOUT YOUR SERVICE ORGANIZATION



Organization Name: \_\_\_\_\_

Supervisor’s Name: \_\_\_\_\_

Supervisor’s Contact Info: \_\_\_\_\_

Mission Statement of the Organization:

Why did you choose to do your service here?

How do you feel about your service organization?

Community/communities that are served by this organization:

PREPARE

Services/resources this organization provides:

1.

2.

3.

4.

5.

6.

7.

Which of the above listed services/resources could you personally use or have used in the past? Explain how and/or why.



ENGAGE YOUR SENSES!

What does your service organization \_\_\_\_\_ (fill in the blank) \_\_\_\_\_ like today? Describe or draw your response.  
· look · sound · feel · smell · taste

PREPARE

LOOK

10

SOUND

FEEL

SMELL

TASTE

11

ABOUT YOUR COMMUNITY

PREPARE

Describe the community you are working with.

List three assets of this community.

1.

2.

3.

**What is an asset?**  
Examples include: leaders, geographic features, resources such as museums, churches, parks, a shared value or quality such as aloha, economic assets.

Express how you feel about this community and why you care about this community.

LEARNING MORE ABOUT THE COMMUNITY

The more you understand the history, demographics, facts, laws, and policies that define and impact who you are working with, the more you have to bring to your service...and your learning.



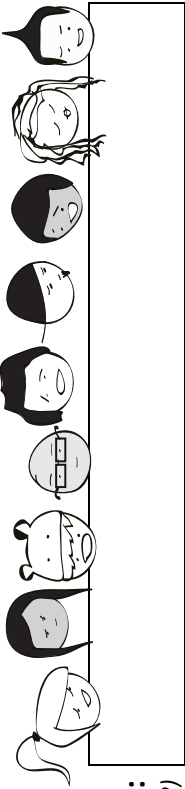
ADVANCED COMMUNITY RESEARCH

on next page. See a librarian for help with research on demographics, etc.





# COMMUNITY RESEARCH



YOUR SERVICE COMMUNITY:  
*(fill in from p.12)*

YOUR SERVICE SITE	<i>Sources include organization website or promotional materials.</i>
HISTORY	<i>What the community has been. Traditions, conflicts, factions. Significant change in values, demographics, environment, groups, etc. Sources include books, journals, newspapers, websites, etc.</i>
DEMOGRAPHICS & PHYSICAL ENVIRONMENT	<i>Age, gender, population, education, first language, income, etc. Landmarks, physical appearance compared to other communities. Sources include State of Hawaii Data Book, US Census, Google Maps. Take a trip through the community and make observations.</i>
POLITICS, COMMUNITY LEADERS & GROUPS	<i>Elected politicians, community activists, service clubs, faith groups, etc. Sources include supervisor interview, websites, etc.</i>
ATTITUDES & VALUES	<i>What they care about, what they ignore. How they treat each other, behave, dress. Any discrimination? Sources include interviews.</i>

CHALLENGES IN THE COMMUNITY

List challenges, issues, or problems you see in your service community.

1.

2.

3.

4.

5.

6.

7.

8.

9.

10.

Underline the challenge/issue/problem that you feel the strongest about.

**Circle** the challenge/issue/problem that has the strongest link to your course.

List at least five stakeholders (people who care, or should care) involved in the community or problem you are working with.

1.

2.

3.

4.

5.

6.

7.

8.

9.

10.

What behaviors cause the problem you are working with? Who needs to change?

**PREPARE**



**Write down word-for-word something someone said to you at your service project today. Be sure to capture the person's voice and tone.**

**Write three questions you would like to ask your site supervisor.**

1.
2.
3.

**Okay, now ask them!**

**Answers:**

1.
2.
3.

**Paste a picture of you at your service site.**

The Service-Learning office can print it out for you for free!

equity\*

noun

\ 'e-kwə-tē \

: fairness or justice in the way people are treated

PREPARE

In your SERVICE COMMUNITY, do you observe or know about instances of inequality based on differences in:

check box if yes

- ☐ gender  
describe: \_\_\_\_\_
- ☐ race  
describe: \_\_\_\_\_
- ☐ ethnicity  
describe: \_\_\_\_\_
- ☐ sexual orientation  
describe: \_\_\_\_\_



**Race** is based on biological factors tracing back thousands of years and resulting in differences in skin, eye, and hair color, facial shape and other physical characteristics.  
E.g., White, Asian, Pacific Islander

**Ethnicity** is based on cultural factors such as language, nationality, spiritual beliefs, and patterns of family interaction such as marriage and child-rearing.  
E.g., Irish, Okinawan, Chuukese.

