



# Student ICAP Reflection

## Examples for District Use:

---

Examples of reflection activities are provided below for district incorporation into the Individual Career and Academic Planning (ICAP) Essential Components and Work-Based Learning (WBL).

1. Job Description or job board posting: Upon completion of the activity or experience, have students write up a job description for the career. Students should be encouraged to consider professional skills needed within the career as well as required training and application considerations. An extension to this activity would be to allow students time to search job boards for examples of potential career posting.
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 or learning, 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. This could also be done in connection to other reflection tools where the students pull a card from the envelope and share the card contents with another student in a think, pair, share or turn to a partner. The card should not include the original student's name.
4. Three Words: Have students write down or share three words they would use to describe either the career or their thoughts on connected careers. This can be done as an exit slip or bell-ringer/anticipatory set.
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 Five: What are the top five things the student learned from the work-based learning experience.
7. Take a Poll: Consider using online options like poll everywhere, Poll daddy or Mentimeter.
8. Word Cloud: Have students create a word cloud as a follow-up to a work-based learning experience; discuss the results and ask additional reflection questions for students to consider why they think their classmates used each word(s).
9. Interactive Game: Use an online interactive game like Gimkit, Kahoot, Quizlet or Socrative to follow-up a work-based learning experience.
10. Muddiest Point: At the close of the work-based learning experience or ICAP activity, have students write or verbally respond with a question connected to what they think is the "muddiest point" they learned through the experience. The "muddiest point" can be a further question or additional information gathering activity.
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. Survey question examples can be found in this Word document or modify this Google form to fit your student's needs. It is recommended that no more than 5 questions be used for each experience.

13. Response Cards: Consider using reflection cards that you create to connect to the work-based learning experience or ICAP activity. 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 work-based 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 work-based experience or ICAP activity, have students write or verbally reflect three things they did not know before the experience, two things that surprised them about the experience and one 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 work-based experiences to expand their ICAP process. Students can share their portfolio verbally with you and their supportive adults. This could be done through a student-led conference to increase connection and reflection as well as connect to the student's home world.
19. One Reflection: 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.

## **Additional Resources:**

---

America School Counseling Association (ASCA) provides excellent [Career Conversation Starters](#) that can be used in connection with any of the above reflection examples.

See more [ICAP Resource Examples](#) and learn more through the Meaningful Career Conversations (MCC) training. Visit the [Career and Academic Planning webpage](#) and schedule a MCC training.