

Lesson 8: Reflective Journal Entry 2: Relationships

60 minutes · reflection lesson

WHAT THE CLASS SHOULD LEAVE ABLE TO DO

- Distinguish reflective writing from diary or recount writing
- Apply a four-part reflection structure to a real experience
- Write a structured journal entry on a relationship theme
- Deliver a sixty-second spoken insight from the journal entry

TERMS THE CLASS MEETS

Term	What it means
Reflection	Looking back at something that happened so you can work out what it meant, what you learnt, and what you will try next time.
Four-part structure	A clear shape for a journal entry: what happened, what it meant, what I learnt, what I will do next time.
Next steps	The final part of a reflection: one concrete thing you will try differently next time.

BEFORE YOU TEACH IT

Before the Lesson

- Have the two model journal entries ready to project or read aloud
- Ensure students have their Reflective Journal document ready in the Communication Portfolio
- Decide up front: full 60-minute double, two short periods, or single-period cut (protect Write It; defer oral)

Suggested Timing (60 minutes)

- Getting Started: 5 minutes
- What a Good Entry Does: 7 minutes
- Recount or Reflection?: 12 minutes
- Write It: 24 minutes
- Say It Out Loud: 7 minutes
- What You Covered: 5 minutes

45-minute cut path

- Shrink Recount or Reflection? to a 5-minute model read and one shared next-step rewrite
- Protect Write It in full
- Run a paired oral if time remains, or send the sixty-second delivery to next day

Portfolio rule (state once, clearly)

- Primary artefact: Reflective Journal Entry 2 → Reflective Journal as m1_l8_journal_entry2_<initials>

- Write once under the four headings on the page (those sections ARE the entry), then paste once into the journal file
- Oral: practice with teacher sign-off; optional evidence slip m1_l8_oral_insight_<initials> only if wanted

Teaching Tips

- Model the four-part structure briefly during the introduction
- Circulate during Recount or Reflection? and Write It to offer feedback
- Keep the compare step as label-and-rewrite only; no multiple-choice identify question
- Pair students for the oral sharing activity; sign-off is enough

Common Mistakes

- Students may call any personal sentence reflection; redirect to include meaning, learning and next steps
- Writing the entry twice (four boxes plus a separate full rewrite); the four headed sections are the entry
- Reading a full script for the oral part; use brief notes only
- Filing quiz notes or the oral slip as if they were Entry 2

Differentiation

- Support: Offer sentence starters for each section of the structure
- Extension: Challenge students to include a specific timeline for their next step, or complete the optional redraft
- Support: Allow paired delivery for the oral summary if needed

RUNNING THE LESSON

Step 1: Getting Started · 5 min

Open with a quick show of hands: who has ever written what happened and stopped there? That is the gap this lesson closes. Keep the warm-up to five minutes so the writing time stays protected.

Flag quietly that relationship writing can surface hard material. If anyone needs space, follow the school's own pastoral procedures.

Timing reality: the full lesson is 60 minutes (a double period, or two short periods). In a single 40–50 minute period, protect Write It and defer Say It Out Loud to a live sixty-second delivery to a peer next day.

Step 2: What a Good Entry Does · 7 min

Suggested Timing

- Getting Started: 5 minutes
- What a Good Entry Does: 7 minutes
- Recount or Reflection?: 12 minutes
- Write It: 24 minutes
- Say It Out Loud: 7 minutes
- What You Covered: 5 minutes

Read the strong model aloud once. Ask the class which sentence is the next step before you name it. Do not open a long discussion of diary versus reflection here; the next step carries that work through a quick label-and-rewrite task.

This journal habit shows up again when students write process reflections for Student Tasks.

If you only have one short period, keep this to about five minutes, run Recount or Reflection? as a five-minute model read, and protect the full write.

Step 3: Recount or Reflection? · 12 min

Circulate while students label and rewrite. The common wobble is calling any honest sentence 'reflection'. Push them back to the four parts: if there is no meaning, learning, or next step, it is still a recount. Entry B is the reflection; Entry A is the recount.

This is a quick production warm-up, not a scored comprehension paper. Take one or two answers only if time allows; protect the full twenty-four minutes for writing.

In a single 40–50 minute period, shrink this to a five-minute teacher read-aloud of both entries and one shared next-step rewrite on the board, then move straight to Write It.

Step 4: Write It · 24 min

This is the portfolio piece. Protect the full twenty-four minutes. Students may write about family, friendship, a teammate, a work-experience colleague, or another relationship that matters; the subject is theirs.

Default path: the four headed sections ARE Entry 2 (together 8–12 sentences / 100–180 words). There is no separate full-entry rewrite on the page. Leave about two minutes at the end for one paste into the Reflective Journal under the filename above.

If a student freezes, ask only: what happened once, recently? Then walk them to meaning, learning, and one next step. Do not collect private content aloud. Verify later that the entry sits in the journal document under the filename above.

Marking tags and a full redraft are optional extension if a student finishes early.

If your period is shorter than 60 minutes, protect this write and send the spoken part home as a live sixty-second delivery to a peer next day.

Step 5: Say It Out Loud · 7 min

This is oral-exam practice on the student's own work, not a performance showcase. Keep it to seven minutes: notes, one delivery, sign-off, done. Pair students quickly; independent learners can use the timer and a quiet corner.

Remind them the page keeps transcript and timings only where recording works; audio is not stored. A live delivery with your sign-off is equally valid. Do not ask students to fill a long meta-reflection on the delivery; the work_template is sign-off only.

The journal entry remains the only required portfolio piece; the oral slip is optional evidence only.

Step 6: What You Covered · 5 min

Close by confirming Entry 2 is heading into the journal document under the agreed filename. No need to share content. Next lesson is the walking debate and stance piece on identity and relationship.

MODEL ANSWERS AND WHAT TO LOOK FOR

Students' wording will differ. These are the points a full answer reaches, not the only correct form.

Step 3: Recount or Reflection?

Label the four parts in Entry B. Write one short phrase for each: what happened, what it meant, what was learnt, next step.

What happened: snapped at a younger sibling over headphones

What it meant: cared more about being right than about how small it was

What was learnt: a sharp tone lands harder at home than noticed in the moment

Next step: ask one calm question first before raising my voice

Look for: Point to the line or phrase that carries each part.

Rewrite one beat from Entry A as a concrete next-step sentence someone could actually try this week.

Names a clear action (message, speak, meet, apologise)

Links to the friendship row rather than staying as a recount

Is small enough to try within a few days

Look for: A useful next step is specific and doable, not a vague hope.