

# Student reflections

*Teachers report unique ways students have presented their reflections*

“Some students organized an impromptu ‘flash mob’ to commemorate their attendance at an annual Youth Leaders symposium. One of the art students then followed this up with a cartoon depiction of the event, which included caricatures of each student who had participated accompanied by speech bubbles with their individual comments on the flash mob experience and the symposium.”

“A student created a magic show as his choice for expressive, meaningful reflection. Challenges and surprises were represented by objects appearing out of hats, from behind ears and magically out of thin air. Similarly, items disappeared within an instant, representing challenges successfully met along his CAS journey. The magic show demonstrated the student’s passion for magic—his distinct talent—as well as a compilation of numerous skills and knowledge acquired during his time in the DP.”

“Following his involvement in a CAS project focusing on improving social justice, a student wrote two songs that acted as a culminating reflection. The student performed these songs in the school cafeteria, with an accompanying visual presentation that gave further details on his reflections and overall experience.”

“One of my students decided to take one photograph a week throughout her CAS experience that captured what she was feeling, thinking, seeing or learning. She combed through her photographs to create a gallery without a single caption to present to the community. She wanted to see if what she saw through her camera lens would reflect the story accurately.”

“A student turned in a basketball to represent his reflection in Activity. All over the basketball he wrote phrases, attached photos, and adhered articles to repurpose the ball as a road map to his experience and represent his reflections.”

“Students who, as part of a CAS group project, were tutoring children within the Hmong community learned about the story quilts that are their traditional art form. They collaborated on a tapestry using learned skills from the Hmong artisans to tell about their collective journey.”

“A student decided to make a drawing on his growth process through CAS. Just with drawings we could understand how his experiences developed his self-identity.”