

CHAPTER 9: WORKBOOK

Worksheets and Exercises

Please find SNL Forms under Student Resources on the SNL website
<http://snl.depaul.edu>

Class Profile Exercise

Relates to: Chapter 1, "Introduction and Orientation to SNL."

Instructions:

- Take a Post-It and wear it as an ID tag. They are numbered 1 – 21.
 - Now go to the questions below. In the next 30 minutes, your task is to ask everyone in the class the question that has the same number as your ID tag.
 - As you ask each person, cross off her / his ID number on the following list. This will help you keep track of the people whom you have asked.
 - 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21
 - Find a systematic way of recording the data / information that you are collecting.
 - After you have finished collecting the information, organize it in some way (e.g, quantify it, identify the major themes, or summarize it.) You have approximately 15 minutes to organize your data.
 - Then you will be asked to present the results to the class, since you have now become the expert on this piece of class profile data.
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1. What two things do you know about SNL that might be helpful to others in their program planning and what are the sources of your information?
2. Name two things that you want to get out of this course (i.e., expected outcomes).
3. What do you see as your major strengths and weaknesses as a learner?
4. When facing major transition points in your life, what is your characteristic way of coping?
5. Please complete these sentences: When I get confused, I When I'm creative, I,,,
6. What word, phrase, image or metaphor represents what you imagine life will be as an SNL student?
7. When you process information, do you tend to lump it together to form a big picture, or split it into chunks?
8. When you are working on becoming competent at something, how do you know when that has occurred?
9. Have you experienced a major change in your life in the last two years? Five years? Was it a desired change?
10. Do you expect to be in your present place of employment (if any) in the next five years? Your present job? Why or why not?

11. If you had to predict one thing in your life that would be drastically different five years from now, what would that be?
12. If you had all the money, time, talent, and advantages in the world and were responsible onto to yourself, what would be your fantasy career?
13. What is your greatest concern or apprehension about this course?
14. What do you think are important characteristics of adult learners?
15. Are you a person who is comfortable with change? How do you know this?
16. What are the major advantages of being an adult student? Are there any major disadvantages?
17. Why did you decide to return to school at this point in your life? Why SNL?
18. How long do you expect it will take to earn your degree? Do you anticipate going on for further education?
19. If we were to listen to your singing in the shower, what song would we be likely to hear?
20. What word, phrase, image or metaphor describes your experiences of personal growth and development?
21. Please complete this sentence: The teacher can help me be successful in this course by...

Course Orientation Scavenger Hunt (Online)

Instructions:

Please locate any one of the following elements of this course that no one else has found yet. In the discussion thread above, describe how to find it so everyone is oriented to this course interface. This is just for fun (not graded), but I think you will find it very helpful.

1. Article: "Liberal Arts and Business: An International Perspective," by Miriam Ben-Yoseph (Foundations Resource Book)
2. Exercise: Prior Learning Exercise (Foundations Resource Book)
3. Bachelor of Arts in Computing Chart and Grid
4. SNL Bachelor of Arts with Individual Focus Area Program Chart and Grid
5. SNL Forms page
6. ILP Proposal assignment
7. Pre-Approved Course list
8. Frequently Asked Questions list (Foundations Resource Book)
9. Transfer Coursework Log Form
10. Transfer Course Assessment Form
11. SNL Mission Statement and Essential Commitments
12. Glossary of SNL Terms & Acronyms
13. Checklist for New Students
14. The Liberal Learning Area & Competence Criteria for Assessment
15. Independent Learning Pursuit (ILP) Submission Form
16. Professional Advisor Nomination Form
17. SNL Learning Plan Instructions and Learning Plan (for Foundations)
18. First Committee Checklist for Distance Students
19. DePaul Library online Career Exploration Workshop
20. SNL Online course registration page

Time Management Exercise

Relates to: Chapter 2, Section C, “SNL Undergraduate Program Overview.”

1. Make a pie chart of your activities, relationships and / or responsibilities. Follow instructions below.
 2. Consult one or more supplemental resources (available online or at bookstores or libraries) for additional information and guidance about time management and/or mind-mapping that can help you in achieving your goals.
 3. Discuss with your classmates about one or more time management and/or mind-mapping tool you have found useful. How will you use the tool? Why is it relevant for you? Provide the author and title of the work as you discuss it.
-

This exercise is designed to help you analyze how you spend your time, and what you will need to adjust to help you succeed while in school. There are seven categories to consider. Consult them as you complete this exercise.

