



3-5 REFLECTION TOOLS

To Use:

After completion of a Learning Activity, Experiential Learning Opportunity, or a field trip from the Centres of Excellence.

<p>What?</p> <p>Describe the activity or experience that took place in detail.</p>	<p>So What?</p> <p>Describe the learning (academic & personal) that took place because of the activity/experience completed.</p>	<p>Now What?</p> <p>Describe next steps for extended learning and for greater success to occur in a similar activity/experience in the future.</p>
<p>Prompts:</p> <ul style="list-style-type: none"> • What did I do today? • What did I get to experience today? • I really enjoyed _____ about today's activity/experience. • What did I try today? • First, I _____, then _____ and lastly, _____. • What was your favorite part of the activity/experience? 	<p>Prompts:</p> <ul style="list-style-type: none"> • What did I learn about myself from the activity/experience today? • What challenged me? • What have I never thought about before until I completed this activity/experience? • What new knowledge did I gain from this activity/experience? • Did this activity/experience help me to dream about my future? 	<p>Prompts:</p> <ul style="list-style-type: none"> • If I could go back and re-do the activity/experience, what is something that I would change or do differently? • For future activities/experiences similar to today, I would definitely try/explore/like to see _____. • I would like to know more about _____ in the future. • I would like to develop _____ (this skill/knowledge area) in my own life.

Based Upon Rolfe's Reflective Model, 2001



Reflection Tool Options

Choose 1 of the following options to complete with your learners. Use the guided prompts, above to guide learners in thinking about, discussion, and sharing of their own reflection.

ACTIVITY:		MATERIALS NEEDED:
Class Chains	<input type="checkbox"/>	Chain template (provided), scissors, stapler, colouring materials [crayons, markers or pencil crayons]
Talk Show Interview	<input type="checkbox"/>	Partners or groups of 3, pencils, prompt questions, timer, Observation Sheet (provided)
3 Steps to Reflect	<input type="checkbox"/>	partners, large space, Observation Sheet (provided)
Roll Your Reflection	<input type="checkbox"/>	Roll Your Reflection template (provided), dice (1 per partner group), Observation Sheet (provided)
Captured It! Comic Strip	<input type="checkbox"/>	Comic Strip template (provided), colouring materials [crayons, markers or pencil crayons]

CLASS CHAINS

Using the template below, have learners reflect upon the activity/experience from today as they design and create their unique set of three paper chains. These 3 individual chains can then be joined with others in the classroom, until a class set has been created. Hang up your paper Class Chains as a reminder of all that was experienced and learned today!



Fill your 3 strips with details from today's experience or activity. Add colour and drawings if time permits. Cut along the dotted lines and create a 3-strip paper chain. Find another classmate to add yours to and keep the chain going!

What?

So What?

Now What?



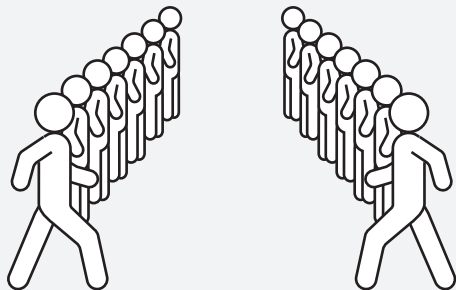
TALK SHOW INTERVIEW

Organize learners into groups of 2-3. Have learners do a quick Rock-Paper-Scissors to determine who goes first and last. Using just 1 pencil, as a microphone, have learners interview each other about the activity/experience from today, using the prompts that you choose. Learners will talk into the microphone and then switch between the roles of interviewer and interviewee.

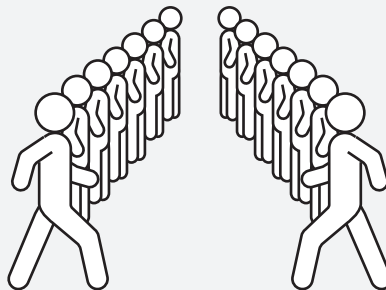


3 STEPS TO REFLECT

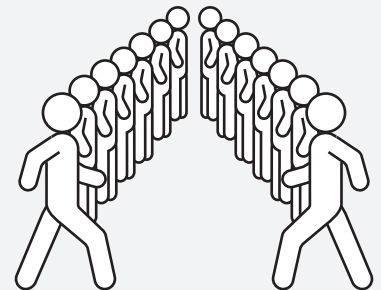
Do you enjoy louder learning? This reflection activity may very well produce purposeful sounds of reflection, as well as provide a body break! Divide the students into two equal groups. Have both groups form a single-file line along one classroom wall, facing each other from opposite walls. Clear space in the middle, in between both lines. Make sure each learner has a partner. The goal: with 3 giants steps, partners will meet in the middle! Students may cup around their mouth to direct their sound to their partner. Use the illustration below to direct the 1, 2, 3 steps to reflect!



Take 1 Giant Step:
Line 2: Share Your "What"!
Then, Line 1: Share Your "What"!



Take 2nd Giant Step:
Line 2: Share Your "So What"!
Then, Line 1: Share Your "So What"!









Take 3rd Giant Step:
Line 1: Share Your "Now What"!
Then, Line 2: Share Your "Now What"!



ROLL YOUR REFLECTION

Allow learners to work in partners or small groups. Each learner will take turns rolling the dice and sharing their What?, So What? and Now What? from today's experience or activity and using the corresponding number to share in a fun way. Have all learners take turns with each question before moving on the next reflection question.

DICE	WHAT?	SO, WHAT?	NOW, WHAT?
	Hop on 1 foot as you share.	Whisper your answer.	Pat your head AND rub your tummy AND share.
	Do jumping jacks as you share.	Speak with your best British accent.	Snap your fingers as your share.
	No words! Use your hands and body to re-enact what happened today in 30 seconds or less.	Stretch from side to side as you speak.	Tap your big toe to an awesome rhythm as you talk.
	Opera sing what happened today.	Share like you are in a rocking chair (but there really is no rocking chair)!	Share in DEEP THOUGHT - putting one hand on your chin as you speak.
	Tell what happened today like you are underwater - use your pointing fingers to move your lips quickly up and down.	Share, keeping the same exact pose until you are done!	YOU decide HOW you share!
	Dig out those dance moves and dance as you share!	Go BIG - use your hands with LOTS of expression as you speak.	Give yourself and all of your group members a standing ovation after sharing!



CAPTURE IT! COMIC STRIP

Using the template provided below, have learners capture their reflection by creating a short comic strip. Have learners include a title and then share their comic strip with a peer. Collect comic strips and staple them together to create a comic book to house in your classroom library!

Using the outline below, capture your experience and learning from today in comic form. Be creative!

TITLE: _____

AUTHOR: _____

What?

Now What?

So What?



Observation Sheet

Use this sheet to inform your teaching practice to extend the learning that took place from today's activity/experience.

Date: _____

Activity/Experience: _____

Outcomes Addressed: _____

Name: _____	Name: _____	Name: _____	Name: _____	Name: _____
Name: _____	Name: _____	Name: _____	Name: _____	Name: _____
Name: _____	Name: _____	Name: _____	Name: _____	Name: _____
Name: _____	Name: _____	Name: _____	Name: _____	Name: _____
Name: _____	Name: _____	Name: _____	Name: _____	Name: _____
Name: _____	Name: _____	Name: _____	Name: _____	Name: _____



ACKNOWLEDGEMENTS:

Rolfe, G., Freshwater, D. and Jasper, M. (2001). *Critical reflection in nursing and the helping professions: a user's guide*. Basingstoke: Palgrave Macmillan

