



***REFLECTIONS***

# ***INTRODUCTION***

Being reflective is one attribute of the IB learner profile: “We thoughtfully consider the world and our own ideas and experience. We work to understand our strengths and weaknesses in order to support our learning and personal development.”

Reflection is central to building a deep and rich experience in CAS. Developing a culture of reflection helps students recognize and understand how to be reflective as well as deciding the best methods and appropriate timing. Student learning is enhanced by reflection on choices and actions. This enables students to grow in their ability to explore skills, strengths, limitations and areas for further development. Through reflection students examine ideas and consider how they might use prior learning in new contexts. Reflection leads to improved problem-solving, higher cognitive processes and greater depth of understanding in addition to exploring how CAS experiences may influence future possibilities.

IT'S AN



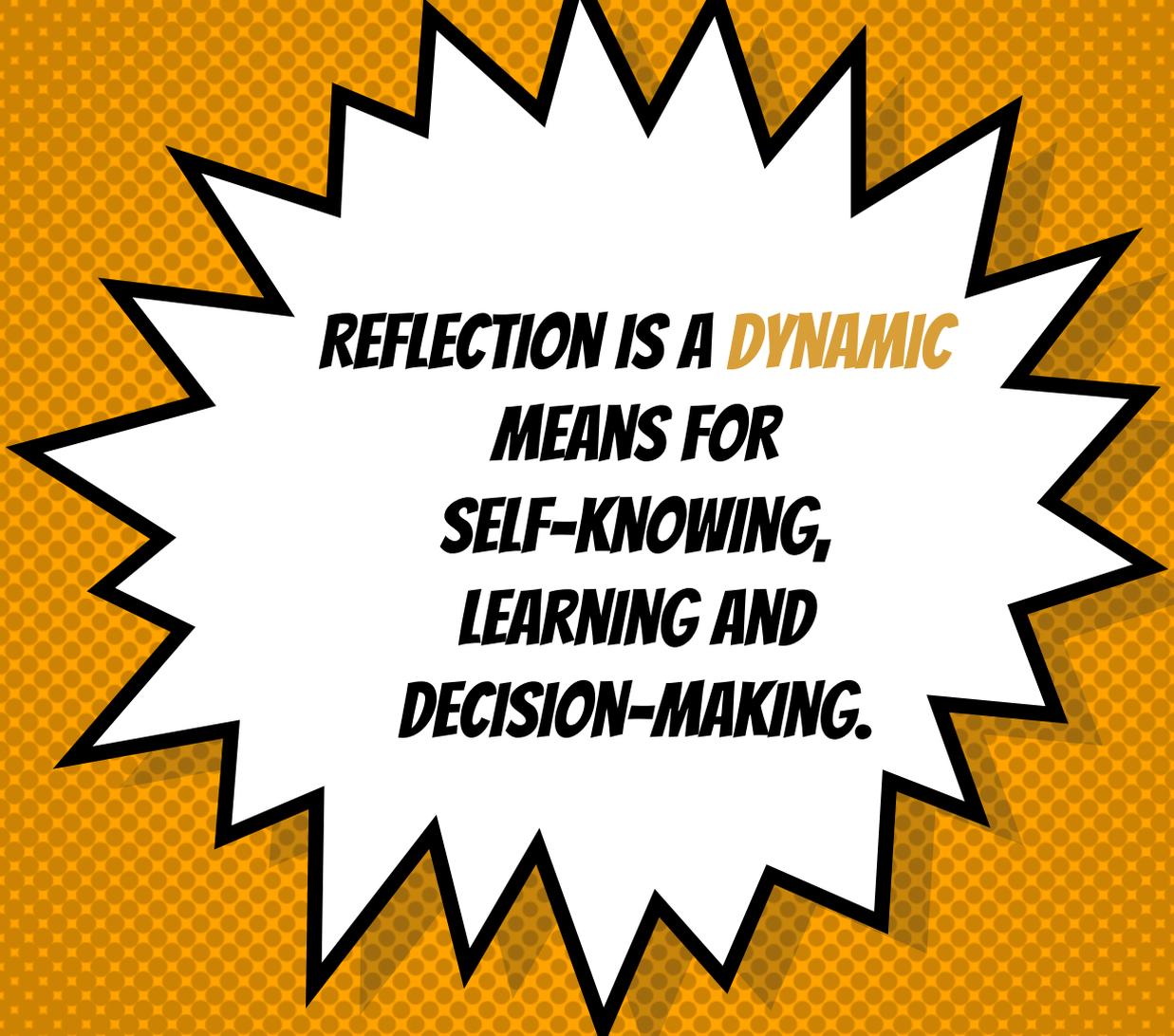
# ***OPPORTUNITY***

TO LEARN, TO DEVELOP, TO THINK, TO GROW



***WHY***  
***REFLECT?***

- **deepen learning**
- consider relevance of experience
- explore personal and group values
- recognize the application of knowledge, skills, and attributes
- identify **strengths and areas for development**
- gain a greater understanding of self and others
- place experience in a larger context
- generate relevant **ideas and questions**
- consider improvements in individual and collective choices and actions
- transfer prior learning to new situations
- generate and receive constructive **feedback**
- develop the **ongoing habit** of thoughtful, reflective practice.



**REFLECTION IS A *DYNAMIC*  
MEANS FOR  
SELF-KNOWING,  
LEARNING AND  
DECISION-MAKING.**

## ***FOUR ELEMENTS ASSIST IN THE CAS REFLECTIVE PROCESS.***

***Describing what happened:*** Students retell their memorable moments, identifying what was important or influential, what went well or was difficult, obstacles and successes.

***Expressing feelings:*** Students articulate emotional responses to their experiences.

***Generating ideas:*** Rethinking or re-examining choices and actions increases awareness about self and situations.

***Asking questions:*** Questions about people, processes or issues prompt further thinking and ongoing inquiry.

# EXTENDING REFLECTION



**What did I do?** could become:

- Why did I make this particular choice?
