

ESTIMATED TIME

2 class periods weeks apart

PREREQUISITES

This lesson is a follow-up to Lesson 4 Introduction to Reflection. Students have begun the process of reflection earlier in the year, and now focus more on the detailed levels of reflection skills.

It is designed to prepare students for journal writing and follow up so they think critically and learn from their reflections. The first part should be presented as students begin their daily reflection on their internship experience. The second part should be presented at a mid point after they have written several daily reflections.

RESOURCES AVAILABLE

- *Reflection Rubric*
- *Peer Edit Guidelines*
- *Mid-Year Reflection*
- *Writing Reflective Journal Entries*
- *Reflective Journal Prompt*

ACROSS THE CURRICULUM

This is a writing assignment that specifically meets language arts standards but addresses journaling skills in any subject or in personal life.

LESSON PLANNING

LESSON GOAL

Demonstrate understanding of the importance of reflection and use it as a means of research and learning about self and community.

Essential Question

What can I learn from reflection?

Student Expectations

1. Discuss the meaning of reflection.
2. Write a reflective journal entry.
3. Write a peer review of a journal entry.
4. Compose an extensive mid-year reflection based on a review of daily journals.

LESSON OBJECTIVES

1. Understand the value of reflection.
2. Learn and use strategies to create meaningful reflections.
3. Analyze and summarize written reflections.

RATIONALE

This lesson helps students move beyond identifying literal experiences into engaging with the thoughts, feelings, and insights that transform events into learning experiences. Students often do not distinguish between a factual observation of the events of the day and a reflection on those events. Keeping a reflection journal can develop higher order thinking and written communications skills.

Reflections require that students think as deeply as they can about their own personal beliefs and feelings about what they are learning. Superficial reflections are not acceptable. As the semester progresses, they should try to become more reflective and strive to improve the quality of thought and writing. This process will continue throughout their school careers, with the understanding that reflection is not only a school skill but a skill and habit that can be continued on throughout their lives.



Reflection Rubric



Writing Reflective journal Entries



Reflective Journal Prompt

PROCEDURES: WHAT TO DO

1. **WHOLE GROUP** Hand out the *Reflection Rubric* to introduce the lesson and explain how students will be evaluated. Then discuss the following.
 - a. What is the difference between these two descriptions? (The first is a literal description. The others reflect on positive and negative personal thoughts about the sun.)
 - i. The sun was shining.
 - ii. It was the shining sun that contributed to my feeling of peace.
 - iii. It was the shining sun that made me nervous about my safety.
 - b. Explain that reflection is a form of thinking in which you look back with new eyes on an experience. Reflection helps you think critically and recognize the causes and effects of experience. When you reflect on an experience, you can learn from it. The ability to reflect on how and why instead of just relaying what happened makes the difference between good writers and not so good writers.
 - c. Discuss the benefits of keeping a reflective journal.
 - d. Have students analyze the George Santayana (1863-1952) quote, “Those who cannot remember the past are condemned to repeat it.” Discuss the importance of reflection as related to learning from experience.

ASSESSMENT

Discussion Contribute to discussion to develop an understanding of the importance of reflection.

2. **INDIVIDUAL** Distribute *Writing Reflective Journal Entries* and review



ASSIGNMENT 1

the directions. Students first list what happened in an experience and then reflect on the experience. Give students 15-20 minutes to complete the activity. As students finish, discuss the difference between writing what happened and reflecting on that experience. Hand out and review the *Reflective Journal Prompt* to provide a reminder of how to reflect on experience. Encourage students to keep this resource with their journals. Have students use *Sakai* Assignments Tool to submit their work.

ASSESSMENT

Journal Entry Complete a reflective journal entry.

