Part ONE:
Writing prompt BEFORE meeting with your cancer survivor:
Consider the importance of people’s stories about their experiences. Think of a time someone else’s story has moved you. What was it? Why did it affect you? What did it tell you about yourself? (Consider something other than physical disabilities or disease such as cancer). Cite specific examples in your life to explain your views/conclusions. Reading with specific details is more interesting to read and more scientific.

“Flip it:” write about how imagine your life would be different if you were diagnosed with cancer right now. What would you want your family/friends to know about you and your experience with cancer? Would there be priorities or goals that changed in your life as a result? What about changes in goals for your family/friends? Or would everything and everyone continue as “normal?”

Part TWO:
Writing prompt AFTER meeting with your cancer survivor:
What was the most striking thing about your interview? Give specific details that are relevant to describing the most striking part – such as a quote from the interviewee, description of their personality and/or physical appearance, description of something in their personal space (home or work), etc. This description should go beyond the generalizations such as “I was struck with how brave they were.” Or, “I was impressed with how easy they talked about their disease.” Go beyond these vague expressions and give the details that create these reactions.

You do not need to address every component of the prompts above to provide a coherent reflection on the topics. Certainly use a fluid narrative to respond (NOT a Q & A style of writing). If you have questions, ask. Do not exceed 3-4 pages total, ds.
The writing prompts about meeting their cancer survivor both worked well for the course and I will always use these for that part of the course to generate reflection and discussion for the course. These would work well for other service learning courses across disciplines and the ideas for these came from talking to Bruce Mills who has done service learning exceptionally well for many years. The “Flip-it” prompt was more problematic for my course. I can see how it would work very well for other courses – trying to get the student to place themselves in the context of the person/persons they are learning about. Student responses for the cancer scenario, however, were not very insightful. And, overall, having three prompts for a 3-4 page reflection is too much.