

# FUTURE READY SELF-REFLECTION ASSIGNMENT

Grades 6–12 | UNISUS International School

## Purpose

The Future Ready Program is designed to help you better understand **how you learn, how you show up, and how you grow over time** — not just academically, but as a person preparing for the future.

This reflection asks you to **make sense of your results**, compare them with your original self-reflection, and think intentionally about **what comes next** — for you, your class, and our school community.

There are no “right” answers. What matters is **honesty, insight, and thoughtfulness**.

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## Part 1 — Looking Back: Your Original Self-Reflection

*(Personal awareness)*

Before completing the Future Ready survey, you completed an initial self-reflection about your strengths, habits, and areas for growth.

### 1. Thinking back to that original reflection:

- What did you *expect* your Future Ready results to show?
- Were there any areas you felt particularly confident about at the time?

*Write 4–6 sentences.*

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## Part 2 — Understanding Your Results

*(Evidence-based reflection)*

Review your **individual Future Ready profile** (radar chart, strengths, focus areas, and category averages).

### 2. What surprised you most about your results?

- Was there a strength you didn't realize was a strength?
- Was there a focus area that stood out more than you expected?

*Refer to specific dimensions where possible (e.g., Mindfulness, Curiosity, Sleep, AI Use & Discernment).*

*Write 5–7 sentences.*

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### 3. Comparing perception vs. evidence:

- Where do your results confirm how you already see yourself?
- Where do they challenge or expand your understanding of yourself?

*Write 4–6 sentences.*

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## Part 3 — Growth Over Time: What Has Changed?

*(Metacognition)*

Now that you've seen your data and had time to think about it:

### 4. Have any of your views about yourself changed since your original reflection?

- Are there skills you now realize need more attention?
- Are there strengths you want to build on more intentionally?

*Write 4–6 sentences.*

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## Part 4 — Personal Action: What’s Next for You?

*(Agency & ownership)*

Choose **one or two dimensions** you would like to intentionally work on over the next term.

### 5. Personal focus areas:

- Which skill(s) do you want to improve?
- Why do these matter for your learning, wellbeing, or future goals?

### 6. Personal strategies:

- What is **one concrete action** you can take to support growth in each area?
  - (e.g., habits, routines, mindset shifts, asking for support)

*Write 6–8 sentences total.*

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## Part 5 — Support & Environment

*(Asking for help is a strength)*

### 7. Where might you benefit from support?

- From teachers?
- From peers?
- From school structures (time, programs, routines, resources)?

Be specific about **what kind of support** would help you grow.

*Write 4–6 sentences.*

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## Part 6 — Class & Collective Reflection

*(Community thinking)*

You’ve also seen **grade-level and school-wide Future Ready results**.

### 8. Looking at the bigger picture:

- What patterns do you notice in your grade or across the school?

- Are there skills that many students seem strong in?
- Are there areas where many students seem to be working on improvement?

*Write 4–6 sentences.*

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### **9. Collective improvement:**

- What is **one area** your grade or the school could focus on improving together?
- What are some realistic ways students and the school could support this growth collectively?

*Write 4–6 sentences.*

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## **Optional Extension (Grades 9–12)**

### **10. Future readiness & life beyond school**

How do the skills measured in the Future Ready Program connect to:

- future study
- work
- leadership
- wellbeing
- or life beyond school?

*Write a short paragraph.*

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## **How This Will Be Used**

Your reflections help:

- you understand your own growth journey
- teachers support learning more intentionally
- the school improve programs and learning experiences

This reflection is about **growth, not judgement.**