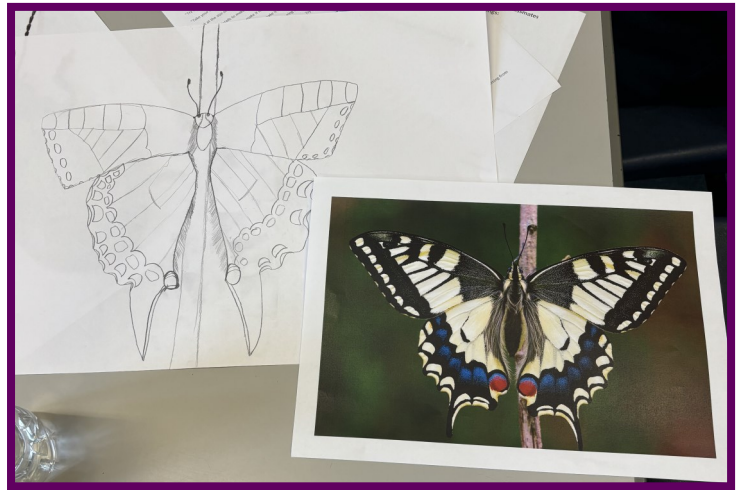


Recently, our school embarked on a metacognition and self-regulation day, inspired by the story of Austin's butterfly. Austin, a young child, initially drew a butterfly that was merely okay. However, through receiving constructive feedback from his peers, Austin's drawings progressively improved with each iteration, culminating in a beautifully observed piece of art.



Austin's Butterfly

Drawing inspiration from Austin's journey, our students were tasked with a similar exercise. Divided into groups, they chose to sketch different insects - be it dragonflies, bees, butterflies, or ladybirds. The focus lay not only on the actual drawings but also on the process of giving and receiving constructive criticism within their peer groups. Metacognitive questioning played a crucial role in guiding feedback towards potential



The results, as depicted in the accompanying photographs, were truly remarkable. The children embraced the critiques and feedback given to them, demonstrating a commendable level of resilience. This exercise not only honed their artistic skills but also instilled valuable lessons in self-improvement.

Austin's Butterfly