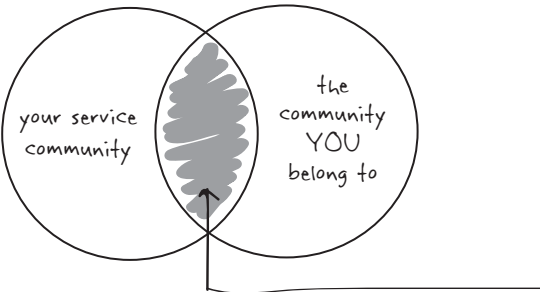
In the community YOU belong to, do you observe or know about instances of inequality based on differences in:

check box if yes

- ☐ gender  
describe: \_\_\_\_\_
- ☐ race  
describe: \_\_\_\_\_
- ☐ ethnicity  
describe: \_\_\_\_\_
- ☐ sexual orientation  
describe: \_\_\_\_\_

Based on what you indicated on page 20, what instances of inequality do you see in BOTH your service community and the community to which you belong?

PREPARE



Inequalities in common:

- 1. \_\_\_\_\_
- 2. \_\_\_\_\_
- 3. \_\_\_\_\_
- 4. \_\_\_\_\_

Use a **change agent quality word** that you circled on page 5 to describe which of the four inequalities matters most to you. What do you THINK about it? How do you FEEL about it? What do you DO about it, or what do you want to DO about it?

✓ Check the box below that best represents your commitment to equity issues.

don't care < ☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 ☐ 6 ☐ 7 ☐ 8 ☐ 9 ☐ 10 > want to devote my life to this!

**healthy**<sup>\*</sup>

adjective \ˈhel-thē\

- 1: not sick or injured
- 2: showing good health
- 3: good for your health

**PREPARE**

**sustainable**<sup>\*\*</sup>

adjective \sə-ˈstā-nə-bəl\

- 1 : able to be used without being completely used up or destroyed
- 2 : involving methods that do not completely use up or destroy natural resources
- 3 : able to last or continue for a long time

Use a **change agent quality word** that you circled on page 5 to describe a health and sustainability issue that matters to you. What do you **THINK** about it? How do you **FEEL** about it? What do you **DO** about it, or what do you want to **DO** about it?

Think about it:  
How does inequality impact  
health and  
sustainability?

✓ Check the box below that best represents your commitment to health and sustainability issues.

don't care

<

1

2

3

4

5

6

7

8

9

10

>

want to devote my life to this!

<sup>\*</sup>healthy. 2013. In *Merriam-Webster.com*. Retrieved Dec. 23, 2013, from m-w.com

<sup>\*\*</sup>sustainable. 2013. In *Merriam-Webster.com*. Retrieved Dec. 23, 2013, from m-w.com

**What is one piece of quantitative information (a number or statistic) you have learned related to your service project?**

**PREPARE**

*Examples: 1.8 million tons of solid waste is created on O'ahu each year. In 2011, 29.1% of Hawai'i residents over 25 years old had a bachelor's degree or higher. In 2010, it was reported that 28.9 percent of Central Palolo residents were Native Hawaiian or Other Pacific Islander.*

**Compare this number to the same thing in...**

Hawai'i

U.S.A.

World

Let's get informed!

**ADVANCED CHALLENGES/ISSUES/PROBLEMS RESEARCH**

on next page. See a librarian for help with research on resources, etc.



<div>SOCIETAL PROBLEM:</div>		<div>COMMUNITY:</div>
<div>What others are saying about this problem:</div>		
<div>EXPERTS</div> <div>Knowledge, research, publications</div>		
<div>GOVERNMENT</div> <div>Policies, documents, statistics</div>		
<div>LOCAL NEWS</div>		
<div>YOUR COURSE</div> <div>Key concepts from class</div>		

CAUSES:

SOCIETAL PROBLEM:  
Describe the problem as it exists in the community.

EFFECTS:

PREPARE/ACT

ACTION:  
What are you personally doing to address this problem during your S-L?

25

CONSTRUCTING SURVEYS

HYPOTHESIS

I want to know if my target community/population believes/thinks that needs does [or insert another action verb]

[Fill in the blank. Be specific.]

SURVEY ADMINISTRATION

How will you give this survey? [ Face-to-face interview Where: When: Email Phone Online ]

Type of person to survey <i>e.g., Seniors (age 55+)</i>	# of responses needed from this type of person
Total responses needed for accurate picture of target community/population:	

CREATING QUESTIONS

These are examples of possible survey question types you can use to build your survey. Create as many as you need of the appropriate types to answer your hypothesis above.

Demographic: (you should have some of these!)

- 1. Gender (check one): Female Male
  - 2. Age (check one): Under 18 18-30 30-70 Over 70
  - 3. Ethnicity: [ ]
- Other demographic questions could include: occupation, neighborhood, etc.
- 1. I know where the library is: Yes No
  - 2. The color of the new library carpet should be: Pink Green Orange Other:
  - 3. The library's hours meet my needs: 4: Strongly Agree 3: Agree 2: Disagree 1: Strongly Disagree 0: Don't know/Not applicable

Closed-ended:

Open-ended:

THINGS TO AVOID

Leading questions:  
1. The library is super awesome!  
o True  
o False

Double-barreled questions:  
(addresses two things, usually has the word "and")  
2. Do you think it is too cold and too quiet in the library?

