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## Critical Reflection Resources

Critical reflection is a key element of community-engaged learning, no matter where or when community collaboration occurs. Structured reflection activities offer students important opportunities to process, respond to, and learn from their real-world experiences. In the face of the current global health crisis, individual and group reflection activities may therefore be especially meaningful for students. Consider increasing the time you allot for critical reflection as well as creating space for both individual and group reflection. During this time, students can reflect on work already completed in the community and orient their ongoing academic work with community perspectives and goals.

Resources for reflection activities include:

[Teaching in Times of Crisis](#). This blog was created after 9/11 and has useful information about engaging students in processing their own/those closest to them experiences and engagement with crises.

[Center for Civic Reflection](#). This site provides discussion plans, facilitator summaries, and other resources for engaging students in reflective dialogue, on a range of topics. A few examples relevant to the COVID-19 era:

- [How should we respond in a crisis?](#)
- [Is crisis a destructive force or an opportunity for renewal?](#)
- [Fear and leadership](#)
- [What are responsibilities as citizens? Who or what are we responsible for?](#)

[Caring for self and others](#). The World Health Organization created this post about mental health considerations at this time, with good advice for taking care of ourselves and others.

[Loyola University in Chicago](#). Loyola University in Chicago has compiled a set of reflection questions related to COVID-19 and global health.

[Civic-Minded Online Games](#). Founded by retired United States Supreme Court Justice Sandra Day O'Connor, [iCivics](#) provides a number of free online games students can play that raise important themes about society and government. Though most of the games offered are designed for high school students, the games offer an alternative experience and starting point for discussion.

Topics for reflection during the Coronavirus outbreak may include:

**The impact of social distancing in local communities.** Students can reflect on how social distancing is likely to impact people in the communities that they're engaging with. Some recommended articles related to social distancing & COVID-19 can be found [here](#), [here](#), [here](#), and [here](#).

**Scapegoating during crises.** Consider conversation about how crises trigger scapegoating, in this case against [Asians and Asian-Americans](#). This episode of [NPR's Code Switch](#) focuses on COVID-19 and racism and xenophobia.

**Collective responsibility.** Lynn Unger's poem "[Pandemic](#)" explores community and collective responsibility, care and generosity. Students might reflect upon reading the poem about their own skills and how they can be useful in the face of this crisis, or perhaps ways that they can reach out to people in need during a time of social distancing.

**Compassion during crises.** [This commentary](#) in the New York Times discusses the way pandemics (with a particular focus on the 1918 Spanish Flu) can also destroy compassion for our fellow citizens. Students can reflect on how to maintain and/or rebuild community during and after the COVID-19 pandemic.

(Thanks to the [University of Vermont](#) and [George Washington University](#) for compiling many of these resources)

