



Reflection Supports for SPHE

3-2-1

3 things you have learned
2 things you found interesting
1 question you have

A-B-C Summaries

Each student in the class is assigned a different letter of the alphabet and they must select a word starting with that letter that is related to the topic being studied.

Circle Reflection

Students form a circle in the room and each share one takeaway or insight from the lesson.

CNQ

Connections: How the lesson relates to prior knowledge, other subjects, or real life?

New Learning: Something new they learned or understood better.

Questions: What they are still wondering or want to learn more about?

Exit Ticket

Students respond to a prompt such as "One thing I learned today..." or "One question I still have..." and place it on the wall or in a box as they are exiting the room

Mirror, Microscope and Binoculars

This activity follows a series of questions to allow students to look at themselves (mirror), the experience (microscope), and the greater picture (the binoculars). The questions can be discussed out loud or written first and then discussed.

The ORID method

This is a structured framework for experiential learning that guides individuals through a four-stage process: Objective, Reflective, Interpretive, and Decisional. It starts with gathering facts (**Objective**), moves to personal feelings and reactions (**Reflective**), then creates deeper meaning and understanding (**Interpretive**), and finally leads to an action plan (**Decisional**).

Scenario Response

Students write or discuss how they would apply today's learning in a real-life situation.

Stop and Switch

At the end of class, ask students to write down five things they have learned (two minutes).

Then ask them to find a partner in the room.

One student begins by talking for two minutes about what they have learned in the lesson. At the end of those two minutes, call for a STOP/SWITCH.

The other student now talks for two minutes but is not permitted to repeat anything that has been stated by their partner.

Story Board

Ask students to create a visual representation of what they already know about the topic or essential question at the end of the lesson. They should fill in the storyboard panels using stick figures, drawings, symbols, or other visuals, arranged in a logical and appropriate sequence.

Sentence Stems

Sentence Stems aid participants in their written reflection. They act as a sentence starter for the students. Give students sentence stems at the beginning of the class, which students write out and save for the end of class. Example: "Today I hope..." or "I am most anxious about..." Students can then revisit the stems at the end of the class and develop them further.

Turn and Talk

Students explain their key learning from the lesson to a partner in their own words.

Traffic Light Check

Green: I now feel more confident...

Yellow: I need more information on..

Red: I'm unsure of...

Values Line

Students rate how strongly they agree with a statement related to the lesson and reflect briefly on their choice.

What?

So What?

Now What?

This process facilitates critical analysis of a given circumstance or experience. It allows the student to begin to make meaning and take initial steps towards developing a plan of action to address the concern.