

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 P.A.'s feedback each week. Doing so will help you to develop your ideas and arguments over the course of the semester and to learn more from your experiences.

As you respond to the questions, you should **concentrate on answering the main question(s) (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. What are your most vivid impressions from your first day at your site? What are some of the notable social and physical characteristics of your JEP site (for example, the number, age, sex, race, and ethnicity of the people, and the size, space, decor, noise level, etc., of the classroom, buildings, and grounds)? **What are your goals and expectations for the next eight weeks?**

Week Two: Describe the process of developing your mini course, including the various factors you consider when developing your weekly lesson plans. What strategies have you identified for developing ideas about what to teach and how to teach it? What challenges are you facing (if any) in developing activities that can accommodate a wide range of levels and abilities? Describe the classroom dynamics and other features of your particular group of students. How have the unique characteristics of the class affected the direction of your mini-course?

Week Three: 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? What might improve the functioning of the team?

Week Four: Go to the Los Angeles County Department of Health Services and review the report on "Key Indicators of Health": http://www.lapublichealth.org/ha/reports/Key05Report_FINAL.pdf. How does the Metro Service Planning Area (SPA 6, which includes the area surrounding USC) compare to other regions of Los Angeles and Los Angeles County as a whole, in terms of the health of its residents? How would you describe the overall health of the children at your school site? Have you observed any of the problems that are noted in the report? **Drawing upon your experiences at the site, what do you consider to be the most significant health problem or risk for children at the school?**

Other resources:

http://www.unitedwayla.com/pages/rpts_resource/rpts_resource.html

<http://www.lapublichealth.org/phcommon/public/hdi/index.cfm>

Week Five: How do school policies contribute to the health and/or disease of children? For example, does the school lunch program serve healthy, nutritious foods? Are there vending machines or other sources of “junk food” readily available to the children at the school? Does the school promote healthy eating and exercise in any visible way (such as health-promoting posters, advertisements for health fairs and other similar events, etc.)?

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

Week Seven: Go to the Centers for Disease Control and Prevention and review the Coordinated School Health Program (CSHP): <http://www.cdc.gov/HealthyYouth/CSHP/>. **If you were to design a school-wide curriculum at your JEP site to address at least one of the eight components included in the CSHP, what would that curriculum look like?** What would be the goals? What are the factors that would facilitate and/or hinder the implementation of your component-specific curriculum *at your particular site*? Why would you decide to highlight and prioritize this particular component for your site? (Please note: this journal assignment asks you to consider the issues involved in developing a school-wide initiative that factors in the unique characteristics of your JEP site. Your response should provide an *analysis* of these issues, not a lesson plan or curriculum outline.)

Week Eight: According to USC’s mission statement, “The central mission of the University of Southern California is the development of human beings and society as a whole through the cultivation and enrichment of the human mind and spirit. The principal means by which our mission is accomplished are teaching, research, artistic creation, professional practice and selected forms of public service”.
(http://www.usc.edu/private/factbook/USCRole_and_Mission_Statement_1993.pdf)

Consider this statement in light of your experiences in JEP. Do you think public service-and specifically your service-learning experiences in the community via JEP-have helped to “cultivate” or “enrich” your “mind” and “spirit” and/or those of the community members with whom you worked? If so, how? If not, why not? Please describe in detail what you have gained from your experiences through JEP from an intellectual, spiritual and/or ethical perspective. How have your experiences in JEP compared to what you expected to get out of the program?