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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?

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Make Meaning of your Experience

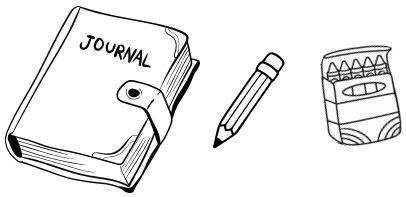
Choose 1 of the following options to complete with your learners. Use the guiding questions to support learners as they reflect on and think about their experience.

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

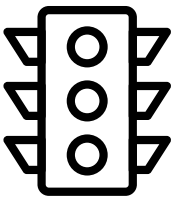
Have learners use an iPad to record a short podcast reflecting on their experience. They can talk about what they did, what they noticed, and what they learned. Use the guiding questions to support their thinking and help them make meaning.

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.

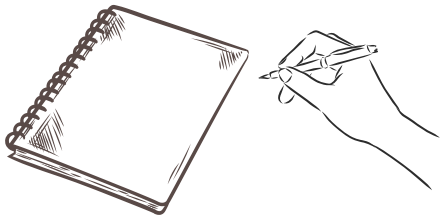
TRAFFIC LIGHT REFLECTION

Have learners reflect using three colors: green for what they understood or did well, yellow for what they are still thinking about, and red for what was challenging. Learners can write or draw their responses, using guiding questions to help them make meaning from their experience.



SKETCH & LABEL

Have learners create a detailed drawing of their experience, labeling key parts and adding written explanations. Encourage them to show what happened, what they noticed, and what they learned. Use guiding questions to help deepen their thinking and connections.

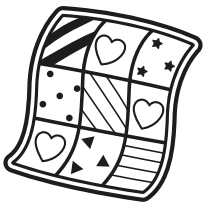


PAPER CHAIN REFLECTION

Have learners make meaning of their experience as they design and create their own paper chain strips. On each strip, they can draw or write about what they did, what they noticed, and what they learned. Join the strips together with others in the class to create a class chain that can be displayed as a reminder of the shared experience and learning.

CLASS QUILT

Provide each learner with a square piece of paper to design with drawings or writing about their experience. Encourage them to include what they did, what they noticed, and what they learned. Combine all squares to create a class "quilt" that showcases the group's shared learning.



GALLERY WALK

Display student work or materials from the experience around the room. Have learners walk around to observe and discuss what they notice, what others did, and what they learned. Use guiding questions to support their thinking and help them make meaning from the experience.