



“Reflection is not a linear process, but learning how to write reflectively sometimes requires us to consciously process the events, people, and impressions around us in order to analyze and reflect on them for future action. Remember that reflection moves beyond description into analysis and purposeful or intentional action” (SCRIBD).

PSEUDONYM: JOHN DOE

COURSE NAME: P.E.

ASSIGNMENT TITLE: TRAIL RUN

ASSIGNMENT DESCRIPTION:

COMPLETION DATE: 4/1/13

GRADE: 90

STEP 1: HOW WELL DID I MANAGE MY TIME • Well

- NOT WELL: I did not prioritize, or I did not estimate how long it would take, or I procrastinated, or I got overwhelmed and had to sacrifice many things I wanted to do.
- OKAY: I prioritized, but I did not estimate how long it would take, or I ran out of time, or I could have used more time.
- WELL. I prioritized, and I estimated how long it would take accurately. But I did not revise, delegate, or omit activities when unexpected things came up. In the end I still felt stressed and overwhelmed.
- EFFICIENTLY. I prioritized, and I estimated how long it would take accurately. I followed through with my plan. I revised my schedule when it was necessary, and I delegated and omitted activities appropriately. I felt satisfied with how well I used my time.

NEXT TIME I SHOULD CONCENTRATE ON THE FOLLOWING TIME MANAGEMENT AREAS

Revising

- Prioritizing
- Estimating
- Revising
- Delegating/Omitting

NEXT TIME MY TEACHER WANTS ME TO CONCENTRATE ON

Estimating

- Prioritizing
- Estimating
- Revising
- Delegating/Omitting



COMMENTS:

Missing content explaining Revising & Estimating.

STEP 2: DESCRIBE FACTS ABOUT THE PROCESS • 1-3 PARAGRAPHS

- Physical description, behaviors observed, things you heard . . .
- What happened, when, who was involved . . .
- Location, your perspective . . .
- Your actions, other people's actions . . .
- Any unusual observations . . .

We were on a Trail Run up by the Orem water tanks. At one point the trail split and I didn't know which way the rest of the class had gone so I chose a direction and went with it.

Turns out it was the wrong direction so I turned around and made it back around the same time everyone else got the van.

STEP 3: CONNECT TO PRODUCER SKILL

- What Producer Skill did you choose? **Flexibility & Shifting**
- Why did you match this Producer Skill with this particular assignment?

At the time I had to chose which direction to go on my own and wanted to just stop, but instead I thought that getting the workout in is better than just stopping. So I was flexible and went on knowing that I would just need to turn around on my own.

- Copy whatever PRACTICE(S) FOR GROWTH you used for this skill below. If you need more room, help yourself.

Missing content. What strategy did you use?



STEP 4: ANALYZE & INTERPRET • 1-3 PARAGRAPHS

- Why do I think things happened this way?
- Why did I choose to act the way I did? What can I surmise about why others acted the way they did?
- What did I think and feel? How might this have affected my choices/behavior?
- How might the context have influenced the experience? Was there something about the activity or timing or location?
- Are there other potential contributing factors? Something about what was said or done that impacted my response? Are there past experiences—mine or others—that may have contributed?
- What are my hunches about why things happened in the way they did?

Things happened this way because I got separated from the group, but I wanted to continue on my run so chose to keep going. If I had stopped, I think my coach would have asked why I stopped instead of kept going.

STEP 5: SO WHAT? MEANING & APPLICATION • 1-3 PARAGRAPHS

- Why did this seem like a significant event to choose?
- What have I learned from this? How could I improve?
- How might this change my future thinking, behaving, and interacting?
- Now what? What will I do differently?
- Next time a situation like this presents itself, what do I want to remember to think about? How do I want to behave?
- How could I set up conditions to increase the likelihood of productive interactions and learning in the future?

I felt this was significant because I wanted to just stop when I didn't know what to do, but I did what I could do to still get a good workout and grade.

Modified from <http://www.scribd.com/doc/13949636/Reflection-Guidelines>

