



Walk the Line	
Adapted by DukeEngage Uganda guide, Caroline Horrow	
Objective: An interactive Likert scale activity that helps students to reflect on service experience and outcomes.	Cycle of Service: <ul style="list-style-type: none"> • Close of Engagement • Re-Engagement
Activity Duration: 30-45 minutes	
Materials: <ul style="list-style-type: none"> • “Agree” & “Disagree” signs (provided below) • List of statements (example provided below) • Large room with space to walk 	

Preparation:
<ul style="list-style-type: none"> • Create a list of statements for students to reflect upon. An example list can be found on the following page. • Move chairs and tables out of the way to create a clear area for students to walk. • Hang “Agree” & “Disagree” statements on two opposite walls. Signs with these statements are included at the bottom of this document.
Activity:
<ol style="list-style-type: none"> 1. If you have new members in the group, facilitate introductions. 2. This activity works particularly well for comparing different program cohorts, so students may not already know much about each other or different projects. 3. Have students stand while you explain this activity as an interactive Likert scale. <ul style="list-style-type: none"> ○ Each of you have had different DukeEngage experiences and reflections on those experiences. As I read out a statement, move around the space that exists between the “strongly agree” and the “strongly disagree”. 4. As you read each statement, students will move between these extremes based on how much they agree with the statement. Encourage them to really reflect on their individual experiences and not the group experience. 5. It may help to start with more superficial statements and move into deeper or controversial ones later. 6. After each statement, ask students at different locations why they chose to stand there. <ul style="list-style-type: none"> ○ Discuss any statements that provoked disagreements or extreme responses. <ul style="list-style-type: none"> • Why did students feel this way? • Was this unique to their program or community partner?



- Do they think that their response is applicable to all of DukeEngage or service in general?
 - Discuss the similarities or differences in experiences between program cohorts (or even among individuals in the same cohort).
 - Did students face similar challenges?
 - Did they have similar learning outcomes?
7. Based on how much students participate, each statement could take a couple minutes. You can adjust the length of this activity by adding or skipping statements as you go.

Debrief:

You may want to provide students a list of related readings and courses that discuss some of the larger issues related to short-term service.

Post Activity:

- Students can discuss further on their own. If any big issues arise (e.g. problems with responsible service, challenges from their experience), ask students to think about solutions to present to the program staff for next year's group.
- If students particularly enjoy discussing with another cohort, suggest that they meet with a friend in another program, reflect together on their experiences, and report back to the group.

Walk the Line Statements

I enjoyed my DukeEngage experience.

I learned from my civic engagement experience.

I developed a strong relationship with my community partner.

I want to stay connected with my community partner.

I am in regular communication with my community partner.

I developed a strong relationship with my host family

I want to stay connected with my host family.

I am in regular communication with my host family.

I found my service work challenging.

I found my service work fulfilling.

Adjusting to the culture of my community was difficult.

Readjusting to American or Duke culture was difficult.

I worked 40 hours or more a week.

I feel like I made a tangible impact.

My DukeEngage experience was beneficial for me.

My DukeEngage experience was beneficial for the community.

Service work in general benefits communities.

I felt like my skills were being utilized.

I was well-suited to my service work.

I had a lot of free-time

A member of the community would have been better in my position.

Duke should have used my flight money to send financial aid instead of sending me.

The purpose of DukeEngage should be to help communities.

The purpose of DukeEngage should be to teach students.

I have returned to Duke and have changed something about how I live or what I do here.



I would recommend DukeEngage to other students.

I would recommend my DukeEngage program to other students.

I would like to return to my community.





**Strongly
Agree**





**Strongly
Disagree**