3. **INDIVIDUAL** After students have written several daily reflective journals, preferably at a midyear or mid semester, have students compile their reflective journal entries for review. Hand out the *Mid Year Reflection* and review the directions. Students will review their journal entries and then answer four questions about them.
 - identify a skill they have learned

Mid-Year Reflection

Name: _____ Date: _____

Address: _____

Street Address: _____ City: _____ State: _____ Zip: _____

Dear Student,

It's time to take a moment to reflect on the past year. This is a chance for you to think about what you have learned, what you have accomplished, and what you have experienced. Please take time to complete this form and share your thoughts with your teacher.

What challenges did you face during the year? How did you overcome them? What did you learn from these experiences?

What are you most proud of from the year? How did you achieve this? What advice do you have for yourself and others?

Mid-Year Reflection

Peer Edit Guidelines

Name: _____ Date: _____

1. Read the writing and provide feedback on the content.

2. Focus on the writing, not the person. Use "I" statements. Example: "I found the writing hard to read." instead of "This is hard to read."

3. Offer the reflection on the part of the writing that you liked most. Example: "I liked the reflection on the part of the writing that you liked most."

4. Offer the reflection on the part of the writing that you found most challenging. Example: "I found the reflection on the part of the writing that you found most challenging."

5. Offer the reflection on the part of the writing that you found most interesting. Example: "I found the reflection on the part of the writing that you found most interesting."

6. Offer suggestions for making the writing better.

Mid-Year Reflection

Reflection LESSON 13

LEARNING GOALS

- Reflect on learning and experiences.
- Identify learning goals.
- Set personal learning goals.
- Share learning goals with others.

INFORMATION

- What are your learning goals?
- How will you achieve these goals?
- What resources do you need?
- How will you measure your progress?
- How will you share your progress with others?

REFLECTION

What are the most important things you have learned from this experience? How will you use this learning in the future? How will you share this learning with others?

How are the resources you are using helping you?

1. How are the resources you are using helping you?

2. How are the resources you are using helping you?

3. How are the resources you are using helping you?

Student Pages

- explain how they handled a challenge
- describe how they have improved the community
- establish a goal

Tell them that when they finish, they will exchange papers for peer editing. Give students 15 minutes to complete the reflective questions.

4. PAIRS At the end of 15 minutes have students exchange papers and hand out the *Peer Edit Guidelines*. Explain that they have 15 minutes to complete the peer edit and return the responses to the writer.

ASSESSMENT

Peer Edit Review the written work of another student.

REFLECTION



ASSIGNMENT 2

As students receive the peer review, have them edit and proofread their work based on the review or on any other ideas they may have. Then have them prepare a polished copy and use the *Sakai* Assignments Tool to submit it for evaluation.

ASSESSMENT

Reflection Reflect on learning and establish end-of-year goal.

ASSESSMENT

Use the *Reflection Rubric* to evaluate student performance. Have students complete the rubric as a self-evaluation and then discuss the results. In addition to the rubric, each submission should be evaluated individually for appropriateness for submission to the ePortfolio before posting.

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

- Use Drop Box to access and evaluate student assignments
- Use Assignments to access and evaluate 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 Writing Processes

Drafting, Revising and Editing

11. Reread and analyze clarity of writing, consistency of point of view and effectiveness of organizational structure.
15. Proofread writing, edit or improve conventions (e.g., grammar, spelling, punctuation and capitalization), identify and correct fragments and run-ons and eliminate inappropriate slang or informal language.

Grade 9 Language Arts Writing Applications

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

DIFFERENTIATING INSTRUCTION

SPECIAL NEEDS

Students with IEPs should be able to fully participate in this activity although they may need assistance with completing the written portions of the lesson.

GIFTED AND TALENTED

Encourage gifted students to elaborate on the written reflections by summarizing what they have learned and perhaps creating action plans or checklists based on their reflections.

ADDITIONAL RESOURCES

BOOK RESOURCES

Use this book to learn more about journal writing.

- Atwell, Nancie. *In the Middle: New Understandings About Writing, Reading, and Learning*. Portsmouth, NH: Boynton/Cook Publishers, 1998.