

REFLECTIVE WRITING

I. BENEFITS OF REFLECTIVE WRITING

- ◆ Stimulate critical thought by each student (*make them think!*)
- ◆ Spur useful group discussion, and thus more critical thought (*make them talk!*)
- ◆ Jump-start more formal, higher-stakes activities (*help them along!*)
- ◆ Empower and give voice to all members of the class or group, especially those who need to gather their thoughts before they speak (*make them strong!*)

II. TYPES OF REFLECTIVE WRITING ACTIVITIES

- ◆ Text interpretation
- ◆ Critical incident
- ◆ Group writing
- ◆ Journal – structured or free writing
- ◆ Other directed writing

III. REFLECTIVE WRITING PRACTICUM

GROUP WRITING Option A:

1. Participants sit in groups of three. Each person reads the prompt on the page.
2. Each participant then responds in writing to the statement according to his/her own perspective. (Use back page to continue writing.)
3. Participants then hand off papers, rotating clockwise once, to their neighbor. Each participant reads the prior answer(s) on the page s/he has been given, and then responds to those statements as if a dialogue was occurring between writers. Participants should focus on areas of agreement, disagreement, unique perspectives, appreciations, connections to other learning, etc.

Option A Prompt:

Describe what “home” means to you. Be as specific and detailed as possible, trying to paint a picture with your words, as it were. (use back of page for additional space)

GROUP WRITING Option B:

Participants sit in groups of three. Each person reads the prompt on the page.

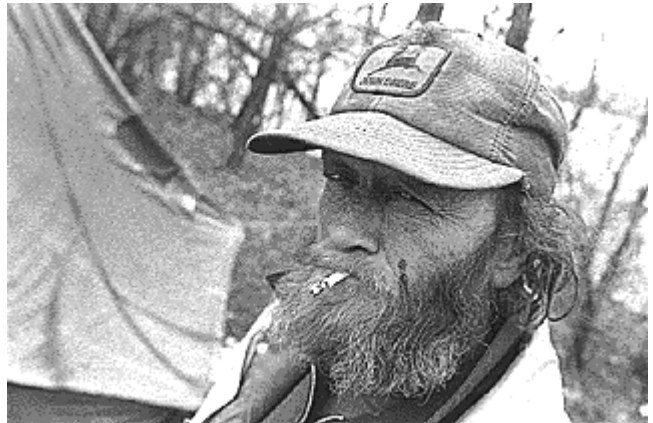
Round 1: Each participant responds in writing to the first prompt.

Round 2: Participants then hand off papers, rotating clockwise once, to their neighbor. Each participant reads the response on the “new” paper, written by his/her neighbor. Next, participants read the prompt for the 2nd round, and answer it in writing in light of the response offered by the Round 1 participant (e.g., not regarding his/her *own* answer to Round 1, but the answer written by the participant who passed the page to him/her).

Round 3: Participants hand off papers again, still rotating clockwise. They should have a paper they’ve not seen before. Each participant reads the responses to Rounds 1 and 2 on the “new” paper. Participants then read the prompt for the 3rd round, and answer it in writing in light of the previous responses. (In the example below, 3rd round answers respond mostly to that offered in the 1st round, but 3rd round writers may also choose to comment on the responses provided in the second round.)

ROUND 1 PROMPT

Tell this man’s potential story.



J. Reed, USF, 2007

ROUND 2

How does this image conform to stereotypes of homelessness?

ROUND 3

How does this image diverge from stereotypes of homelessness?