

ESTIMATED TIME

1 class period

PREREQUISITES

■ This lesson should be completed after Lesson 2 *Introduction to Experiential Learning*.

RESOURCES AVAILABLE

■ *Introduction to Reflection Rubric*

■ *Reflection on Reflection*

■ *Writing Reflective Journal Entries*

■ **REFLECTION**

ACROSS THE CURRICULUM

Writing effective journal entries based on thoughtful reflection of an experience or reading, is important in any subject area, be it science, social studies, art, or language arts.

LESSON GOAL

Demonstrate an understanding of the importance of reflection and practice the basics of writing meaningful reflections of experiences.

Essential Question

What is reflection and why is it important?

Student Expectations

1. Participate in a discussion about the importance of reflection.
2. Complete a reflective journal entry.
3. Create a mnemonic poem to remember the basics of reflective writing.

LESSON OBJECTIVES

1. Explain the importance of reflection.
2. Demonstrate understanding of reflection by writing a reflective journal entry.
3. Create a strategy for the process of reflection.

RATIONALE

Students often do not distinguish between a factual, literal observation and a reflection. This lesson helps students move beyond identifying literal experiences into engaging with the thoughts, feelings, and insights that transform events into learning experiences. The lesson is designed to help students recognize the importance of reflection in learning. Experience alone is not the key to learning. Thoughtful reflection is what turns experience into learning and enables learners to get the maximum benefit from an experience and be able to apply experience in new contexts. Reflection is the skill of experiential learning that is the most difficult for students. Reflection is the processing of feelings, values, insights, and attitudes about an experience. Reflection can occur alone or in a group. The more students understand the importance of reflection to learning, the better they will organize learning activities to include reflection, and the more effective learning will be.



Introduction to Reflection Rubric



Reflection on Reflection



Writing Reflective Journal Entries

PROCEDURES: WHAT TO DO

1. **WHOLE GROUP** Hand out the *Introduction to Reflection Rubric* to introduce the lesson and how it will be evaluated.
2. **WHOLE GROUP** Hand out the *Reflection on Reflection* resource. Give students one minute to write five words or phrases they think of when they hear the word *reflection*. As they are doing this, write the word *Reflection* on the board. Then list the words that students have suggested and develop a working definition of reflection.
3. **SMALL GROUP** Divide the class into four groups. Assign each group one of the quotes on the *Reflection on Reflection* resource. Give each group five minutes to discuss the quotes, prepare to explain them to the class, and answer the questions on the page.
4. **WHOLE GROUP** Have each group explain its quote to the class. At the end of the explanations, ask the following questions.
 - a. What is reflection?
 - b. Why is reflection valuable?

ASSESSMENT

Explain the importance of reflection to learning.

5. **INDIVIDUAL** Hand out *Writing Reflective Journal Entries*. Explain that reflection will be a critical part of the experiential learning program. There is a reflection at the end of every lesson and there will be a reflection at the end of every day if students are involved at an internship site.

Explain that *Writing Reflective Journal Entries* handout is one model for writing daily reflections.



ASSIGNMENT 1

Have students complete the handout, which guides them through what happened during the day. As part of this exercise, they will identify an experience that happened during the day that is not an assigned aspect of their experiential work (a realization, conversation, peer interaction, and so on). Finally, they will use the two accounts to form a reflection using questions designed to help them express how they think and feel about the experiences. The format encourages students to reflect on what they learned, not just what they did. Have students use the Assignment Tool in *Sakai* to submit their journal entries for evaluation.

ASSESSMENT

Demonstrate understanding of reflection by writing a reflective journal entry.

REFLECTION



ASSIGNMENT 2

1. Discuss the definition and importance of reflection. Then have students use the letters of the word REFLECTION to create a poem or other type of mnemonic to remember how to reflect. Hand out the *REFLECTION* as one example. Have

INTEGRATING TECHNOLOGY

ANNOUNCEMENT

- Use Announcements to remind students of assignments and due dates.
- Announcements should be coordinated with Assignments and Schedule.

SCHEDULE

- Add Assignments to the Schedule

EVALUATE/REVIEW

- Student Assignments
- Student Portfolio
- Add a test or quiz if desired

LESSONS

- Review Lessons
- Add Resources if desired
- Change a Lesson if desired
- Schedule a Lesson
- Unschedule a Lesson

COMMUNICATE IF DESIRED

- Blogger
- Chat Room
- Drop box
- Mailtool
- Roster

Ohio Academic Content Standards

Grade 9 English Language Arts

Reading Applications: Informational, Technical and Persuasive Text

2. Critique the treatment, scope and organization of ideas from multiple sources on the same topic.

5. Analyze an author's implicit and explicit argument, perspective or viewpoint in text.

Writing Applications

6. Produce informal writings (e.g. journals, notes and poems) for various purposes.

Grade 9 Science

Scientific Inquiry

Benchmark A Participate in and apply the processes of scientific investigation to create models and to design, conduct, evaluate and communicate the results of these investigations.

Doing Scientific Inquiry

1. Distinguish between observations and inferences given a scientific situation.

DIFFERENTIATING INSTRUCTION

SPECIAL NEEDS

Depending on the specific IEP, students could be given more time to complete the assignments or help in recording their reflections.

GIFTED AND TALENTED

Gifted students should be expected to expand their reflections, discuss their reflections in small groups, and to elaborate on their mnemonics.

ADDITIONAL RESOURCES

WEBSITE SOURCES

Preview sites for appropriateness before recommending them to students. If links are broken, search for similar information.

- Use this California Education site for additional templates for reflective journal entries. <http://www.sdcocoe.k12.ca.us/SCORE/actbank/treflect.htm> Another template for reflection is provided here.

BOOK SOURCES

- Boud, David, Romary Keogh, and David Walker. *Reflection: Turning Experience Into Learning*. Routledge Falmer, 1985. Use this book to learn more about the importance of reflection to learning.