

ESTIMATED TIME

1–2 class periods

PREREQUISITES

- Students will need to have spent a few days at their internship sites or classes before starting this lesson.
- To personalize the internship journals, students will need to bring a journal to class. It can be a regular college or wide ruled spiral notebook. Students who keep online journals should create a cover page for their online journal.
- Provide materials for students to personalize their journals such as color pencils, markers, color paper.

RESOURCES AVAILABLE

- *Reflection Rubric*
- *Journal Guidelines*

ACROSS THE CURRICULUM

Reflection is a critical part of learning across the curriculum. Through reflection students deduce meaning from the work done on a daily basis. Reflection is also applicable in life when people want to extract meaning from experience, such as when one wants to gauge progress on a certain goal.

LESSON GOAL

Explore and experience the learning benefits of reflection.

Essential Question

How does reflection impact my growth?

Student Expectations

1. Participate in a discussion about the value of reflection.
2. Personalize journals.
3. Write three paragraphs of reflection.
4. Share highlights from reflections in small groups.

LESSON OBJECTIVES

1. Experience and understand the learning benefits of reflection.
2. Establish a journal for reflection.
3. Reflect on the beginning of the new internship or school year.
4. Learn strategies for effective reflection.

RATIONALE

Reflection is a critical stage of experiential learning. Through reflection experience becomes meaningful. Reflection enables the next stage of experiential learning, which is planning and application of the learning. This lesson is designed to follow the first few days of internship work to start building a journal of reflection. In the first level of the curriculum, students performed basic reflection. In this level they are expected to write more and reflect in more significant ways as they advance a level. Reflection gives experience meaning beyond an event that happened in the day and makes learning and growth possible.



Reflection Rubric



Journal Guidelines

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 questions:
 - a. What is an important lesson you have learned in your life?
 - b. How did you know it was an important lesson? Guide students to the realization that thinking and reflecting on the experience and what they would do as a result made it an important lesson.
 - c. What are the benefits of reflection?
 - d. How can reflections about internship work impact the internship experience?
 - e. What was the effect of reflection and journaling during your previous internship?
 - f. How has journaling or keeping a diary affected those of you who do so?

ASSESSMENT

Discussions Participate in discussion about reflection.

2. **WHOLE GROUP** Explain that students will be keeping a journal of reflections about the internship experience. They can be paper or electronic journals. Explain that there is a difference between task journals and reflection journals. It should be clear that the who, what, where and when are less important to reflection than the how and why. Stress that meaning derives from personal thoughts and reactions about experiences. Students should be aware of lessons they are learning throughout. Otherwise, journaling may seem very useless. Have them start by personalizing their journals. Distribute the *Journal Guidelines*. Review the guidelines and have them personalize their journals before writing the first entries about their internships.

ASSESSMENT

Personalized Journal Personalize the internship journal.

3. **INDIVIDUAL** After students have personalized their journals, have them write three paragraphs of reflection based on instruction from the *Journal Guidelines*.

ASSESSMENT

Written Reflection Develop an internship journal and write three paragraphs of an internship reflection.

4. **SMALL GROUPS** Have students highlight or underline a minimum of four sentences from their entries to share in small groups of 3-4 students. Students may share their entire entries, if they choose. The selections they pick should be their most reflective work, which is the work that illustrates what they have learned or how they have grown as a result of the experience.



Student Pages

- 4. WHOLE GROUP** Briefly discuss what people learned from hearing the reflections of others.
- What reflection techniques could students use that they heard today?
 - What was surprising about sharing entries?
 - What could the class write in the future to make sharing reflections more interesting?

REFLECTION



Have students reflect on the following questions in writing. Have them use the *Sakai* Assignments Tool to submit their reflections for evaluation.

- Describe a meaningful experience you have had.
- Explain what made the experience meaningful.
- What is the value of reflection?
- Can you learn without reflection?

ASSESSMENT

Reflection Write a reflection about the value of reflection.

ASSESSMENT

Use the *Reflection Rubric* to evaluate student performance. Have students complete the rubric as a self-evaluation and then individually compare your evaluation and theirs.

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

Ohio Content Standards Grade 10

Language Arts Writing Applications

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

DIFFERENTIATING INSTRUCTION

SPECIAL NEEDS

All students should benefit and be able to participate in this lesson. Plan to provide assistance of either more time or a scribe to support students with special needs.

GIFTED AND TALENTED

Gifted students may make a chart or poster, based on class discussions, about what makes reflection meaningful.

ADDITIONAL RESOURCES

WEBSITE SOURCES

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

This site from Student Action for Change outlines steps for leading a reflection session.

- <http://www.actionforchange.org/getstarted/howto-reflection.html>

BOOK SOURCES

Use this book to learn how reflection operates as students compose individual pieces of writing and become agents of their own learning through reflection.

- Yancey, Kathleen. *Reflection in the Writing Classroom*. Utah State University Press, 1998.