



K-2 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 the thinking, discussing, and sharing of their own reflection.

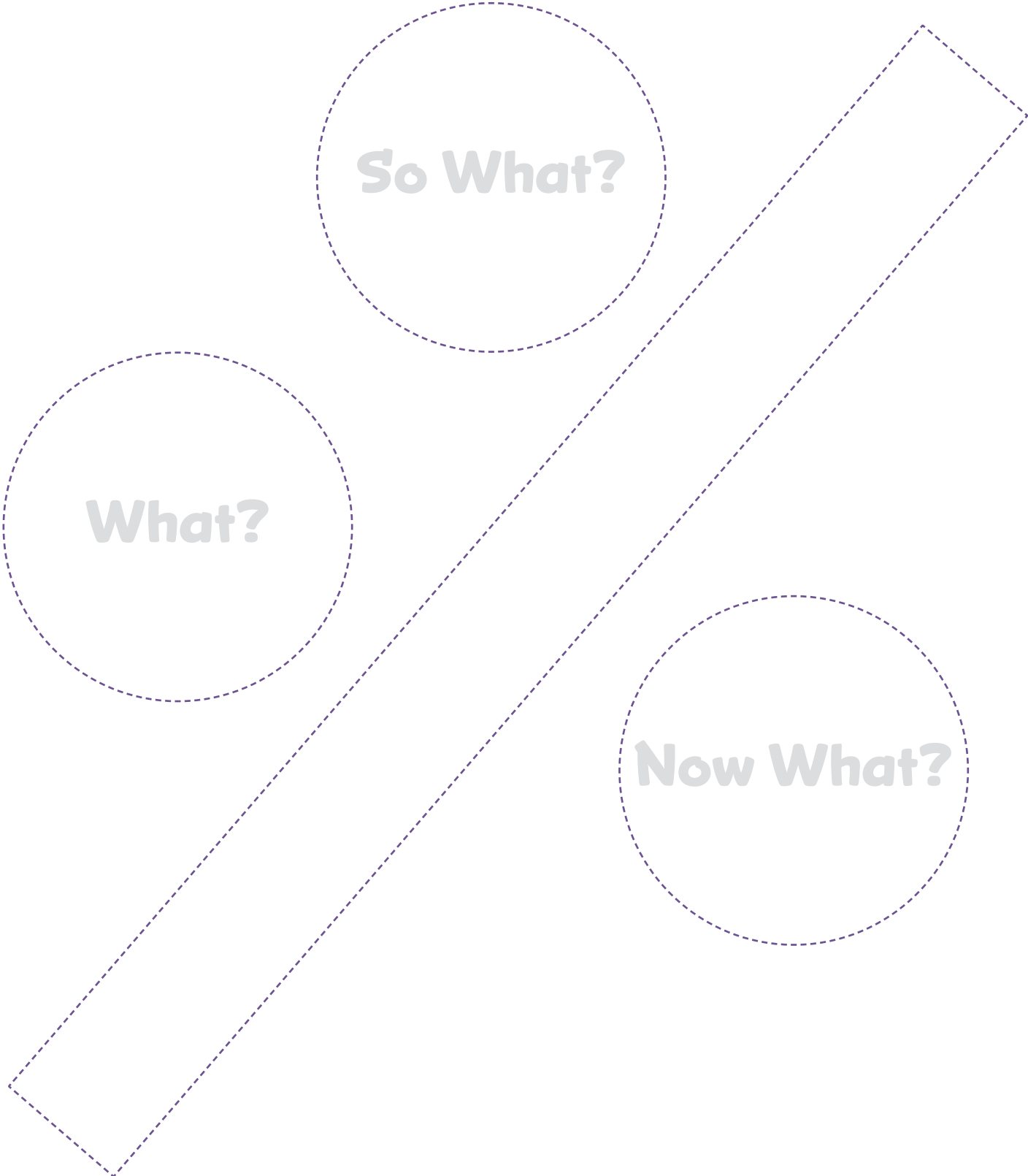
ACTIVITY:		MATERIALS NEEDED:
Learner-Created Reflection Bracelets	<input type="checkbox"/>	Bracelet template (provided), scissors, clear tape, colouring materials [crayons, markers or pencil crayons]
Talk Show Interview	<input type="checkbox"/>	Partners or groups of 3, pencils, prompt questions, timer, Observation Sheet (provided)
3 Steps to Reflect	<input type="checkbox"/>	partners, large space, Observation Sheet (provided)
Puppet Show Recap	<input type="checkbox"/>	Variety of puppets or Lego Mini-Figures, Puppet Show Stage, Observation Sheet (provided)
Bookmark This Day!	<input type="checkbox"/>	Bookmark template (provided), scissors, glue, colouring materials [crayons, markers or pencil crayons], 1-hole punch, string