1. Family – includes time you spend with your immediate family, parents, and relatives.
2. Friends
3. Work – this includes everything you do for and at work, like preparing a report at home, or travel or buying business clothes.
4. Recreation – what you do in your spare time for fun and relaxation, like watching television, fiddling with your car, or cultivating your rose garden.
5. Spiritual development – includes religion, meditation, or other spiritually related activities.
6. Health – includes all health related activities, the time it takes to do them, and travel related to those activities.
7. Education – this includes going to class, going to and studying in the library, writing, revising, and editing papers, reading, group work, computer time when doing assignments, and other education-related activities.

There are two parts to this assignment. Please return both parts to your Foundations instructor. Make sure your name appears on both assignment sheets. Feel free to add more pages if necessary.

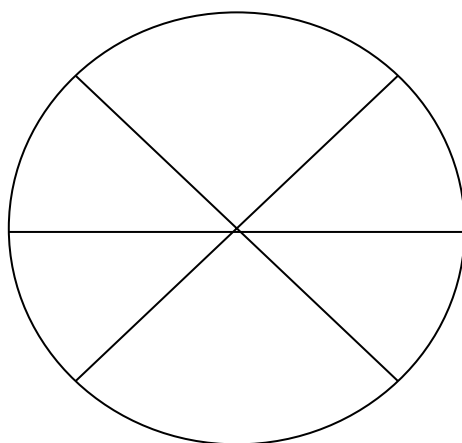
Relates to: Chapter 2, "SNL Undergraduate Program Overview," Section C

Time Management Exercise Part #1

Name: _____

1. Think about your activities this past year. This pie chart represents how much time you spent in each category.

2. Below the pie chart, indicate time in percentages. Should one or more categories not apply, don't worry about them. Give them 0%. Next, provide brief explanations of why you spent so much time there. For example, you may have had a project at work that took time away from other categories.



(Example: Family: 30% - I have been taking care of my aging parent in my home.)

Education:

Family:

Friends:

Health:

Recreation:

Spiritual Development:

Work:

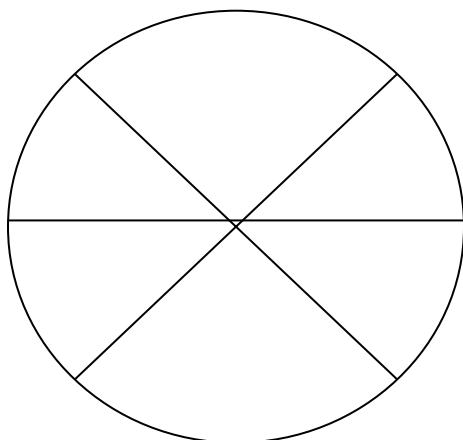
Relates to: Chapter 2, "SNL Undergraduate Program Overview," Section C

Time Management Exercise Part #2

Name: _____

1. Now think about your current educational goals. This pie chart represents what you can adjust that will give you the optimum time for attending to your education. If you spend, for example, 30% of your time watching CNN, how can you use that more wisely?

2. Below the pie chart, indicate the percentage you give to the category and provide brief explanations of why you need to adjust this category, how you will make the adjustment, and what response or outcome you anticipate.



(Example: Family: 10% - I have other resources I can tap. My kids can pitch in by increasing their chores to include my Mom, and my sister has agreed to help with meals. My kids may not like the extra work sometimes, but my Mom will enjoy the extra attention.)

Education:

Family:

Friends:

Health:

Recreation:

Spiritual Development:

Work:

Writing X Competence Statements and Assessment Criteria

Relates to: Chapter 4, Section E, “X Competencies: Writing Your Own Statements,” and Chapter 5, “The Focus Area.”

To complete this assignment you will need to have a particular learning experience in mind. You will also need to be familiar with the SNL competence framework, its categories and subcategories, so that you can attribute your competence to the appropriate category and subcategory.

There are three steps to writing X statements. 1) Charting your learning, 2) writing your statement, and 3) developing assessment criteria.