Draft your questions. Use a separate paper if necessary.

PRE-INTERVIEW

Before you start interviewing, get someone to check your work. Ask them:

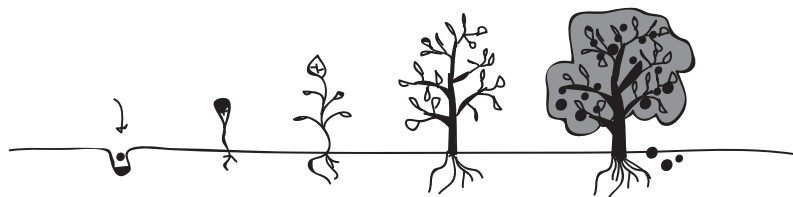
- Are the questions easy to understand and answer?
- Is this survey short enough? (less than 20 questions or less than 5 mins to complete.)
- Are the survey questions non-offensive? (not too personal or stereotypical.)
- Will the survey results be useful in answering your hypothesis above?



# CHANGE

## Axioms for Change

In her book, *Surfing Tsunamis of Change*\*, local sustainability leader Shanah Trevenna defines 30 axioms for change. Here and throughout this book are some of our favorites!



*Slow, cumulative changes make consistent progress.*

*Every challenge can be turned into an opportunity.*

*Pull not Push = Team Stamina*

*Change must build on existing efforts.*

*You can't manage what you don't measure.*

*Each step must benefit the Triple Bottom Line*

*Let the path emerge.*

*Give away credit whenever possible.*







\* Trevenna, S. (2010). *Surfing tsunamis of change: A handbook for change agents*. Mountain View, HI: Island Moonlight Pub.

Who can help you bring about positive change? Spread the word! Pick a resource (book, video, website, etc.) with essential information about the problem/issue/challenge facing your community. Share it with someone you know and explain why this information is important.

Resource: \_\_\_\_\_

Why it's important:

I've shared this resource with \_\_\_\_\_ via:  
who?

- ☐   
Pinterest
- ☐ 
- ☐ 
- ☐   
face-to-face talk
- ☐ 
- ☐   
email
- ☐ Other: \_\_\_\_\_

Research and describe how other organizations (government, private sector, non-profit/non-governmental sectors) are addressing the issues you identified at your service site.

CURRENT COMMUNITY

Draw or describe the community you are working with. (see p.12)

UTOPIAN COMMUNITY

Draw or describe a utopian (perfect, ideal) version of this community.

Draw or describe one change that could help make your current community into that utopian community.

What are two theories, principles, or concepts you have learned in your S-L course(s) that relate to achieving your utopian community (cite authors when possible)?

Write a short memo to a policymaker whom you perceive to have direct influence over the situation you are working on at your service project to suggest a new law or government policy.

ACT

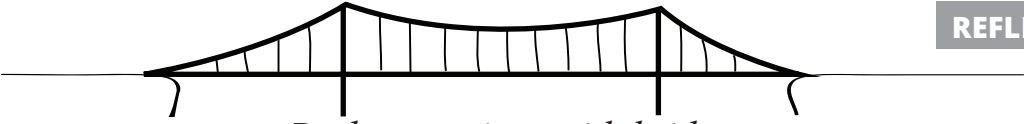
Are you registered to vote?

- If NO, register here for Hawai'i residents: <http://hawaii.gov/elections/voters/registration.htm>
- If YES, list the names of your current legislators:

1.

2.

3.



Replace tensions with bridges.

--Shannah Trevenna,  
Surfing Tsunamis of Change

REFLECT

Describe a moment during your service...



where you felt uncomfortable.



where you felt great joy.



where you felt proud.

RESILIENT · OPTIMISTIC · TE-  
 NACIOUS · COMMITTED · PAS-  
 SIONATE · PATIENT · ASSERTIVE ·  
 PERSUASIVE · EMPATHETIC · AU-  
 THENTIC · ETHICAL · SELF-AWARE  
 · COMPETENT · CURIOUS · EMO-  
 TIONALLY INTELLIGENT


**PROGRESS CHECK:**

Turn back to page 5.

What is your progress on developing the change agent qualities you circled?

**REFLECTION**

How do you feel now about your service organization?

Compare to what you wrote on page 8.

How do you feel now about your service community?

Compare to what you wrote on page 12.

What have you done or learned through your service that gave you a sense of fulfillment?

What new skills did you learn during your service?

What new community resources have you learned about through your service that are available to the community and its members?

