

REFLECTION CONNECTION

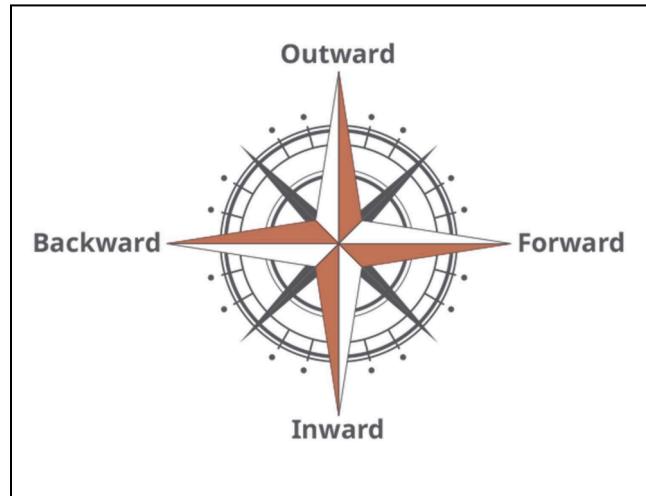
October 29, 2025

Edition #3

REFLECTION SUGGESTION

Orientating Reflection

Reflection is a vital practice that deepens academic understanding and spiritual growth. Inviting students to think **inwardly** helps them consider how their learning shapes their character, learning, and faith. **Outward** reflections encourage students to connect classroom content to relationships, community impact, and service in God's world. **Forward-looking** reflections prompt students to see how their developing knowledge and skills might be used in future vocations and acts of restoration. **Backward-looking** reflections invite students to evaluate their progress, recognize growth, and give thanks for God's faithfulness. Together, these four modes of reflection help students see that every academic discipline participates in God's redemptive story.



Here are a few examples of prompts that you might find helpful for orientating reflection.

Inward Reflections

- What part of today's lesson challenged your thinking or beliefs, and how might God be shaping you through that challenge?
- When do you feel most fully alive in your learning, and how might that connect to the way God designed you?
- What fruit of the Spirit or Habit of Learning did you need most as you worked on today's task?
- How does this topic help you see more of God's character—His creativity, order, justice, or love?

Outward Reflections

- In what ways does this topic show the importance of justice, compassion, or stewardship in the world?
- How might this concept or skill be used to restore brokenness in creation or human relationships?
- How might this subject help you listen more carefully to voices that are often unheard?
- What's one way you can be God's hands and feet through what you learned this week?

Forward-Looking Reflections

- How might what you learned today prepare you for challenges you'll face after high school?
- How could God use this subject to open new doors for your future calling or career?
- What habits or disciplines do you want to develop to be a lifelong learner and follower of Christ?
- How can you use what you've learned to bring hope or innovation to others in the future?
- What do you think God might be teaching you through your current successes or struggles?

Backward-Looking Reflections

- What have you learned this week that changed the way you see God or the world?
- How have your perspectives shifted since the start of this unit or semester?
- What mistake, struggle, or challenge helped you grow in your learning or faith?
- How did working with others this week reveal your strengths and areas for growth?
- If you could redo one assignment or project, how might you approach it differently in light of what you've learned?

If you're looking for more, [here is a document with 40 additional orienting reflection questions.](#)



Reflecting Inward and Backwards

Let's set the scene. It is 1:15 pm on the last regular day of school. The expansive classroom windows reveal ample sunshine, green grass, and trees swaying in a gentle breeze. Meanwhile, a full class of 9th graders are bouncing in their seats at their large tables. This sounds like a terrible environment for deep and meaningful learning experiences but never underestimate the resilience of 9th graders, the power of reflection, and the magic of Roberta VanHaitsma.

Roberta posed the following question to her Introduction to Art students on the last day of school.

In light of the work you have done in art this semester as well as your personal and developing faith in Jesus, what were your biggest and strongest lessons learned this year?

Here are a few snippets from their 250 word responses.

- I see connections between my art and my faith when I create an art piece about racing. I know that God gave me this love and passion for motorsports and I can see that connection when I create artwork about it. You can discern the good in visual culture by trying to get in the creator's skin, and walk around in it.
- When I draw or paint, I sometimes feel like I'm talking to God or showing Him what's on my heart. It's helped me grow closer to Him and understand more about who He's made me to be.
- In my faith journey, it is important to find rest in times of trouble and pray with God. Art class has been a way for me to find rest in all the different struggles that high school can bring.
- I learned that creativity isn't about perfection; it's about expression. It's okay if my sketches aren't perfect; what matters is that they reflect my thoughts and feelings.
- I learned that art and my faith are both lifelong processes that grow through struggle, trust, and perseverance. Just like every sketch starts rough and uncertain, so does our walk with Jesus. But with time, effort, and faith, something beautiful takes shape. Even when things are messy, I can trust that God is still painting something amazing with my life.

