

## DISCUSSION AND REFLECTION METHODS

1. Think/Pair/Share - Students first think and/or write individually about the discussion topic. Then they pair up with one other student to discuss their ideas. Finally, the group discusses the issue as a whole. (Gr. K-5)
2. Student- Facilitated Discussion - Instead of the discussion leader calling on the speakers, each speaker is called upon by the previous speaker. (Gr. K-5)
3. Talking Stick - This method involves passing an object (stick or other symbolic object) around the entire group in a circle. Only the person holding the stick can speak. Students can pass the object on if they do not wish to speak. (Gr. K-5)
4. Nerf Ball Discussion - Students who wish to speak raise their hands and the previous speaker throws one of them the nerf ball. Only the student holding the nerf ball can speak. (Gr. K-5)
5. Popsicle Sticks Discussion - Each student is given three to five popsicle sticks. Each time a student speaks s/he puts a stick on the floor or table. When a student's popsicle sticks are all on the floor or table, s/he is out of turns to speak in the discussion. (Gr. K-5)
6. Numbered Heads - Students are divided into small discussion groups of 4 -5 each. Students number off in their groups (1,2,3,4,5). The discussion leader asks a question and then randomly chooses a number (or rolls a die) to determine who will answer the question. (Gr. 2-5)
7. Circle in a Circle - Students form two concentric circles of equal number facing each other. The teacher asks a question or poses a topic for discussion and each pair of students facing each other talks for one minute. Before the teacher asks the next question, the inner circle moves to the left so that everyone is facing a new partner. (Gr. 4-5)
8. Opposing Views Lines - Students form two lines of equal number facing each other. The teacher presents a question or an issue that has two distinct perspectives. Each line is designated to represent one of the perspectives. After students discuss in pairs with those who are opposite to them, the lines can shift so that students are facing a new discussion partner or students can switch sides so they are talking about the question/issue from the opposing perspective. (Gr. 4-5)
9. Sentence Starters - Students choose one of the following sentence starters (or others provided by the teacher) to begin their comments in a class discussion.  
From my service experience, I learned...  
The best part of my service-learning experience was...  
I was surprised in my service-learning experience when...  
A skill I learned during my service-learning experience is...(Gr. 3-5)
10. Post-it Notes Scale - Write a statement on the board along with a Likert scale (SA, A, N, D, SD) and ask students to think about whether they strongly agree, agree, are neutral, disagree, or strongly disagree with this statement. Pass out post-it notes and ask students to write their names on them and then post them on the board in the appropriate category. After everyone has placed their post-it notes on the board, discuss as a class. (Gr. 2-5)
11. Metaphor Making - In this creative thinking exercise, teachers ask students a question in the following form, "In what way is service-learning like \_\_\_\_\_?" Possible metaphors to use could include: climbing a mountain, baking a cake, running a race, or planting flowers. (Gr. 3-5)
12. Sentence Mixer - The teacher writes out sentences about the service-learning project or the topic being studied in class and puts half of each sentence on a strip of paper. Give each student half a sentence and ask them to find their other half in the room. When they find the person who has the strip that completes their sentence they can sit down and discuss what the sentence means, its importance, related issues, etc. (Gr. 3-5)