

## Building Brain Power: How Reflection Helps Young Learners Grow

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Flashback to when I was in a kindergarten classroom: kids everywhere, blocks are flying, questions are bouncing off the ceiling. But underneath all that joyful chaos? Little minds are hard at work. They're trying ideas, questioning strategies, saying “nope” and “wait,” sometimes quietly, sometimes loudly. That's metacognition: thinking *about* thinking. Here are some ways to bring reflection, curiosity, and self-awareness into early learning, so kids learn not *what* to think, but *how* to think.

### 1. Think-Alouds and Reflective Questions

When you verbalize your own thought process, you hand children a map of your brain in motion. Picture saying: “Hmm, this puzzle piece doesn't fit... maybe I rotate it? Let's try.” That's gold. Because kids see: thinking isn't invisible, it's action.

Then follow with gentle questions:

- “How did you figure that out?”
- “What did you try when you got stuck?”
- “What part felt tricky?”

Research shows when teachers model this, kids start using “thinking words” like *remember*, *plan*, and *check* when describing their own strategies. (Jacobs, 2004)

### 2. Reflection Journals and Visual Diaries

Kindergartners may not be writing full paragraphs yet, but they *can* reflect in a meaningful way. Give them a journal (could be a simple notebook or a folder) and invite them after an activity to:

- Draw something they learned or found difficult
  - Add stickers or emojis to show how they felt
  - Dictate one sentence like “I drew how I solved the block problem”
- These journals shift the focus from *what we did* to *how we learned* (Price-Mitchell, 2015), which is exactly the kind of thinking we want to nurture.

### 3. Play-Based Metacognition: Plan, Do, Review

Play is the natural environment of children's minds. Using something like the “Plan-Do-Review” cycle gives them a structure that mirrors adult thinking habits (goal-setting, monitoring, reflecting) in their own language of creation.

- Plan: “What are you going to build or explore?”
- Do: They carry out the plan, while you quietly prompt reflection
- Review: “What worked? What didn't? What might you try next?”

This isn't just playful fluff; studies show that embedding reflection into play supports executive functions and sets kids up for better academic readiness. (Braund, 2022; Dutemple et al., 2024)

#### **4. Group Reflection and Metacognitive Dialogue**

End the day together. Bring kids into a circle and ask:

- “What's something new you discovered today?”
- “What helped you when something felt hard?”

When children hear their peers talking about *how* they thought through something, they realise: “My brain does this too, and it's okay.” That sense of shared thinking builds community and metacognitive muscle. (McGibbon, n.d.)

#### **Closing Thoughts**

Metacognition in early childhood isn't about perfect reflections or turning kids into mini-professors. It's about nurturing that spark of awareness when a child pauses and thinks: “Huh, I figured this out ... and I can try something else next time.” When we give children consistent, playful chances to talk about their thinking, draw it, share it, play with it, we plant the seeds of lifelong learners. And that simple “I did it!” moment often begins with “I noticed how I did it.”

## References

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