- This class helped me understand that God wants me to be honest with Him about anything and everything, not just the easy stuff but the messy and bad stuff too. Both art and faith are sharing who I really am, and not just hiding behind a mask.
- As a growing person you have to learn you can't just quit when something becomes challenging. You can't let quitting become a habit. You struggle through parts of the art at times and feel really good at other times. If you keep at it, you are left with this beautiful, raw, and heartfelt piece of art. Creating art is like a reward.

Some of the names attached to these reflections might surprise you. Just reading them has taught me things about our students, myself, and our God.



[Reflection Connection #3 10.29.25 Sign In Sheet](#)

Remember that our TfT work plan goal is that each faculty member will design and implement at least three structured opportunities (per semester) for students to reflect on the intersection of faith and learning in their classes, using prompts connected to Christian worldview and discipleship themes. These reflections will be shared or engaged with in at least two formats of the staff members' design.

We're about halfway through the semester so if you haven't submitted any reflections yet you might start thinking about that. I'm always glad to brainstorm with you if that would be helpful.

[Reflection Collection Form](#)

REFLECTION CONNECTION

December 3, 2025

Edition #5

REFLECTION SUGGESTION

Did you know that drawing is a powerful tool for learning? A 2019 study showed that students who drew images along with reading and writing material were able to recall twice as much information. Drawing forces the learner to simultaneously process information in multiple ways (visually, kinesthetically, and semantically.) I'm giving you two options to learn more about this important educational research. Please complete one of these options before signing in.

1. [The Science of Drawing and Memory Article](#)
2. [The Science of Drawing and Memory Video](#)

If you're using precious classroom minutes for student reflection, you're going to want them to remember it! Consider using a reflection prompt that asks students to sketch their response. Here are a few examples for a variety of content areas.

Art

- **Illustrate your creative process** as a path, machine, or flowchart.
- **Create an image** showing how you see God as Creator inspiring your own creativity.

Bible

- **Illustrate a parable** in a modern-day setting, showing how its message applies to life today.
- **Draw a visual metaphor** for your relationship with God right now (a path, a vine, a shelter, a horizon)

Computers / Technology

- **Draw your digital habits** showing which ones help or hinder learning.
- **Illustrate what it means to be a Christ-like presence online.**

English

- **Draw a scene** from a text you've read that best represents a character's inner conflict.
- **Create an image** that shows how a character's journey reflects a biblical virtue.

Foods

- **Draw a plate** that represents a meal you created and explain what you learned.
- **Illustrate hospitality** as a Christian practice, how food and serving others reflect Christ's love.

Health / PE

- **Draw a representation** of what a balanced, healthy day looks like for you.
- **Sketch a moment** when you felt strong—physically, mentally, or emotionally.

Math

- **Sketch your “math learning journey,”** showing highs, lows, and growth moments.

- **Illustrate a mathematical concept** such as symmetry, fractals, or ratios.

Music

- **Draw what a piece of music “looks like”** to you—shapes, colors, movement.
- **Sketch your musical growth** this year as a journey or transformation.
- **Illustrate a worship song** visually, focusing on the lyrics or emotion it brings.

Science

- **Draw a model** of a scientific process.
- **Illustrate a moment in creation** where you see God’s order or creativity reflected in scientific concepts.

Shop

- **Sketch a tool** that represents your learning this semester and why.
- **Illustrate the idea of craftsmanship** as a form of honoring God through excellence and care.

Social Studies

- **Draw a timeline image** highlighting a moment in history that you think still shapes the world today.
- **Illustrate a biblical principle** (justice, stewardship, compassion) as it relates to a topic in government, economics, or world cultures.

Spanish

- **Draw a scene** representing a cultural tradition you’ve learned about in class.
- **Illustrate a Bible verse** translated into Spanish, focusing on how its meaning connects across cultures.



Drawing Your Life Story

Marissa McCauley used the imagery of tree rings for her ecology students to reflect upon their role in God’s story. Students then shared 3-5 important events in small groups. Here was her reflection prompt.

Your life story has been shaped by many meaningful experiences and moments that God has allowed along the way. For this project, you will choose at least one significant event from each year of your life that has influenced who you are today.