Step 1

In the boxes below, chart your learning. Highlight your strong-points in terms of your knowledge and abilities. Reflect on your strengths to create your competence statement.

What was my experience?	What did I already know or know how to do? Concepts Principles Theories Skills	What did I have to learn?	What verbs describe my knowledge and skill proficiency?	What can I do now?
Example: I took a series of non-accredited writing workshops that focused on writing fiction.	I already knew about the elements of fiction writing; I've read the work of many authors	Audience considerations; point of view and dialogue refinement; peer critique skills	Analyze Critique Identify Employ Revise	I can analyze and revise my creative writing for various audiences using applied fiction writing techniques.

Step 2

Write your X statement, which is one sentence that usually begins with “can,” using the competence framework to identify where your statement best belongs. If you are demonstrating learning from an accredited course, refer to the course description for key words to include in your competence statement. Indicate your reasoning why the subcategory is appropriate for your competence.

Can [insert verb(s)] [what] [for what purpose] [how] (Note: the example below is a variation on the template provided)

Example: A-2-X: Can analyze and revise, using applied writing techniques, one's own creative work written for various audiences.

Where does the competence belong?

Category: Arts and Ideas; Subcategory: A-2

Reason: The A-2 subcategory is about creative expression, which describes my particular experience. Although A-2-A is similar, it doesn't specifically address the skills of analysis and revision.

Step 3

If you were to assess the work of someone who claimed to have developed this particular competence, what would be the criteria that you would use to assess that person's skills and knowledge? What principles, theories, skills and abilities would you expect that person to know and have? After writing assessment criteria, in a few sentences explain any important aspects to the competence that inform your expectations about demonstrating the competence you have just written.

Assessment Criteria Example:

1. Can identify the elements of writing that comprise a specific creative genre (poetry, fiction, creative non-fiction, etc.)
2. Can identify characteristics of a reading audience based on an analysis of works written for a specific genre
3. Can apply one or more elements to an analysis of one's own creative work written for a specific audience
4. Can revise one's own work based on 1-3.

Further explanation:

Understanding the reading audience is an important aspect of this competence. To demonstrate this competence you will need to know your intended audience (children ages 3-5, young adult, etc.). Documentation might include drafts of creative writing that show analysis as well as revision steps and applications.

Resources:

<http://www.clihome.com/Docs/CM/BloomsWheel.pdf>

FAL Resource book, Chapter 4, Section E, "X Competencies: Writing Your Own Statements

Relates to: Chapter 7, "The Independent Learning Pursuit & Learning from Experience"

Prior Learning Exercise

Name: _____

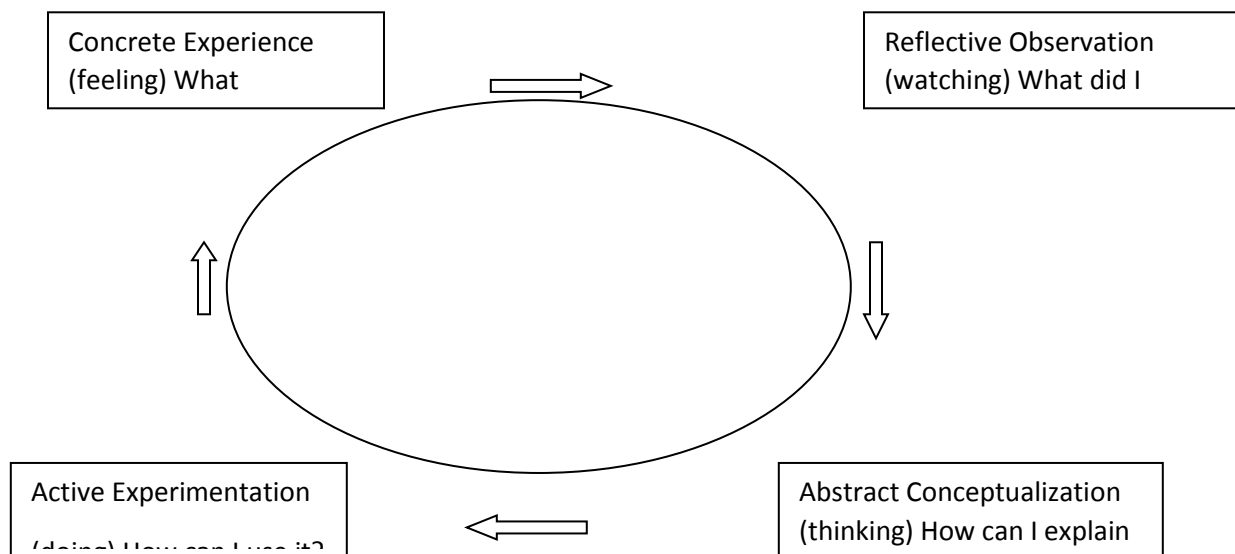
Choose a significant experience from your past. For example, Lamaze child-birthing, learning to use computers, teaching church school, running a scout troop, planning a trip, etc. Answer the following:

Concrete Experience: What did I do? Where? When? For how long?

Observation and Reflection: What did I notice? What was I thinking? What are my observations in retrospect?

Forming Generalizations: What ideas did I learn that extend beyond this experience? What concepts or principles can I deduce from my reflections?

Testing and Applying Concepts: What are the implications of my learning in other contexts? How would I use and test them?



Relates to: Chapter 7, "The Independent Learning Pursuit & Learning from Experience"

Making Meaning from Experience Worksheet

Name: _____ Student ID# _____

Date: _____

Select an experience that you believe holds potential for demonstrating competence within the SNL competence framework. Take a moment to visualize your experience. Now address the questions below:

1. What have you observed about your learning?

2. As you think about your experience and the learning that resulted, how have you changed?

3. What did you think, and/or how did you behave that suggested to you that you have learned?

4. How do you know that you learned? Did you increase your knowledge, or apply that knowledge to a specific area? Did you reach a higher understanding, see something in a different way, or change as a person because of your learning?¹

5. What other areas of your life have been affected by your learning, and to what degree?

¹ From *Learning and Awareness*, by Marton and Booth

Relates to: Chapter 7, “The Independent Learning Pursuit & Learning from Experience”

Prior Learning Assessment Exercise

A. On a separate piece of paper make a list of learning experiences you think were significant; choose one which you think may fit one of the competencies; ask yourself: Was this learning experience substantial enough to give you college level competence in a particular area of knowledge or expertise?

B. Think through this experience by using the following format:

1. State the title of the learning experience, location, duration, and other specifics.

Example: Taking martial arts lessons for two years, three times a week for one and a half hours

2. Think about what you saw, heard and felt while you had this experience.

Example: felt uncoordinated, embarrassed about bad physical shape; puzzled over contradiction between aggressive sport and non-competitive supportive behavior of teacher and other martial artists; couldn't stand formality of ranking system and obedience rules; realized how little I knew about Eastern traditions and spirituality; enjoyed slowly getting stronger and more skilled.

3. Make a list of all the things you learned through this experience. Ask yourself What do I know, what can I do now, after having had this experience?

Example:

I learned basic techniques and forms of karate

I learned the beginnings of Zen meditation

I learned about the history of martial arts in the U.S

I learned basic concepts of philosophy of martial arts

I learned to be less afraid

I learned to be humble and patient

I got to know more about myself

etc.

3. Try grouping them into categories (that could become major points in your essay). For example, brainstorming the experience of taking martial arts lessons could produce a list whose components could be grouped into 3 main categories: (1) History and philosophy of martial arts, (2) Techniques, skills, (3) Psychological and spiritual aspects.
4. The “single experience” of taking martial arts may lead to several learning topics, and there may be several competence candidates, such as H1E, A3B, A3G, or others.
5. Select one competence and underline what makes a specific connection to the competence you selected. Some learning outcomes may fit well, others may have little connection to the competence you had in mind. Look at the competence statements - perhaps a different one will

be a better match. If you think that the learning fits under a specific subcategory, such as H-2 (“Individual Development”), or A-3 (“Reflection and Meaning”) but none of the specific statements fit, you can create your own competence statement on H2X or A3X.

6. Finally, ask yourself whether your knowledge and abilities are substantial enough to fulfill college level requirements. For example, if I chose A3E, I would have to ask the following questions:

Do I have a solid knowledge of the history of martial arts and the basic concepts of the philosophy and way of thinking which influenced this form of art or are expressed by it?

