



K-2 MAKE MEANING

Learners make sense of their experience.

REFLECT

Learners take time to reflect on the experience, thinking about what happened, their feelings, surprises, and the lessons or insights they gained.

Guiding Questions

What did I do today?

What challenged me?

**What was something fun
about the experience?**

THINK

Learners analyze the experience, identify patterns, make connections, and draw deeper understanding or insights that can guide future learning,

Guiding Questions

What questions do I still have?

How can I use what I learned?

**What would you try
differently next time?**



3-5 MAKE MEANING

Learners pause to make sense of their experience.

REFLECT

Learners take time to reflect on the experience, thinking about what happened, their feelings, surprises, and the lessons or insights they gained.

Guiding Questions

What exactly did I do today?

What challenged me, and how did I respond?

Which part of the activity did I like/not like? Why?

What did I notice about myself?
Did anything surprise me?

THINK

Learners analyze the experience, identify patterns, make connections, and draw deeper understanding or insights that can guide future learning,

Guiding Questions

How does what I learned connect to something I already knew or experienced?

What would you do the same or try differently next time?

How might I use what I learned in the future?

What do I still wonder about?



Make Meaning of your Experience

Choose 1 of the following options to complete with your learners. Use the guiding questions to support learners as they reflect on and think about their experience.

ACTIVITY:	MATERIALS NEEDED:
Class Chains	Chain template (provided), scissors, stapler, colouring materials [crayons, markers or pencil crayons]
Talk Show Interview	Partners or groups of 3, pencils, prompt questions, timer
Reflection Journal	Journal, pencil, markers or pencil crayons.
Captured It! Comic Strip	Comic Strip template (provided), colouring materials [crayons, markers or pencil crayons]
Podcast	IPAD or voice memo.
Exit Slips	Paper, sticky notes, white board.

CLASS CHAINS

Using the template below, have learners make meaning of their experience 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 marker, as a microphone, have learners interview each other about the activity/experience from today, using the guided questions as prompts. Learners will talk into the microphone and then switch between the roles of interviewer and interviewee.



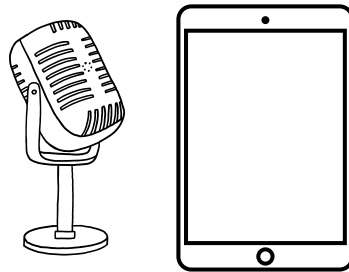
REFLECTION JOURNAL

Have learners begin a reflection journal to **draw and/or write** about what they did, what they noticed, and what they learned. Use the guiding questions to help them think about their experience and make meaning from it.



PODCAST

Have learners use an iPad to record a short podcast reflecting on their experience. They can talk about what they did, what they noticed, and what they learned. Use the guiding questions to support their thinking and help them make meaning.



EXIT SLIPS

Have learners complete a short exit slip reflecting on their experience. They can write or draw about what they did, what they noticed, and what they learned. Use guiding questions to support their thinking and help them make meaning.

