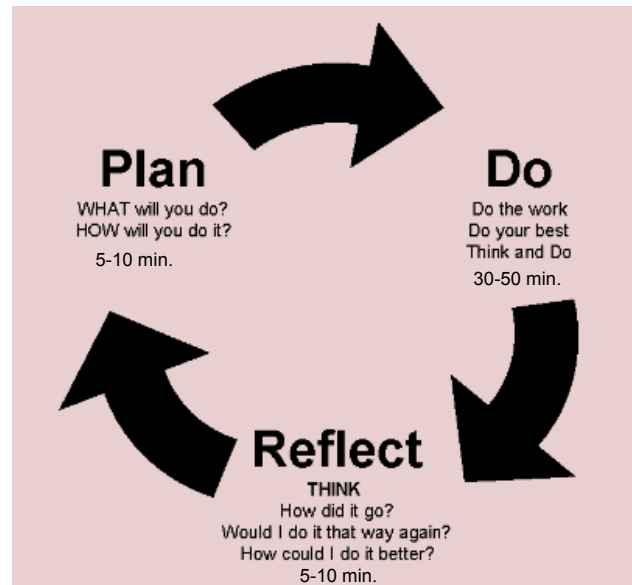


Plan-Do-Reflect

Benefits of Plan-Do-Reflect:

- Enhances creativity, critical thinking and problem-solving
- Contributes to the development of self-regulation and social skills
- Promotes physical well-being and coordination
- Encourages reading and writing through literacy-based materials
- Enhances communication and collaboration
- Develops character and citizenship



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Plan Do Reflect

A model of play-based learning.



Overview

Plan-Do-Reflect

When children embark on self-selected projects based on interest, they are able to make meaning of skills they are learning. The process of "Plan-Do-Reflect" allows children to cement skills and extend them by making meaningful connections to their own lives. The



highest level of engagement is achieved when students are in charge of their own learning. The role of the teacher is to

create a rich learning environment where taking risks is a value and the students do all the hard work of learning, while the teacher serves as a facilitator.

The "Plan-Do-Reflect" model is an uninterrupted component of the day. It is a time when the teacher is intentionally engaged with children, working alongside them, extending their thinking, coaching them through both social and academic scenarios. It is a time when children are free to explore and interact with materials in centers or areas around the classroom. The process has three steps: Plan, Do, Reflect.

Plan: "Choice with Intention"

The process starts with children developing a plan for their time and sharing that plan. Planning encourages children to articulate their ideas, intentions, and decisions. Children are able to increase not only their self-confidence but establish a sense of control as well. Planning begins the process of engagement in the learning leading to concentrated play that allows a child to move along a continuum with increasing complexity.



Do: "Develops Competent Thinkers, Decision-Makers, and Problem Solvers"

The second step of the process is 'do,' where children are able to carry out their plan with the guided support of a trained adult. Children are able to construct meaning as they engage in key experiences by manipulating appropriate familiar and unfamiliar materials as well as interact with peers and adults. In a risk-taking environment children are able to explore and extend their ideas while also processing new information. The adults are able to observe, support, and scaffold the students' play, leading to a deeper-level of learning.

Reflect: "Remembering and Reflecting with Analysis"

Reflect is the third and final step of the process. By using language and/or props children are able to share their thinking and learning process with their peers. In doing so children are able to describe and review from mental images. They are able to engage in a conversation beyond the present and evaluate their own learning. In sharing personal reflections, they are able to enlighten others, pose problems needing collaborative solutions, inspire others, or be inspired themselves.



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