LEARNER-CREATED REFLECTION BRACELETS

Using the template below, have learners reflect upon the activity/experience from today as they design and create their unique reflection bracelet. If time permits, allow learners to share their bracelets with other learners.



Fill in your bubbles with words or drawings from today's activity or experience. Then, colour and design your bracelet strap. Cut along the dotted lines. Glue your bubbles onto the strap and tape it together on your wrist! You are reflecting in STYLE!



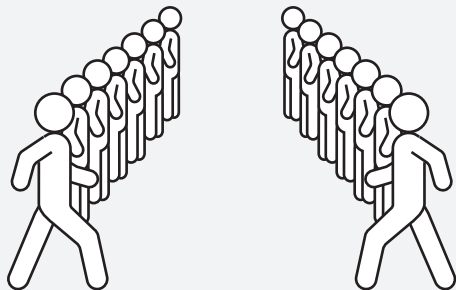
TALK SHOW INTERVIEW

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.

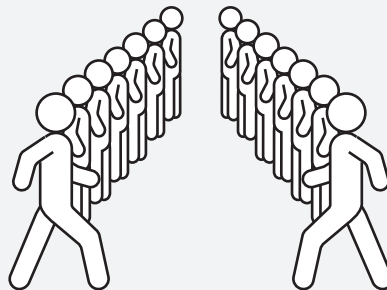


3 STEPS TO REFLECT

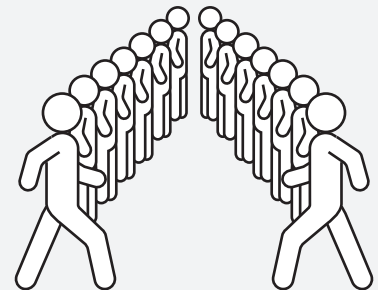
Do you enjoy louder learning? This reflection activity may very well produce purposeful sounds of reflection, as well as provide a body break! Divide the students into two equal groups. Have both groups form a single-file line along one classroom wall, facing each other from opposite walls. Clear space 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"!



PUPPET SHOW RECAP

Allow learners to choose a puppet (finger puppet, plush puppet, or craft stick puppet). Give them time to rehearse their What, So What, and Now What? using their puppet. In small groups of 3-4, have learners put on a Puppet Show Recap taking turns sharing their reflections of the day.



BOOKMARK THIS DAY!

Using the template provided below, have learners capture their reflection by drawing, writing, and designing a bookmark. Once drawings and words are complete, have learners colour and design their bookmark. Using a 1-hole punch, punch a hole at the top and add a string. These bookmarks can be added to learner's reading bags, or bins, to remind them of today's activity/ experience in the days to come.



Draw or write about the activity/experience that you got to try today! Once you finish, colour, and design the white spaces. Cut along the dotted lines and fold in the middle. Glue the front and back together. Hole punch at the top and add string.

The image shows a template for a reflection tool shaped like a house. The roof is a triangle with a dashed outline and a small circle in the center. A purple arrow points down from the center of the roof with the text "Fold Here". The main body of the house is divided into three rectangular sections by a vertical dashed line down the center and a horizontal dashed line across the middle. The top-left section is labeled "What?", the top-right section is labeled "Now What?", and the bottom section is labeled "So what?". All text is in a bold, grey font. The entire template is outlined with a dashed purple line.



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