- How did this experience reflect my personal ideas and values?
- In what ways am I being challenged to think differently about myself and others?

**How did I feel?** could become:

- How did I feel about the challenges?
- What happened that prompted particular feelings?
- What choices might have resulted in different feelings and outcomes?

# ***TIME FOR REFLECTION***

**Purposeful reflection is about quality rather than quantity.** The appropriate occasion, amount and method is the student's decision.

Students should identify moments worthy of reflection. Reflection is most meaningful when recognized as a personal choice.

The student should determine key moments during CAS experiences that inspire reflection.



# **STUDENTS CHOOSE *SIGNIFICANT MOMENTS* AS THE BASIS FOR REFLECTION**



a moment of  
discovery is  
happening

a skill is  
mastered

a challenge is  
confronted

emotions are  
provoked

achievement  
deserves  
celebration

**STUDENTS REFLECT DURING OR AT THE END OF A CAS EXPERIENCE OR SERIES OF CAS EXPERIENCES, TO IDENTIFY IMPORTANT MOMENTS, DISCUSS A POSSIBLE LEARNING OUTCOME, RECOGNIZE PERSONAL GROWTH AND ACHIEVEMENTS, AND PLAN FOR THEIR NEXT CAS EXPERIENCE**

***STUDENTS ENGAGE IN **GROUP REFLECTION** WITH THEIR  
PEERS TO DISCOVER SHARED INSIGHTS***

**STUDENTS REFLECT AT THE BEGINNING, DURING, AND AT THE END OF A SERIES OF CAS EXPERIENCES. THIS ENABLES STUDENTS TO DELIBERATE ON SUCH ELEMENTS AS PLANNING, OPPORTUNITIES, EXPECTATIONS, CHALLENGES, PROGRESS, AND PERSONAL GROWTH**

**REFLECTION OFFERS STUDENTS OPPORTUNITIES TO UNDERSTAND THE CONCEPT, PROCESS AND VALUE OF CAS EXPERIENCES.**

**WITH EXPERIENCES THAT ADD MEANING AND SELF-KNOWLEDGE, STUDENTS CAN ADAPT, ADOPT AND INTEGRATE REFLECTION INTO A LIFELONG PRACTICE**

# FORMS OF REFLECTION

Students should be  
independently  
reflective.

