



6-8 REFLECTION TOOLS

STUDENT REFLECTION ACTIVITIES FOR GRADES 6-8

Reflection plays a critical role in the experiential learning cycle (see below). Through this process, students consider the experience of learning and its impact. This can be achieved through reflective writing, journaling, classroom discussion, talking circles, presentations, etc. The activities included here can be adapted to suit the needs of individual students or classes, and are based on the models of reflection shown here - [Models for Reflective Thinking](#).

These activities have also been developed with The [New Brunswick Career Education Framework](#) in mind. In particular, the reflection activities provided can support outcomes within the following Big Idea:

“Thinking about my potential career pathway - Developing an informed vision for the future linked to my interests, preferences, values, and abilities”.

What is Career Connected Learning?

A career is the life you want to lead — not just a job, occupation or profession. It involves preparing for possible and preferred futures.

Who is Responsible for Career Connected Learning?

Everyone! Administrators, teachers, guidance counsellors, students, and families all play a role in career development.

ACTIVITY #1: INTERVIEW REFLECTION

1. Reflecting with Peers

- a. Provide the “Student Reflection Handout” and review the questions
- b. Students will work in pairs, taking turns interviewing their partner with the 3 questions as prompts (What? So What? Now What?)
- c. The teacher will circulate and record observations about student learning and engagement



2. Class Discussion

- a. Take time to discuss student experiences and insights as a group
- b. Notice both commonalities and differences among the responses
- c. Record 1-2 “take-aways” for the group to consider for future learning opportunities

3. Exit Slip (optional):

- a. Ask students to fill out and submit one of the “Exit Slips” provided as a means of informing future instruction



ACTIVITY #2: CAPTURE IT! COMIC STRIP REFLECTION

1. Reflecting

- a. Discuss with students the importance of reflection and explain the What? So What? Now What? model. You may choose to use the questions on the “Student Reflection Handout” as a guide.
- b. Provide 3-5 minutes for students to discuss the experience with a peer, using the three question prompts as a guide
- c. Distribute the Comic Strip Reflection handout and ask students to fill in their responses and add colour, texture, or images to the handout (optional)

2. Sharing / Gallery Walk

- a. Ask students to display their work on their desk
- b. Provide all student the opportunity to get up and circulate the room in a gallery walk. Each student should record 2 new ideas that they gained from their peers when reading the responses.



- c. Ask students to return to their seats and share the new ideas in a class discussion. Discuss: Did everyone have the same take-aways from this experience? Why or why not?

3. Wrap-Up:

- a. Display student work on a bulletin board or bind the handouts together in a book to keep in the classroom.

TITLE: _____

AUTHOR: _____

What?

Now What?

So What?



ACTIVITY #3: REFLECTING IN STATIONS

1. Setting up Stations:

- a. In your classroom, create three stations using the following instructions (create two of each if you have a large class to facilitate moving around the room):
 - i. Place on large sheet of chart paper at each station
 - ii. Label the first sheet as “Station 1: What?”
 - iii. Label the second sheet as “Station 2: So What?”
 - iv. Label the third sheet as “Station 3: Now What?”
 - v. Provide 3-4 markers at each of the stations

2. Personal Reflection:

- a. Provide students with the “Student Reflection Handout” and review the questions
- b. Allow 5-8 minutes for students to reflect on each of the three questions
- c. Encourage students to record their responses in writing, discuss with a partner, or express their thoughts through images or sound (recording)
- d. Explain that these handouts will not be collected for evaluation



3. Pair and Share:

- a. Provide 5 minutes for students to discuss their experiences and insights with a partner

4. Moving to Stations:

- a. Instruct students to stand up and visit each of the three stations set up around the room, when they are ready
- b. Students are encouraged to record at least one response at each station
- c. If they find that their prepared response is already included, they can add a checkmark to the existing response
- d. While students are working, circulate the room to gather evidence of learning and engagement

5. Review and Discussion:

- a. Gather all chart paper and conduct a class review of the responses, noting both commonalities and differences among the responses.
- b. Discuss any class take-aways

6. Exit Slip (optional):

- a. Ask students to fill out and submit one of the “Exit Slips” provided and collect

ACTIVITY #4: MY BLUEPRINT PORTFOLIO

1. Watch this video ([link](#)) for instructions on using student portfolios in MyBluePrint
2. Have students reflect on this learning through the student portfolio and/or upload the “Student Reflection Handout” to their portfolio



Centres of Excellence Student Reflection Handout

Name: _____

Date: _____

INSTRUCTIONS:

Take time to reflect on the experience you had with your class and answer the questions below.

What?

- What happened: provide a brief description of the activity.

So What?

- What did you learn from the activity? What knowledge, understandings, and skills did you bring with you to this experience? What knowledge, understandings and skills did you take away from this experience? What does this activity teach you about yourself, others, your future goals?

Now What?

- What would/will you do differently next time in a similar situation? What would you do the same? What do you need to do to improve your skills before encountering a similar situation?
- What parts of the experience did you find the most interesting? What do you wish could have been different? What do you need to consider as you move forward and learn more about this topic?



Centres of Excellence Student Exit Slips

Choose one question by checking a box. Record your answer in the space below and submit to your teacher.

- Please provide one idea for how we can build on our learning from today. What new knowledge, skills, or understandings should we continue to explore and how might we do this in a way that is interesting to you?
- What knowledge and skills have you gained through this activity that could be applied outside of the classroom? Explain.
- Reflect on the knowledge and skills you have gained through this activity. How might they contribute to your success in your desired career field (or preferred future)?
- Has this learning experience helped to strengthen your Global Competency Skills? How could those skills be beneficial to you as you move towards your preferred future and/or career goals.

