

ESTIMATED TIME

2-3 class periods

PREREQUISITES

- In order to complete this lesson, students should be in the habit of reflecting on their experiences. They will draw on these reflections to develop this self-reflection video.
- Students need basic knowledge of using video and audio equipment. Lesson 23 Video and Audio Skills is a good introduction if students are not proficient. Even if students do not do the camera work themselves, they should consider lighting, sound, and video quality as they plan their reflections.
- Available video and audio recording equipment.
- Establish a schedule and location to record each student video reflection and communicate this schedule on the **Mid-Year Reflection Questions** form.

RESOURCES AVAILABLE

- **Self Reflection Video Rubric**
- **Mid-Year Reflection Questions**

ACROSS THE CURRICULUM

This lesson is one in a string of lessons that emphasizes the benefits of reflection as a way to process events, goals, successes and challenges to make activities into learning experiences. Practicing reflection across the disciplines to process activities helps them become more meaningful.

LESSON PLANNING

LESSON GOAL

Produce a mid-year reflection video that summarizes experience and helps establish future goals.

Essential Question

How can I use video to capture self-reflection of my experiences?

Student Expectations

1. Organize responses to the reflection questions on note cards.
2. Prepare a mid-year reflection according to guidelines outlined on the rubric.
3. Practice the presentation with a peer, using and providing constructive feedback.
4. Video record the mid-year reflection.
5. Upload the video for sharing and evaluation.

LESSON OBJECTIVES

1. Reflect on experience and performance.
2. Summarize experience.
3. Reflect on progress toward goals and redirection.
4. Use electronic media to communicate self-reflection.
5. Give and accept constructive feedback.

RATIONALE

Self-reflection and learning from it is an advantage humans have over other animals. In addition to performing daily reflections, it is beneficial and enlightening for students to develop more formal, culminating reflections at key points in the school year. This mid-year reflection lesson will ask students to consider what they have accomplished so far and to set goals for the remainder of the year that they will revisit in an end-of-the-year reflection. This lesson is best completed if students have participated in regular reflections that they can refer to in designing this mid-year reflection. It can be done without having practiced reflecting or access to previous reflections, however.



Self Reflection Video Rubric



Mid-Year Reflection Questions

PROCEDURES: WHAT TO DO

1. **WHOLE GROUP** Begin the lesson by distributing the *Self Reflection Video Rubric* to overview the lesson and explain how students will be evaluated. Explain that students will prepare a reflection of their performance and experience during this school year. They will then produce a 3-minute video of that reflection and upload it to communicate with others. Further explain that the camerawork will be limited to you or your designee to make sure that all videos have the same video quality. The purpose of the lesson is to communicate student reflection rather than video production creativity.
2. **WHOLE GROUP** Review the *Mid-Year Reflection Questions* with students and answer any questions about the assignment. Explain that in order to answer the questions, students will need to review their previous journal entries and reflections.
3. **INDIVIDUAL** Have students review their previous journal entries to review/highlight them to take notes on relevant content. They should organize information onto note cards and place the information in a logical order for the video presentation. Have students write a draft script of their video reflection and use the *Sakai Assignments Tool* to submit it for evaluation.



ASSIGNMENT 1

ASSESSMENT

Video Reflection Draft Write a draft of the video reflection.

4. **PAIRS** Have students pair up for a rehearsal of each other's video reflection. Encourage them to consider the most effective use of the video medium to communicate. In addition to communicating a self-reflection, considerations include planning for each of the following.
 - a. Background
 - b. Effects
 - c. Music
 - d. Volume and Tone
 - e. Dress
 - f. Posture
 - g. Eye contact

Have students practice on or off camera with a partner, each taking a turn. Have them use the *Self Reflection Video Rubric* to exchange feedback and revise presentations according to feedback.

ASSESSMENT

Rehearsal Rehearse for the video reflection using *Self Reflection Video Rubric*.

ASSESSMENT

Feedback Provide peer feedback on rehearsal.



Student Pages

5. INDIVIDUAL Have students perform their reflection for a final taping at the designated time. Review the video and then have students save their videos to the *Sakai My Workspace* and then use the *Sakai Assignments Tool* to submit their videos for evaluation.

ASSIGNMENT 2

ASSESSMENT

Video Reflection Complete the video reflection.

REFLECTION

Meet with each student after you have evaluated the video reflections. Discuss the following issues. Then have students write a reflection on these questions and use the *Sakai Assignments Tool* to submit it for evaluation.

ASSIGNMENT 3

- How did your video show how you have grown this year?
- Did your video explain what you have learned and how meaningful it is to you?
- How did your video outline your goals for the remainder of the year?
- What are you proud of?
- What do you wish you had done differently?

ASSESSMENT

Reflection Write a reflection on the video reflection experience.

ASSESSMENT

Use the *Self Reflection Video Rubric* to evaluate student performance. Have students complete the rubric as a self-evaluation and then discuss the results.

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 English Language Arts

Communication: Oral and Visual

8. Deliver informational presentations (e.g., expository, research) that:

- demonstrate an understanding of the topic and present events or ideas in a logical sequence;
- support the controlling idea or thesis with well-chosen and relevant facts, details, examples, quotations, statistics, stories and anecdotes;
- include an effective introduction and conclusion and use a consistent organizational structure (e.g., cause-effect, compare-contrast, problem-solution);
- use appropriate visual materials (e.g., diagrams, charts, illustrations) and available technology to enhance presentation; and
- draw from multiple sources, including both primary and secondary sources, and identify sources used.

9. Deliver formal and informal descriptive presentations that convey relevant information and descriptive details.

DIFFERENTIATING INSTRUCTION

SPECIAL NEEDS

Students with IEPs will benefit from this activity, but plan on providing additional support with writing and planning the video to best communicate what they have accomplished.

GIFTED AND TALENTED

Gifted students might be utilized to assist other students in pulling up their videos, uploading the videos in Sakai, or running the video equipment. In addition, gifted students can be easily challenged by the teacher to make their video concise, using more academic language, and developing good public speaking skills in the students.

ADDITIONAL RESOURCES

WEBSITE SOURCES

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

- Read this Wikipedia definition of self-reflection to understand the value of reflection. http://en.wikipedia.org/wiki/Human_self-reflection