## EXAMPLES

- A student might take photographs while hiking and use these to reflect in writing.
- Two students could compose a song describing how they helped children.
- A student might dramatize a poem to capture a feeling of creative endeavour.
- A student could produce a short video summarizing a CAS experience.
- A group of students create a poster highlighting aspects of a shared experience.

## ***REFLECTION CAN APPEAR IN COUNTLESS FORMS.***

By encouraging students to choose forms of reflection that are personal and enjoyable, **reflection becomes a means for self-discovery**. Students make connections, develop awareness of choices and consequences, and acquire sensitivity to the experiences of self and others.

Student reflection may be expressed through a paragraph, a dialogue, a poem, a comic strip, a dramatic performance, a letter, a photograph, a dance, or other forms of expression. Students find greater value and purpose when they apply their own interests, skills and talents when reflecting. **They discover that reflection can be internal and private or external and shared.**



Students decide which reflections will be placed in their CAS portfolio.

Students should include reflections in their CAS portfolio that give evidence with regards to achieving each of the 7 CAS learning outcomes.



# ***UNDERSTANDING REFLECTION***

## **Reflection is...**

- Honest
- Personal
- Done in many different ways
- Sometimes difficult
- Sometimes easy
- Sometimes creative
- Necessary for learning
- Building self-awareness
- What I did, combined with how I felt
- Surprising
- Helpful for planning
- Done alone or with others
- Adding perspective
- About thoughts, feelings & ideas

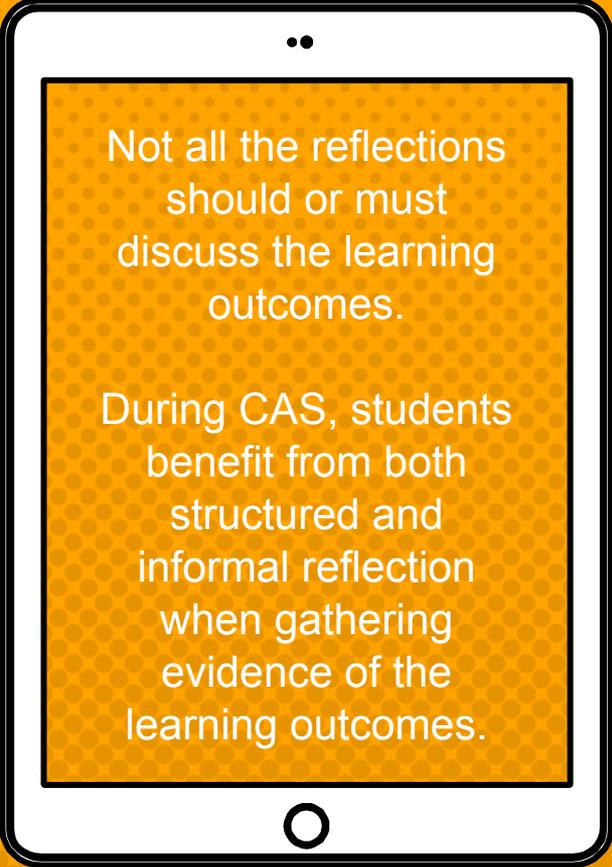
**100%**  
**YOUR**  
**OWN**

## Reflection is not...

- Forced
- Right or wrong
- Good or bad
- Graded or marked
- Difficult
- Copying what someone else said
- Predictable
- To be judged by others
- Only a summary of what happened
- Done to please someone else
- A waste of time
- Only written
- Only discussion
- Only led by teachers

# ***REFLECTION & THE LEARNING OUTCOMES***

Reflection is the primary evidence used by a CAS Coordinator to determine whether students have successfully attained the 7 CAS Learning Outcomes.



Not all the reflections should or must discuss the learning outcomes.

During CAS, students benefit from both structured and informal reflection when gathering evidence of the learning outcomes.

***THANKS!***



**Any questions?**

Come and find me!