- *Create your project to look like realistic tree rings.*
- *Use “scars” or breaks in the rings to represent difficult or painful events.*
- *Use wider spacing between rings to show years of noticeable growth or change.*





[Reflection Connection #5 12.3.25 Sign In Sheet](#)

Due January 6th

Remember that our TfT work plan goal is that each faculty member will design and implement at least three structured opportunities (per semester) for students to reflect on the intersection of faith and learning in their classes, using prompts connected to Christian worldview and discipleship themes. These reflections will be shared or engaged with in at least two formats of the staff members' design.

You've got about 3½ weeks to complete your reflections for the first semester. If you don't remember what you have already submitted, [check this spreadsheet.](#)

[Reflection Collection Form](#)

REFLECTION CONNECTION

January 28, 2026

Edition #7

REFLECTION SUGGESTION

What? So What? Now What?

Reflection is most powerful when it moves beyond recall and invites students to connect their learning to meaning and action. The **What? So What? Now What?** framework offers a simple, flexible structure to help students connect their learning to meaning and action. **What?** grounds students in the academic content they have learned. **So What?** invites them to consider why that learning matters for their understanding of the world, their faith, and their role in God's story. **Now What?** turns reflection outward, encouraging students to discern how their learning might shape their choices, relationships, service, or sense of calling. This framework helps students practice integrating knowledge, faith, and action, reinforcing our mission of equipping them to live Christ-centered lives and serve God to their greatest potential.

What? So What? Now What? Can also be a great jumping-off point for a FLEX project. I'd be more than happy to flesh-out an idea or brainstorm. Here are a few examples that might get your creative juices flowing.

House Repairs

What? What repair or maintenance skill did you learn? (electrical work, plumbing fixes, drywall repair)

So What? Why does learning practical skills matter for stewardship, self-sufficiency, and caring well for the spaces God has entrusted to us?

Now What? Where could you use this skill to serve a neighbor, family member, or community in need?

Ecology

What? What did you learn about ecosystems, biodiversity, or human impact on the environment?

So What? Why should Christians care about environmental justice and sustainability?

Now What? What action (personal or communal) can you take to care for the environment?

Composition 11

What? What did you learn about crafting a clear argument or thesis in your writing?

So What? Why does clarity and honesty in communication matter for truth and community?

Now What? How can you use writing to speak truth with grace in academic, personal, or community spaces?

Geometry

What? What did you learn about area, volume, or geometric modeling?

So What? Why are these concepts important for building, designing, or stewarding resources well?

Now What? How can we use these skills to help with the local Habitat for Humanity project?

REFLECTION PERFECTION

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Reflection Through Multimedia Art

Annika Bosma thoughtfully engages her U.S. History students in examining the Industrial Revolution through the biblical framework of Creation, Fall, Redemption, and Restoration. As they explored this pivotal era in American history, students were challenged to create multimedia collages using only discarded materials, prompting them to reflect on human creativity, brokenness, and responsibility for God's creation. Post-industrialization discussions addressed contemporary issues such as fast fashion, single-use plastics, and the impact of waste on our water ecosystems. I especially appreciate the intentional opportunities Annika provided for academic and faith reflection before beginning the project and after its completion, as well as the clear call to action that encouraged students to consider faithful stewardship in response to their learning. These little pictures don't do the project justice. Stop by room 257 to check them out. Excellent work Annika!



Beginning of project: After thinking about the idea of “community”, reflect on how has God blessed us through our industrial world and what responsibility we have to our community

End of project: After completing your research, we understand that industry has in some ways hurt our world. Reflect on how you see this example in your own life, and how YOU can make an effort as a “steward”

REFLECTION COLLECTION

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You did an amazing job of submitting reflections during the first semester. There is ample evidence that student reflections are embedded into our rhythms and practices at South Christian. There were a few people who didn't reach our first semester goal of submitting 3 reflection opportunities from their classes. For those few, I

am asking you to submit 3 reflections this semester. (If that applies to you, I'll send you an email.) For everyone else, submitting reflections are optional this semester but if you'd like to earn SCECHs, you may submit up to 3 for 1 SCECH each.

- [Semester 2 Reflection Collection Form](#)

Based on feedback from mid-year check ins, there is value in hearing about the reflections from your colleagues and other provided suggestions. Reading the Reflection Connection remains required for all staff members so please complete the sign in sheets though you will see more time provided between editions.

- [Reflection Connection #7 1.28.26](#)