Do I have enough grounding in Eastern philosophy or way of life to compare it with Western thinking? Are the sources of my information and knowledge trustworthy and adequate? Am I aware of how much there is to learn about this subject, and am I satisfied with the part I know?

7. If you can answer your questions satisfactorily, think about how you will demonstrate the competence. Otherwise, think about how you could enhance your knowledge in order to be able to demonstrate the competence.

Relates to: Chapters 4 through 7

Independent Learning Pursuit Development Guide - Based on Your Kolb Learning Style

Name: _____ Student ID# _____

Your Learning Style:

Competence you will demonstrate (select from Liberal Learning Areas):

Criteria for Demonstration (see competence criteria):

<p>(Accommodator) What did you do?</p> <p>What did you learn how to do?</p> <p>What evidence / documentation do you have that supports your demonstration of competence?</p> <p>What evidence / documentation do you need?</p>	<p>(Diverger) What have you observed about your learning? When you think about your learning at an earlier stage, how have you changed? What did you think, and/or how did you behave that indicates that you have learned? What areas of your life been affected by your learning, and to what degree? (Look at the competence and its criteria, and use to help focus your reflections)</p>
<p>(Converger) Why and how do the theories, ideas, and/or concepts you researched interpret your experiential learning, as it relates to the competence and its criteria? Cite your supporting documents and other evidence to further your claim. Refer to specific experts and their ideas to clarify and illuminate your points. What conclusions can you draw about your own learning experience now that you have broadened your understanding and knowledge? What other possible applications can you think of now?</p>	<p>(Assimilator) Define your terms: those from the competence; and, those particular to your experience that need clarification. Also define words that still may be unclear for you.</p> <p>What do the experts say about an experience such as yours? What are the theories and/or concepts that help explain your experience? Are their differing opinions? If so, what are they? (Look at the competence, and its criteria, and use to help focus your research).</p> <p>Resources I already have:</p> <p>Research I need to conduct:</p>

Relates to: Chapter 8, Section A, “The Academic Committee”

Preparing for your First Committee Meeting

Preparing for your First Committee Meeting that will be held at a distance requires pre-planning, just as a face-to-face meeting does. The difference, however, is that you will need to make sure that all documents are sent electronically ahead of time.

While most of your student documents can be sent electronically, there are two important ones that must, because of security reasons, be sent as faxed or PDF documents. Here are suggestions and requirements to help your meeting go as smoothly as possible. Allow approximately 1 hour for your meeting.

Generally, your Faculty Mentor will initiate the phone call from DePaul, or may provide you with a conference call number for you to dial-in. If you have access and prefer to arrange a conference call from your location, please forward to your Faculty Mentor and Professional Advisor via email the necessary numbers and codes for access. Be sure you are all clear about time zone changes! For example, does your meeting begin at 1:00 pm Central Time? Eastern? Mountain?

1. **Bookmark as a “Favorite” the web page below for future use.** Every form you’ll ever need, and all updates, can be found at <http://snl.depaul.edu> under Student Resources. Download the following forms from the page. Note: you may also find these forms within your Campus Connection under SNL Student Resources - Undergraduate.
2. **Form 1: First Committee Meeting Checklist.** Read through the checklist carefully, and perform the necessary action items. We will use your electronic Learning Plan available on Campus Connection. Print it out and share a copy of it with your PA and Faculty Mentor ahead of time.
3. **Form 2: Learning Plan Cover Sheet.** Fill in the cover sheet with information you provided during Foundations and revise where necessary. Prior to your First Committee Meeting, sign your Learning Plan Cover Sheet and forward the signed page to your PA. Request that your PA sign the document and send it to your mentor. Once your mentor receives it, your mentor will sign after the meeting. When submitted as a part of your Learning Plan, your signature page becomes one of two official documents confirming the completion of our meeting.
4. **Forms 3/4: PA Payment Form and W9 Tax ID form.** Your Faculty Mentor will complete and submit the PA payment form. PAs receive a payment for the wonderful work they do for you as your Professional Advisor. The PA completes and submits the W9 on their own.

