



## Reflection

### Materials:

- Worksheet

### Brainstorm

Ask students verbally if they've ever kept a journal or diary. Ask: Why do you keep a journal or diary?

### Discuss

From your responses, it appears that some of you use a journal or diary as a space for reflection. What comes to mind when you hear the word “reflection”? Accept student responses and confirm or correct as needed. How does keeping a journal/diary help you process feelings and things that happen? Accept student responses and continue to facilitate the class discussion as long as the discourse remains productive and on topic.

### Dive in!

When you take part in the **reflection** process, you think carefully about something. Reflection builds self-awareness, which is our understanding of ourselves. It can look different for everybody. One person might keep a journal, another might draw, another person might find talking to others the best way to practice reflection. For this lesson, we are going to use a journal to practice reflection. One kind of journal is an emotions journal, where you can record things that happen and how they make you feel. Some people also use their journals as a way to plan, almost like a to-do list, where they write about their goals or things they want to achieve and track their progress. If you like to draw, you might keep an art journal with sketches. People who travel a lot keep a travel journal. As you can see there are many options to choose from! A journal is personal and private. You do not have to share your journal with anyone (including me) and you should never read someone else's journal unless they want you to. There are no right or wrong ways to journal and everyone's journal will look different. Some people prefer to free-write in their journal and write whatever is on their mind, others prefer to write lists or bullets to help them organize their thoughts, and others include sketches or drawings. Today we are going to practice reflecting.

### Activity

For this task, students should work independently. Have them read the prompts on Worksheet 6 and choose one to respond to in writing. Provide students with as much time as possible to



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complete the activity. Students who finish early can respond to another prompt. Students should not be asked to share what they've written.

### **Reflect**

To wrap up the lesson, ask students the following question verbally: Do you think the reflection process will help you to better process things that happen or emotions that you are feeling? Why?

**Optional Home Connection** → Provide students with a blank notebook and encourage them to spend 10 minutes journaling every night.

### **Professional Development**

Take 5 minutes and reflect on your teaching. Are you a reflective teacher? What can you do to improve in this area?

### **Interdisciplinary Connection**

Reflection can also help students engage in the creative process. To learn more, check out the resource *How to Reveal the Creative Process Through Reflection* at:

<https://theartofeducation.edu/2017/11/29/revealing-creative-process-reflection/>