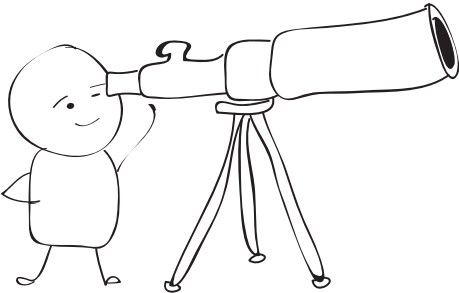
Will you continue to be involved in this issue?

☐ YES

☐ NO

Why or why not? If YES, then HOW?

In five years, what do you think you will remember most about his experience?



## REFLECT / EVALUATE

Pick an action below and describe in detail how YOU could do this to reduce the impact of the issue you focused on this semester.

1. Support people in my family and my friends who are affected by the problem.
2. Take another course to gain a new perspective on the problem.
3. Join, start, or lead a campus student group working on the problem.
4. Serve at a community-based organization working on the problem.
5. Convene a dialog with policy-makers working on the problem.
6. Advocate with public officials and legislators who work on the problem.
7. Fund-raise to support non-profit organizations working on the problem
8. Complete a degree that will provide me with the knowledge, skills, and attitudes to work on the problem in my career.
9. Other (specify)

## REFLECTION MEDIA PALETTE

Have freedom of expression in your reflection. Share with us your service-learning experience and demonstrate your learning the way you like!

### WORDS and IDEAS

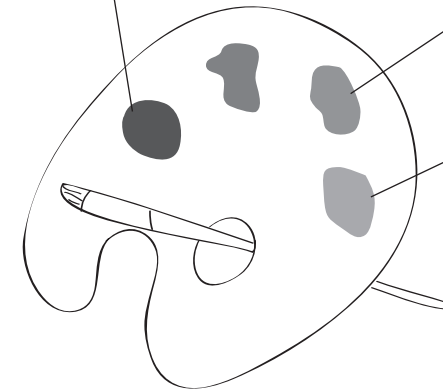
Type up an essay, old-school style.

### PICTURES and CREATIONS

Share your experiences through pictures using Pinterest.

### VIDEOS and PERFORMANCE

Videoblog or document your experiences and go viral! Use iMovie and YouTube.



Learn how to get started at  
<http://kapiolaniserve.weebly.com/reflection.html>

**I will demonstrate my learning and share my experience via (check one):**

- ☐ Essay
- ☐ Pictures or other visuals (Pinterest)
- ☐ Video

If you are doing a visual or video reflection, be sure to check with your instructor first!

What should you be including or specifically addressing in your reflection product? See the prompts on the next pages.



## REFLECTION PIECE

Working on your service-learning reflection piece? Refer back to these especially helpful pages when writing your paper:

### A. Statement of the Issue/Activities

Identify the issue you focused on and explain how it relates to diversity, equity, health or sustainability. Describe the activities you engaged in that addressed this issue. Discuss the impact your activities had on the issue.

[see pages 10-11, 14-25]

### B. Academic/Applied Learning

Describe 3-5 central course concepts or theories that engaged you and deepened your understanding of the issue you focused on. Describe how you applied them in your activities. Explain how your activities deepened your understanding of these course concepts or theories.

[see pages 16, 24, 31]

### C. Change

Explain how your coursework and activities have shaped your personal, academic and/or career goals. Explain how you have come to see yourself as an agent of change as a result of your coursework and activities.

[see pages 33, 35-36]

### D. Moral and Civic Engagement

As an informed individual and citizen, discuss the issue you focused on as a problem. What elements of unfairness or injustice does the problem have? Do you believe more people should care about the problem? Why or why not? As an informed individual and citizen, discuss possible solutions to the problem.

[see pages 10-11, 14-25]

### E. Commitment/Action

From the list below, select three actions and discuss in detail the actions you will take to reduce the impact of the problem.

1. Support people in my family and my friends who are affected by the problem.
2. Take another course to gain a new perspective on the problem.
3. Join, start, or lead a campus student group working on the problem.
4. Serve at a community-based organization working on the problem.
5. Convene a dialog with policy-makers working on the problem.
6. Advocate with public officials and legislators who work on the problem.
7. Fund-raise to support non-profit organizations working on the problem.
8. Complete a degree that will provide me with the knowledge, skills, and attitudes to work on the problem in my career.
9. Other (specify)

[see pages 37-38]

**THE END**

← Actually, this is not the end for you! Rather, this is just the beginning of your journey to becoming a responsible, engaged citizen.



Super Citizen



Kapi'olani Community College Service & Sustainability Learning  
4303 Diamond Head Road  
Honolulu, HI 96816

kapiolaniserve.weebly.com  
(808)734-9353  
kccserve@hawaii.edu



UNIVERSITY of HAWAII  
**KAPI'OLANI**  
COMMUNITY COLLEGE