Some important points:

- Make sure you provide your committee (Your PA and Faculty Mentor) with enough time to review your Learning Plan, Professional Goal and Action Plan, Course Assessments for Focus Area, if planning to transfer in courses, and your Next Steps. These documents can be sent electronically.
- Remember too that your F-1 may not have been “passed” in Foundations. If this is the case, F-1 will need to be assessed by your committee. Provide an assessment form for your PA to use when reviewing and assessing your work prior to our meeting. Once your mentor receive your PA’s assessment of your F-1, your mentor will submit it to the SNL office. Go to the forms page and download Assessment of Focus Area Plan (F-1).
- Do not provide your SS# on any documents; your DePaul ID number will suffice.

- Remember, thoughtfulness about your learning goals, flexibility, and organization will go a long way toward having a successful committee meeting.

Relates to: Chapter 8, Section A, “The Academic Committee”

Preparing for your Final Committee Meeting Conference Call

Preparing for your Final Committee Meeting from a distance requires pre-planning. While most of your student documents can be sent electronically, there are two important documents that must, because of security reasons, be sent as faxed or PDF files. Here are suggestions and requirements to help your meeting go as smoothly as possible. Allow approximately one hour for your meeting, which may be longer depending upon your individual needs and preparation.

Generally, your Faculty Mentor will initiate the phone call from DePaul. If you have access and permission to arrange a conference call from your location, please forward to your Faculty Mentor and Professional Advisor via email the necessary numbers and codes for access. **Make sure you have been clear about time zone differences when setting the time for your meeting.**

5. Go to <http://snl.depaul.edu> under Student Resources and download the following forms.
6. **Form 1: Final Committee Meeting Checklist.** Read through the checklist carefully, and perform action items. We will use your electronic Learning Plan available on your Campus Connection. Print it out and share a copy your electronic learning plan with your PA. Discuss with your PA any remaining items related to your Focus Area prior to your meeting.
7. **Forms 2 & 3: updated Learning Plan and Cover Sheet.** Revise and update your a) SNL Grid with any new or missing competence statements. Update your Learning Plan Cover Sheet that you used in your first committee meeting.
8. **Form 4/5: PA Payment Form and W9 Tax ID form.** Your Faculty Mentor will complete and submit the PA payment form, including adding your Focus Area. PAs receive a payment for the work they have done for you as your Professional Advisor. The PA completes and submits the W9 on their own.

Some important points:

- Make sure you provide your committee (Your PA, and your Faculty Mentor) with enough time to review your Learning Plan, Advanced Project, and Externship (if you took either course with other students be prepared to discuss your learning outcomes). These documents can be sent electronically.
- Confirm the date and time of your meeting, and be sure to send all appropriate numbers to your mentor or make alternative arrangements.
- Before your meeting, stand in the mirror and read aloud each of the fifty competencies you’ve demonstrated. Reflect on your work, and your achievement. Feel good about who you are and how far you’ve come.

Have a productive Final Committee Meeting and congratulations!

Learning Autobiography Questions and Guidelines

Your learning autobiography is your story as a learner. It's not often that we think about ourselves as a learner...it may seem a little strange to do this. But *Foundations* is much more about you as a learning adult than it is about the SNL program. Over the next couple of years, you will not only be learning about things but also becoming a more skillful learner; it will be a story that began years ago and will continue well into the future. Your Learning Autobiography will be a piece of retelling that story...

Here are some questions that we'd like you to answer as you write some of that story over the next couple of weeks, but please don't limit yourself to these questions.

What have been some important events in your life and what have you learned from them?

How do you think of yourself as a learner? Do you see yourself as someone who learns quickly? Slowly? Using examples, do you have difficulties in learning some things? Do some things come easily?

Do you have some specific attitudes or feelings or behaviors that really help you in your learning? That sometimes get in the way of your learning?

Have you thought about yourself as a 'learner' in the past? If this is one of the first times that you have thought about this, how does it feel?

As you think about yourself as a learner, do you see differences between how you learn(ed) in school and outside of school? What are those differences.. .and what do you make of them?

Why have you returned to school? And why SNL?

Do you have any goals for yourself in terms of your abilities to learn?

