



Reflecting in the classroom

Along was designed to offer both students and educators flexibility—to be used during the school day or outside the bounds of the school building. Use this guide to help you make the most of Along.

Students have told us that part of Along’s appeal is being able to respond in their own **time**, in a way that they **choose**, and in a **space** where they are comfortable.



Time

For any given reflection question, some students will need more time to reflect before responding.



Choice

Providing choice in how students respond—audio, video, or text—will help meet the needs of all students and build trust.



Space

Students may feel more comfortable recording in private, away from their peers, or want to share something with you they would be hesitant to share with others around.

We’ve worked with our partners at [Understood](#) to share recommended practices—applied to Along—that can be implemented to give all students time, choice, and space.

- **If possible, record your response** to the question, as opposed to sending text only. This helps level the playing field for any struggling readers. Hearing you read the question and reflect makes the process more accessible for all students. Plus when students hear and see you share about yourself, it builds trust and they may be more willing to share about themselves in return.
- **Set a schedule** for each component of the reflection loop. Knowing when to expect a new question from you, when to respond, and when you will review and reply helps students make a plan.
- **“Do now” OR “Do before”**. Once students have viewed each new reflection question from you, give them the option to respond immediately (Do now) or respond once they have had some time to think about it (Do before). Give a specific day and time by when you expect a response.
- **Offer multiple time slots** when students are allowed to respond to a reflection during class and post these slots for students to see. For example: during the first 5 minutes of class, during independent work time, once they have completed specific tasks.
- **Declare Along a “grammar and spelling free zone”**. Let students know you care about their thoughts and reflections so you can support them—and that you are not “grading” their reflections.
- **Designate a space for recording**—perhaps a recording station or recording corner in the classroom. Provide headphones or encourage students to bring their earbuds to the area. If using the recording space is in high demand, consider posting a rotation schedule and assigning students a day of the week when they have the option to visit the recording space.
- **Remember that reflecting can bring up big feelings**. Encourage students to transition back to class in a way that works for them, such as by stretching or taking a deep breath.



RESOURCE:

Curious for more ways to use all of Along’s great content in the classroom? Check out [this resource](#).