

Reflective Writing Worksheet

Activity 1: Nick is not only a Business student, but is also learning to skydive (he goes to a very wide-ranging university in the courses offered). His course requires a reflective report at the end of it. He has to write a reflection on his experience as a student in Skydiving 101. He has written his Description, Feelings, Evaluation stages, and has written some of his Analysis, Conclusion, and Action Plan stages, but he is struggling to include evidence.

NOTE: This is only the first draft of Nick's reflection, so his stages are quite short! His final report will be much longer, at least 900 words.

1. Read Nick's mini reflection and the possible citations
2. Identify the **two irrelevant citations** and explain why they do not fit
3. Match **one citation** to each stage:
 - a. Analysis
 - b. Conclusion
 - c. Action Plan
4. Decide where they could go in the mini stages
5. Be ready to justify your choices

Description

During my first skydiving training sessions, I completed several supervised jumps. I followed instructor guidance, practiced safety procedures, and used the equipment provided. These sessions introduced me to the basic skills required for safe skydiving.

Feelings

At the start, I felt nervous and slightly anxious before each jump. As I completed more jumps, I began to feel more confident, although I still experienced some hesitation before exiting the aircraft. These feelings affected how I approached each jump and how prepared I felt.

Evaluation

Some aspects of my performance were positive, such as following safety procedures correctly and listening carefully to instructions. However, I noticed that my hesitation before jumping affected my overall confidence. This suggests that while I met basic requirements, there is room for improvement in my mental readiness.

Analysis

My confidence improved because I became more familiar with the process and expectations of skydiving. This familiarity helped reduce uncertainty and made the experience feel more manageable. However, my hesitation indicates that confidence alone is not enough, as psychological readiness and repeated exposure are also important for performance.

Conclusion

Overall, I made progress in developing my skydiving skills and confidence. I have identified that improving my mental preparation and reducing hesitation will help me perform better in future jumps. This reflection highlights the importance of both technical skill and psychological readiness.

Action Plan

To improve, I will continue practicing with instructors, use breathing techniques to manage anxiety, and visualise each step before jumping. I will also seek feedback after each session to track my progress and identify areas for improvement. These actions should help me build confidence and improve my performance over time.

Evidence Options (including two pieces of evidence that don't fit anywhere!)

- A. "Familiarity with repeated tasks reduces anxiety and improves confidence in performance-based activities." (Clark, 2020)
- B. "Effective action plans should include specific and realistic strategies that can be consistently followed." (Patel, 2019)
- C. "Reflective writing should include a balance of description and personal opinion." (Lee, 2018)
- D. "Cloud formation patterns are influenced by atmospheric pressure and temperature changes." (Roberts, 2016)
- E. "Understanding psychological readiness is important in high-pressure environments where performance is affected by anxiety." (Nguyen, 2021)

Activity 2A: Independent Work

Guided Reflection Timeline Activity

Use the timeline below to gather ideas from your experience across the term. These notes will help you later when writing your reflection.

Keep your answers brief (bullet points are fine). If you would prefer to write a brainstorm/mindmap you can do this! Ask your teacher for A3 paper. Don't forget the two tasks you did too!

You might want to look at your reflection from the beginning of class to help you here!

Weeks 1–2

- What topics, tasks, or skills did you encounter?

Notes:

- Key activities (e.g. lectures, seminars, group work, assessments):
- Challenges:
- “Aha” moments (things you began to understand):

Weeks 3–5

- What started to feel difficult or unclear?

Notes:

- Key activities:
- Challenges:
- “Aha” moments:

Weeks 6–8

- Where did you improve or change your approach?

Notes:

- Key activities:
- Challenges:
- “Aha” moments:
- What did you do differently and why:

Activity 2B: Look back at your timeline notes.

From everything you have written, identify 1 skill that stands out the most from your experience this term. You might want to look at your reflection from the beginning of class to help you here!

This should be a skill you:

- used regularly
or
- found difficult at first but improved in
or
- think is important for your development

Examples of skills:

- Time management
- Paraphrasing
- Referencing
- Research Skills
- Paragraph Writing
- Note-Taking
- Academic Style

My 1 Key Skill

Skill 1: _____

- Why this stood out:

With this skill in mind, finish these sentences:

1. At the start of the module, I tended to...
2. Over time, I noticed that...
3. This changed because...
4. A key factor influencing my development was...
5. Compared to earlier weeks, I now...
6. This suggests that I need to...

Activity 2C: Pair Share – Spot the Skills

- Work with a partner.
- Take turns explaining:
 - Your 1 key skill
 - Why you chose it
 - One example from your timeline for this skill

While your partner is speaking, listen and be ready to respond.

After sharing, discuss:

- Does your partner's skill sound specific enough?
- Can they give a clear example of activities completed for them to learn or practise their skill?

Final Quick Check (independent)

After the discussion, look back at your own answers and ask yourself:

- Is my one skill clear?
- Can I explain why my skill matters to my development?

