These JEP Reflective Questions are designed to help you reflect upon your experiences as a member of a mini-team so that you can make the most of your community teaching experiences. They are intended to help you think about the practical applications of your course work in a real world context. Please use these prompts as a framework for organizing your thoughts about your experiences in the community.

Please read through all of the reflective questions prior to beginning your JEP assignment. The questions are related to and build upon one other. In addition, some of the assignments depend on your observations over the course of the semester (vs. during a particular week). We encourage you to refer back to previous responses and to take seriously your PA’s feedback each week. Doing so will help you to learn more from your experiences.

Note that as you respond to the questions, you should concentrate on answering the main questions i.e. the highlighted one. The additional prompts are focusing questions’ to help you identify critical factors related to the main question.

Please refer to the PA agreement you received in training for instructions regarding journal due dates and format requirements.

**Week One:**
Describe your initial experience at your JEP assignment. *Hat are your most vivid impressions from your first day at your site?* For instance, what are some of the notable social and physical characteristics of your JEP site (think of the number, age, sex, race, or ethnicity of the staff, faculty, and/or students; and the size, space, decor, noise level, etc., of the classroom, buildings, and grounds), and how do these characteristics make you feel? *Hat are your goals for and expectations of the next eight weeks in terms of your assignment and working with your mini course team?*

**Week Two:**
Describe your early impressions of your mini-course team. *How are you and your partners functioning as a group? Do you feel everyone is cooperating and making an equal effort? What strengths do you think each member brings to the table? What weaknesses are you concerned about, if any? Hat might improve the functioning of the team?*

**Week Three:**
Go on-line to research the geological characteristics of this community. *For example, are there any fault lines in the area? Is the community located in a flood plane? What types of rocks are buried underneath all of the concrete? You need not answer all of these questions just make an effort to find out something about the geologic history of this area. Print some of your findings to include with your journal.*

A few good places to start your search are the California Geological Survey http://www.consrv.ca.gov/cgs/information/geologicmapping/ USC Southern California Earthquake Center: http://www.scec.org Environmental Protection Agency’s “Window to my Environment” page: http://www.epa.gov/enviro/wme/

The EPA’s site is excellent and allows you to search by the zip code of your site. It takes a little while to figure out all the features but it offers some of the most specific information about the neighborhood. Be sure to click the signs on the Map Features to select the full range of options.

*Note: these sites have
many helpful resources for developing lesson plans as well.

**Week Four:**
Compare and contrast your experiences at your JEP site with your own K-12 elementary and secondary education. How is the JEP school, its science labs and other facilities, its approach to science education and teaching, etc., similar to or different from what it was like at your school? What factors could account for the differences? Hat are some of the unique strengths of and challenges facing the students and the school from your ersective and why

**Week Five:**
How would you characterize the students' understanding of urnal geological phenomena and issues such as global warming, earthquakes, volcanoes, fossils, etc? What are the apparent source(s) of their knowledge of these matters—for instance, television, the teacher, their own experiences, or parents? What do they understand reasonably well and what is way off target, based on what you've learned in your GEOL course? How would you categorize the students' attitudes toward geology and science in general

**Week Six:**
To what extent does the experience of teaching a mini-course help you to better understand the subject matter of your GEOL course? Provide a specific example from the material you have covered in the mini-course thus far.

**Week Seven:**
Identify one lesson plan or activity that worked really well with your students and one that fell flat. What about these activities made them particularly ineffective? What strategies have you developed to translate the complicated concepts you are covering in your college course for the younger students at your community school? How have the students—and the teacher—responded to your efforts?

**Week Eight:**
Review your journals for the entire JEP experience and then compose a summary of what you have learned and experienced over the last eight weeks. What kinds of things do you think the children learned from your mini-course? What did you learn in the process of teaching them (about teaching, about the subject matter, about the community, about yourself, etc.)? How did your experience in JEP correspond to the goals and expectations you had at the beginning of the semester weeks one and two? Write any special highlights from your experiences.