

Reflection Frameworks for ALT 3

60 minutes

Strand 2.1: Appreciating my Community

Participating

Outcome LCW.M2.S1.ALT3.1

WHAT THIS LESSON DOES

In this lesson, apply two reflection frameworks to one real moment from your collaborative task. Run it through both STAR and What/So-What/Now-What, compare results, and gather material for your ALT 3 draft.

CURRICULUM OUTCOMES

Outcome	What the specification asks for
LCW.M2.S1.ALT3.1	reflect on the role they played during the collaborative problem-solving task to address a real-life community issue, demonstrating the development of a broad range of transferable skills.

WHAT STUDENTS SHOULD BE ABLE TO DO

- Apply STAR and What/So-What/Now-What to the same real moment from your collaborative task
- Compare which framework got more out of that moment, and say why
- Leave with raw material ready for your ALT 3 draft

KEY TERMS

Term	What it means here	For example
STAR	A reflection framework with four parts: Situation (what was going on), Task (what you were responsible for), Action (what you actually did), and Result (what changed because of it).	Situation: the group could not agree on a solution; Task: keep the discussion moving; Action: you timed two minutes per idea; Result: three options were ranked and one was chosen.
What/So-What/Now-What	A three-part reflection framework: What happened, So what does it mean (for you, the group, or the work), and Now what will you do differently next time.	What: a teammate missed a deadline; So what: the plan stalled and trust dipped; Now what: agree owners and check-ins in writing before the next stage.
Reflection framework	A fixed set of prompts that forces you to turn a messy real moment into clear evidence instead of a vague feeling about how it went.	You stop writing "the group communicated well" and instead list the missed deadline, the stalled plan, and the written check-in you agreed next.

BEFORE THE BELL

- Ensure all students have access to their collaborative problem-solving task notes from earlier Strand 2 work (group decision records, task logs, or meeting notes).
- If ALT 3 Framework Choice does not exist yet, students create it as a new blank in the Strand 2.1 Digital Portfolio folder (filename: ALT3 Framework Choice).
- Students need access to their collaborative problem-solving task notes from earlier Strand 2 work (group decision records, task logs, or meeting notes produced during the collaborative task). Anyone absent for parts of the task can still use a moment they observed or a decision they personally made. If ALT 3 Framework Choice does not yet exist, students create it now as a new blank document in the Strand 2.1 Digital Portfolio folder (filename: ALT3 Framework Choice). Confirm the folder matches your school's portfolio scheme for ALT 3 raw material.
- On screen this lesson: list builder.

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HOW THE LESSON RUNS

5 min	introduction	Getting Started
5 min	content	Key Terms
35 min	activity	Run One Moment Both Ways
10 min	content	Think About It
5 min	summary	What you covered

STEP BY STEP

5 min Getting Started

Open by naming the trap this lesson avoids: justifying a framework instead of using one. Ask for a show of hands on whether anyone has already written a reflection that said little more than *we worked well as a team*. That is the bar this lesson is climbing over.

Remind the class that ALT 3 begins properly next lesson; today is fuel, not the draft itself.

5 min Key Terms

Keep this tight. The frameworks only stick once students use them on a real moment in the next step.

35 min Run One Moment Both Ways

On screen: list builder

SUGGESTED TIMING

- **0-12 mins:** guided list builder on the shared sample through STAR. Do not accept vague lines. Push for names of actions, times, and results someone could verify.
- **12-15 mins:** quick oral pass of the same sample through What/So-What/Now-What using the four stems on the board so both shapes are visible.
- **15-35 mins:** independent writing of each student's own moment both ways, then the choice line.

TEACHING TIPS

Watch for students rewriting the same four vague sentences under new headings. The test is: could a stranger picture what actually happened? If not, send them back to the Action or the What.

If a student claims nothing difficult happened in their group, ask for the quietest tension: who spoke least, what got dropped, when the plan last changed. Every real group has one.

LOOK-FORS

- Specific occasion, not a whole stage summarised
- Action that names what the student personally did
- A genuine choice between frameworks, not automatic loyalty to STAR

10 min Think About It

Keep this as paired talk, then a quick whole-class sample of two contrasting choices: one student who found STAR sharper, one who found What/So-What/Now-What sharper. The split is the teaching point.

Flag anyone whose document only describes the framework and never runs the moment, send them back to step 3 before they leave.

5 min What you covered

Exit check: every student should have in Strand 2.1 (ALT3 Framework Choice) a minimum of STAR five lines, What/So-What/Now-What five lines, and one-line framework choice. Next lesson identifies transferable skills from the task with evidence; today's moment work feeds that directly.

TEACHING MOVES

- Model the shared sample moment on the board using the list builder to demonstrate checkable, specific wording.
- After STAR, put the four What/So-What/Now-What stems on the board so the second framework has the same visible structure.
- Circulate during the 35-minute activity to support students in selecting and detailing one moment.
- Facilitate a whole-class discussion sampling contrasting framework choices to show both can be valid.
- Keep the Key Terms step brief so students focus on application in the main activity.

WHAT TO WATCH FOR

- Students reflect on the entire task rather than one specific moment. Solution: Prompt them to choose one awkward or decisive instance (or a quiet tension if nothing loud went wrong).
- Vague results in STAR with no clear change. Solution: Ask what was different after the action.
- Comparison without reasons. Solution: Require students to link the framework choice to the evidence type produced.

DIFFERENTIATION

- Support: Provide sentence starters for each section of both frameworks.
- Extension: Ask students to explain how their chosen framework fits their planned ALT 3 structure.
- Support: Allow students to work in pairs initially to build the shared sample before individual work.

WHAT STUDENTS ARE LEFT WITH

- ALT 3 Framework Choice: same moment both ways plus chosen framework and why