

# 7” Scenario



## Impoverished people in African countries

### Students' response:

"I feel that I have shown love and care to the community."

Teachers can guide students to analyze the above response as their reflection.

1.1

Teachers can affirm students' engagement and efforts in their service visits and guide them to provide specific details about their experiences in order to gain a more comprehensive and profound reflection. Taking the visit to Rwanda in Africa as an example, teachers can ask:

"Please specify how you have shown love and care to the community?"

### Responses from students can be:

Cared about their needs; initiated several projects that had enhanced the community's quality of life; spent time interacting with them during the visit; provided them with supplies; engaged in conversations and played with them; brought moments of joy to their lives.

1.2

Teachers can also guide students to deeply reflect on the extent of their personal impact on the community.

**“Based on your observation, what was the community like originally? Did they lack love and care?”**

**“After you left the area, how can your love and care continue?”**

### **Responses from students can be:**

Despite the lack of progress in community development and the prevalence of poverty, African people tend to be optimistic and enjoy singing and dancing. The residents have closer relationships and get along well. After leaving the area, it is difficult to maintain communication and contact due to communication barriers, and it is also difficult to have another opportunity to visit the community again. We can only rely on the next group of students or volunteer organizations to visit and care for them.

1.3

Teachers can continue to guide students to reflect on the significance of their service learning.

**“Why do we go through all this trouble to travel to Africa if it’s difficult to sustain this love and care in the long run?”**

**“What have you learned from the activity? What have you gained?”**

**“You have shown love and care to the community, but what have you learned from the local community/people there?”**

### **Responses from students can be:**

Through this personal experience, I have gained an understanding of the local living environment and learned about the local customs and traditions. I have the opportunity to communicate with the local people, which helps me develop empathy and compassion while broadening my horizons. The activities allow me to improve my communication, teamwork, and problem-solving skills. I have also gained a better understanding of my own and my team members’ strengths and weaknesses, and have developed a sense of global citizenship. From the locals, I have learned to adopt a positive and optimistic attitude, and to be adaptable to different situations.

1.4

Teachers can further guide students to reflect on how their personal experiences can be applied to their future lives.

**“How do you think you can continue this love and care?”**

**“What impact do you think this experience will have on your future learning/life?”**

### **Responses from students can be:**

Such discussions can help students understand that community service requires long-term and continuous commitment, as well as the participation of many people and the input of resources. This understanding will help to increase students’ willingness to engage in social service, bring their enthusiasm for service to local communities in need, and even establish long-term relationships.