Introduction to Liberal Arts Education

Liberal arts colleges have a long history. The name “liberal arts” is associated with books (which have served as the collective human memory) and with freedom. College students are assumed to learn the arts of both reflection and choice, to become able to respond appropriately to new situations. Through the years, liberal arts have also been associated with specific talents and preparation for professions and occupations.

Small Group Discussion

Seven groups will be formed for the following discussion. Each group will have an assignment based on one of the seven ‘components’ of liberal learning:

- Asking the right questions.
- Being conscious of one’s own values.
- Communicating with precision.
- Finding relevant information
- Making wise decisions
- Thinking in a logical, disciplined manner.
- Understanding the culture, (e.g., history, art, science).

These seven general components of liberal learning are separated from one another only for discussion. In practice, they work together and overlap. As in all descriptions of processes, these component parts are somewhat arbitrary. A discussion of the parts, however, will serve to bring the whole into sharper focus.

The list is alphabetical. Each discussion group will be assigned one component. It is the task of each group to define its component in terms that make sense, that reflect individual members’ own experiences with that component.

The second task for each group is to fit their component into the whole process of liberal learning. Logically speaking, which component comes first, second, and so on? By imagining such a logical flow of learning, the group will reach a conclusion, selecting a final component which can be considered as the purpose of liberal education.

Each group should agree on a definition for its component and agree on a logical order for all seven components. The groups will report their findings. It is most important for each group to be able to make an argument for its definition and conclusion.

Cash Register Worksheet

You have five minutes to read “The Story” and then indicate whether each of the statements about “The Story” is true, false, or unknown (indicated by a question mark.)

The Story: A businessman has just turned off the lights in the store when a man appeared and demanded money. The owner opened a cash register. The contents of the cash register were scooped up, and the man sped away. A member of the police was notified promptly.

Statements about The Story

- | | | | |
|--|---|---|---|
| 1. A man appeared after the owner had turned off his store lights. | T | F | ? |
| 2. The robber was a man. | T | F | ? |
| 3. The man did not demand any money. | T | F | ? |
| 4. The man who opened the cash register was the owner. | T | F | ? |
| 5. The storeowner scooped up the contents of the cash register and ran away. | T | F | ? |
| 6. Someone opened a cash register. | T | F | ? |
| 7. After the man who demanded money scooped up the contents of the cash register, he ran away. | T | F | ? |
| 8. While the cash register contained money, the story does not say how much. | T | F | ? |
| 9. The robber demanded money of the owner. | T | F | ? |
| 10. The story concerns a series of events in which only three persons are referred to: the owner of the store, a man who demanded money, and a member of the police force. | T | F | ? |
| 11. The following events in the story are true: someone demanded money, a cash register was opened, its contents were scooped up, and a man dashed out of the store. | T | F | ? |

Puppets Exercise

1. Draw two concentric circles: one about 3 inches in diameter, and the other about 12 inches in diameter.
 2. In the inner circle, write in your goal(s), e.g., “DePaul degree.”
 3. Then think about some of your own sub-personalities (puppets) that might get in the way of your goal; flesh them out in as rich detail as possible, thinking of the entire package of behaviors in each case. For example, some people might get into money ruts when it looks like they just won’t be able to make ends meet, and so react in a kind of knee-jerk fashion by taking on other jobs, or cutting back on expenses.
 4. After coming up with your puppet(s), think of a personally relevant name, one that is meaningful to you. The name goes on the outside perimeter of the diagram, and a few words about the description go in the space between the two circles.
-

Masks Exercise

Some Native Americans used masks to influence the future. You can also create a mask to influence your future. Your mask can reflect your hopes and dreams. It can illustrate your short of long term goals. Give your future form and substance. Make a mask.

You can draw, paint, or build your mask from just about anything. Use colors, shapes, pictures, words, glitter, music, poems, quotes, crayons, ribbon, feathers or action figures.

Express your goals. Express your feelings and your plans to achieve your goals. What do you want, now and in the future? What do you hope for in your family life, your community life, and your personal and professional life? Before you start creating your mask, you might want to spend time free-writing answers to some of these questions.

Then let yourself go. Explode the concept. Be creative. Try paper maché or finger painting. Try clipping magazine pictures or using old family photos. You can be practical or you can be totally wild. You can be very specific or you can be abstract. Your mask doesn’t even have to look like a face. After all, it is your mask.