

Reflecting on Learning (Practicing Instructional Phase)

Reflecting at the end of a lesson The Practicing Phase of each lesson ends with “**What? So What? Now What?**” Questions. Reflection is an essential part of the lesson design and the three questions invite students to think about, discuss, and personalize the learning in the following ways:

- **What?** questions: What did I do in this lesson?
- **So What** questions: What did I learn? How am I feeling? What am I thinking?
- **Now What?** questions: Where and how will I apply this new skill or learning to other situations and environments?

Reflecting throughout a lesson Open-ended reflection questions are used after activities throughout the lessons to help students think about and assimilate their learning in real time. All three types of reflection questions can be used when appropriate but do not have to be used after each individual activity but always used as a final reflection of the entire learning experience at the end of the Practicing phase.

Reflection formats Reflection can take the form of individual or small group reflection. It can also take the forms of journaling, art, music, movement, and technology creations. Whatever the form, the reflection practice helps students articulate for themselves and with each other what they experienced in class, what they learned, how they think and feel about it, and what they will do as a result of learning the new skill or concept.

Applying skills and concepts (Applying Instructional Phase)

Applying learning to real-life situations and new contexts The facilitator encourages students to try out the new skill in real-life situations and new contexts. This could take the form of trying a new skill for the next 24 hours and then reporting back to the class, using the skill in a variety of subject areas at school, sharing with family members and getting their perspectives, modeling skills in the community, and other opportunities to practice and share the skills outside the classroom.