



Student ICAP WBL Reflection Examples

1. Job description: upon completion of the activity or experience, have students write up a job description for the career.
2. Think, Pair, Share: have the student consider the career/activity or experience in a thoughtful manner on how it applies to their future goals, they then turn to a partner and share their reflection.
3. Chain notes: at the conclusion of the activity, pass around a large envelope with a question that creates reflection. Each student writes a short answer and then passes the envelope on to another. You can opt to read the reflections to the class for discussion (without indicating the student) or read the reflections after class to add to your learning of the student's ICAP process.
4. 3 words: have students write down or share 3 words they would use to describe either the career or their thoughts on connected careers.
5. One more question: have students write down or share one more question that they or their peers could or should have asked during the experience (speaker, activity, etc).
6. Top 5: what are the top 5 things the student learned from the WBL/ICAP experience.
7. Take a poll; consider using an online option like poll everywhere, polldaddy, or mentimeter.
8. Word Cloud: have students create a word cloud as a follow-up to a WBL experience; discuss the results and ask additional reflection questions for students to consider why they think their classmates used each word(s).
9. Use an online interactive game like Gimkit, Kahoot, Quizlet or Socrative to follow-up a WBL experience.
10. Muddiest Point: at the close of the WBL experience, have students write or verbally respond with a question or what they think is the "muddiest point" they learned through the experience.
11. Model the reflection: consider the first part of a gradual release exercise, as the teacher, model your own thinking and reflecting upon the experience and then allow students to reflect with you and then on their own. Consider your own experience in developing your career/postsecondary goals- what reflection was needed and how did you apply your learning to your own path.
12. Use a QR code: create a survey about the experience and use a QR code generator to go directly to the survey for students to access with their phone as they get on the bus/transportation back to school, leave class or any other experience that will allow student time to reflect and complete the survey. Often, if a survey is sent after the student(s) have returned to school or not immediately following the experience, you will get a limited amount of reflection.
 - a. Example of [potential questions for a survey\(forced copy\)](#); all questions should not be used. Please consider a small sample of reflection questions that best suit the experience.
13. Response cards: consider using reflection cards that you create to connect to the WBL experience. These can be agree/disagree, I can apply/I am unable to apply, Likert scale 1-4, Increased/decreased, strength/weakness, etc.
14. Thumbs up/thumbs down: provide feedback to questions about the experience using their thumb or object (pen/pencil) that can be kept close to their body to encourage greater sharing.
15. Parking Lot with follow-up: have students write up questions or concerns they have prior to the WBL experience on a sticky note and then upon conclusion, visit the parking lot to reflect upon their initial concerns or questions.
16. 3-2-1 strategy: at the end of the WBL experience have students write or verbally reflect 3 things they did not know before the experience, 2 things that surprised them about the experience and 1 thing that they learned about their own career path from the experience.



17. Plus/Minus/interesting or Plus/delta: have students reflect upon the positive information learned (plus), information learned about the career that they did not like (negative) and questions they have about the career (delta). You could also have students consider their current career areas or goals and connect their learning in comparison to the experience with Plus (similar), Negative (different) and delta (questions).
18. Creation of a career portfolio: develop an assignment or series of assignments that encourages students to use their WBL experiences to expand their ICAP process. Students can share their portfolio verbally with you and their supportive adult(s).
19. Use an online reflection tool such as Plickers, Padlet or Jamboard.
20. Two lines: students form two lines facing each other. A question or prompt is asked to encourage students to consider the event/experience and time is provided for each student to share their answer/reflection with the opposite student. The line moves in opposite directions with the end student moving to the other end of the line so all students now face a different student. The activity is repeated for additional questions.