

# 11 Use Journal Writing for Personal Reflection on Your Progress

## TRANSITION OBJECTIVE

Students will practice writing their reflections in their journal as a means to examine their behavior and growth.

## RELEVANCE TO SUCCESSFUL TRANSITION

An important area that is easy to overlook is personal reflection and growth. To become self-satisfied and successful in our personal lives, it is important to take time to examine our progress and behavior.

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## INSTRUCTIONAL SEQUENCE

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### ☐ STEP 1: Update Journal

I take time to quietly think about myself by ...

### ☐ STEP 2: Convene Roundtable

"It is important to take a good look at our behavior because \_\_\_\_."

### ☐ STEP 3: Advance Organizer

"Today you will learn how to take time for personal growth."

### ☐ STEP 4: Activity - Day 1 & 2

Have students watch the movie, *Rudy*. Before watching the movie, give the following explanation: "This is an inspirational movie about a young man named Rudy, who, against all odds, dreamed of playing football at Notre Dame University. At first, he was not accepted at Notre Dame because of his low grades, so he went to the junior college associated with Notre Dame to improve his grades. After two years, he was finally accepted at Notre Dame and joined the football team as a walk-on. He was not good enough to play in the games, but continued to work hard at every practice. He achieved his goal, but not in the way you might expect. As you watch, notice how Rudy overcame all obstacles and never gave up his goal. What can you learn from Rudy?"

As students are watching, pause the movie every 15 or 20 minutes to discuss what has

happened. At each pause in the movie, ask students to share with a partner what they think will happen next.

### ☐ STEP 5: Activity - Day 3

After students have watched the entire movie, hold an open discussion about their impressions. Have them answer the questions on the **Rudy Questionnaire**. Students share their answers with the class.

For ten minutes, have students reflect on the movie and how the movie affected them, especially their thoughts on overcoming obstacles in their own lives. After a few moments of reflection, have them write their thoughts in their journals for five minutes. Explain that a good way to reflect each day is to first, think about a topic or a reaction to something they see, hear or read, then write or illustrate their feelings and impressions in a drawing.

73



LIFE MANAGEMENT: Unit 2 LESSON 11

### Rudy Questionnaire

Answer the following questions with a partner. Write the answers on your own paper.

1. Why didn't Rudy give up when everyone laughed at him?
2. Why didn't he give up when he was not accepted into Notre Dame?
3. What did he do to get into Notre Dame?
4. Why did Rudy continue to practice and never give up when it seemed like the odds were against him ever playing on the team?
5. How did Rudy overcome his obstacles?
6. Why did Rudy finally get the chance to play a game with the team?
7. Did Rudy deserve to play on the football team? Why or why not?
8. What happens when we don't achieve our goals?
9. What happens when we do achieve our goals?
10. What lesson can you learn from Rudy's experiences?

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73

#### ❑ STEP 6: Evaluate Outcomes

One way I can take time for myself is “\_\_\_\_\_.”

#### ❑ STEP 7: Connecting Activity

Over the next few days, show students other biographical or inspirational movies, such as *The Diary of Anne Frank* or *The Miracle Worker*. Discuss each movie and what they learned from it that will help them overcome obstacles in their lives.

## KEY WORDS

inspirational

persevere

reflect  
obstacles

examine

conscience

### MATERIALS AND PREPARATION

- Student Handout: **Rudy Questionnaire**, page 73.
- Rent or stream the movie *Rudy* for the class. Become familiar with the movie to determine points to pause and discuss the story.
- Prepare a screen image of the worksheet.

### SCANS FOUNDATION SKILLS

- Basic Academic Skills: Writing, Listening
- Thinking Skills: Seeing Things in the Mind's Eye, Reasoning
- Personal Qualities: Self-Esteem, Self-Management