

## “Reflections”

### Goals:

Participants will:

- ★ reflect on their experiences and progress thus far on Project TEN
- ★ articulate their perceptions and feelings at this point in the program.
- ★ identify key milestones of the program thus far
- ★ reflect on what they have learned thus far

### Part 1: Trigger: The Person in the Bag

This activity works best with up to 20 participants

Take a bag or tote, preferably a black one that has depth and a flat bottom surface. Place a mirror at the base of the bag.

Tell the group each of the following points:

- I am about to pass around this bag [show them the outside of the bag]. At the bottom of the bag, you will see the face of someone from the group.
- As you each receive the bag, please think about (and then share with the group) the following:
  - *What is this person going through on Project TEN right now? How are they feeling?*
- Have each participant who receives the bag answer the same question.
- Do not mention the identity of the participant at the bottom of the bag. Please be sure to be very careful and sensitive as you speak about the participant. Be sure to use gender neutral terminology when speaking about them (“the person,” and not “he” or “she”)

The strength of this manipulation is that as the participants hear the descriptions of this mystery participant, each will wonder who is being described. “Is it me? Is it my friend, X?” They will identify elements described by the speaker with things they themselves are going through. As the number of people who “get” the gimmick increase, people will begin to laugh or snicker, which will make the rest of group nervous and wonder, “are they laughing at me?” This is okay, to a point.

This exercise can highlight the areas in which people are all going through similar

experiences, as well as the differences. It provokes conversation and reflection in a clever way.

**Facilitation tips:**

- Make sure the first few people who get the bag are serious and will set the bar high for the rest of the participants in their responses (You don't want the first response to be something like "this person hates the food and is having stomach problems").
- Let the activity go on for as long as it is still effective. Not every participant needs to speak if the trick is losing its "zing".

**Part 2: Footprints Exercise**

This exercise is designed to help participants assess their current position, their progress, and what the major (and formative) landmarks have been for them since the trip began. We recommend that participants complete this exercise at 3 different points during their Project TEN experience: one month in, a month after that and at the very end. Read the following poem as a group, and then instruct participants to complete the worksheet on page 342 according to the instructions that follow.

**Songs of the Journey's End**

Leah Goldberg

The road is very lovely – said the boy  
 The road is very hard – said the teen  
 The road is very long – said the man  
 The old man sat by the road to rest

The sunset dyes his white hair with gold  
 and red  
 The grass shimmers at his feet with  
 evening dew  
 The last bird of the day sings above:  
 Will you remember how lovely, how hard,  
 how long the road was?

*Leah Goldberg (1911-1970) was a prolific Hebrew-language poet, author, playwright, literary translator, and comparative literary researcher. Her writings are considered classics of Israeli literature.*

**שירי סוף הדרך**

לאה גולדברג

הדרך יפה עד מאד - אמר הילד.  
 הדרך קשה עד מאד - אמר העלם.  
 הדרך ארוכה עד מאד - אמר הגבר.  
 ישב הזקן לניח בצד הדרך.

צובעה השקיעה שיבתו בפז ואדם,  
 הדשא מבהיק לרגליו בטל-הערב,  
 צפור אחרונה של יום מעליו מזמרת:  
 התזכר מה יפתה, מה קשתה, מה ארוכה הדרך?



**We want to help you retrace the critical steps in the process that have led you to this point in the experience.**

**1.** What was the most significant moment you experienced regarding the following:

- Traveling from home to Project TEN?
- The encounter with the other participants in the group?
- The encounter with the local people and culture?
- The service work you do?
- The learning you do?

Consider: What were the significant conversations that have influenced you? What were the most difficult and challenging moments? What were the "epiphany" moments? What moved you? What brought you peace/contentment?

**2.** Did you experience the above moments/events through the eyes of:

- **A child:** in wonder and awe
- **A teenager:** with impatience and rebellion
- **An adult:** with challenge and complexity

Label each of the above moments/events based on how you experienced it.

**3.** Write a message (or a tip) to your future self to help you see upcoming moments in a more peaceful, healthy, productive way. You will read this message one month from now, at the next check point in this journey.

**You are here**

Date:

**Message to my future self:**

A large rectangular area with a dotted border and horizontal lines for writing a message to one's future self.

**start**

Date:

## My Journey to here

What were your most significant moments thus far?

