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. In addition, they are designed to give us feedback about this pilot project so that we can make improvements in the future.

ESSAY ONE – Pre-Reflection Assignment (1 page, 10 points, due: 2/14/2011)

Please respond to one of the following prompts. The second set of questions is for returning volunteers only.

#1: Over the next eight-weeks you will be taking your college education outside of the walls of the University. Based on what you know about JEP and what you know about your site, what do you imagine your JEP experience will be like? Make sure to explain why you think what you think and use examples from your experiences at USC and in the community to explain yourself. Make your imagined vision of your JEP experience specific by addressing these two questions: **Ideally, what would you like to learn from your experiences in JEP?** When you think about JEP, what makes you the most nervous or concerned?

#2: Think back to your last experience in JEP and think about how you can take what you've learned about JEP, USC and the surrounding neighborhood, or the organization or school you worked with and improve your experience this time around. **Now that you know something about how JEP works, what do you hope to learn from doing JEP again?** What was the biggest obstacle you faced in your last JEP experience and how will you address that issue this time? Make sure to use clear and detailed examples from your last JEP experience to explain your reasoning.

ESSAY TWO – Your Plan (1 to 1.5 pages – 15 points, due: 2/21/2011)

Consider the eight-week plan that you are developing with your mini-team. **What are the major Human Rights themes that you want to emphasize throughout the following weeks?** How might you put these themes together into a mini-course? That is, explain how each week will build on the last and explain how you think students will be able to learn the larger lessons about human rights that you want to develop with the mini-course. The most important themes are often the most difficult to address, so pick one major theme that you think will be particularly challenging to address over the coming weeks and explain 1) why you think it will be difficult; 2) why you think it is an important theme; and 3) what various strategies you will use over the course of the next few weeks to make this theme meaningful for your students.

ESSAY THREE: Success Stories (1 page, due 3/21/2011)

Identify one lesson plan that worked really well and one activity that was less successful. **What made the lessons more or less successful?** How are you translating complex human rights concepts to make them engaging and interesting to middle school students? How are the students – and teacher – responding to your efforts?

ESSAY FOUR: Final Reflection (1.5 to 2 pages, due 04/20/2011)

Reflect on the last eight weeks and compose a summary of what you have learned from your experiences. 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 have your experiences shaped your plans for the future of the Human Rights project?** What are your recommendations for improving the program in upcoming semesters? What would you do differently? Why? Have you achieved, modified or given up on any of the goals and expectations you set at the beginning of the semester?