EXPERIENTIAL LEARNING LESSON PLAN FORMAT

Title of Lesson:

- Can be in the form of a question i.e. *"What does the Solar System look like?"*

Goals(s):

- List overall goals.
- What do YOU, as the teacher, set up for students to learn?
- Examples:
    - To present activities whereby students discover that matter can be classified by states.
    - To use models for students to discover why we experience seasonal change.
    - To reinforce the idea of a complete circuit through trial and error experimentation.
    - To present activities whereby students discover properties of magnets.

Learning Objectives:

- Include specific science process skills.
- What will the students be able to do/demonstrate as a result of this lesson?
- Example:
    - Students will be able to:
        - **measure** the scale distance of the plants in inches.
        - **contrast** the sizes of the nine planets and make generalizations.
        - **classify** rocks according to specific properties.
        - **communicate** through writing and speaking the steps of the water cycle.
- Do not use the terms "learn" and "understand" when writing objectives - too general.

Purpose/Rationale:

- Why am I teaching this lesson this way?
- What is the significance, relevance, reason for teaching & learning this lesson?
- What are the standards that are addressed in this lesson?

Prior Teacher Preparation:

- What did you have to do to get ready for this lesson? (research, purchases, organization)

Materials/Resources:

- Make a vertical list. Include quantities, resources, websites
- Supplies: handouts, lab sheets, science materials
- Multi-Media: Video/audio tapes, software programs, internet sites, images, content, on-line projects, real time data
- Textual Information: books, magazines/journals, encyclopedias

6-STEP PROCEDURE:

#1 Introduction:

- Make connections between prior knowledge and experiences with what is presented.
- Find out what students ideas are on this topic - uncover misconceptions!

- Review what was learned in prior lessons - then introduce content and vocabulary necessary for today's lesson.
- Use teaching charts, video clips, books, presentation software, instructional software, articles, tapes, overhead projector, handouts, models, etc. to accent instruction.
- Create and describe the structure for group learning (if applicable), whole class discussion, and individual work (journal, worksheet).

#2 Exploration: *"Do it"*

- Perform or do an activity with little to no help from the facilitator/teacher.
- Examples might include:
    - making products or models
    - role-playing
    - giving a presentation
    - problem-solving
    - playing a game
- Features of experiences include:
    - May be an individual or group experience, but involves doing.
    - Most likely will be unfamiliar to the learners – a first-time activity.
    - Pushes the learner beyond previous performance levels.
    - May be "uncomfortable" to the learner.

 # 3 Sharing: *"What Happened"*

- Publicly share the results, reactions and observations.
- Get the participants to talk about their experience.
- Share reactions and observations.
- Discuss feelings generated by the experience.
- Let the group (or individual) talk freely and acknowledge the ideas they generate.
- Examples of sharing questions:
    - What did you do?
    - What happened?
    - What did you see, feel, hear taste?
    - What was the most difficult? Easiest?

#4 Processing: *"What's Important?"*

- Discuss, analyze, reflect upon, look at the experience.
- Discuss how the experience was carried out.
- Discuss how themes, problems, and issues are brought out by the experience.
- Discuss how specific problems or issues were addressed.
- Discuss personal experiences of members.
- Encourage the group to look for recurring themes.
- Examples of processing questions:
    - What problems or issues seemed to occur over and over?
    - What similar experience(s) have you had?

#5 Generalizing: "*So What?"*

- Connect the experience with real world examples.
- Find general trends or common truths in the experience.
- Identify "real life" principles that surfaced. List key terms that capture the learning.
- Examples of generalizing questions:

- What did you learn about yourself through this activity?
- Why is (life skill) important in your daily life?
- How does what you learned relate to other parts of your life?

#6 Application: *"Now What?"*

- Apply what was learned to a similar or different situation,
- Learn from past experiences, practice.
- Discuss how new learning can be applied to other situations.
- Discuss how issues raised can be useful in the future.
- Discuss how more effective behaviors can develop from the new learnings.
- Help each individual feel a sense of ownership for what was learned.
- Example questions about applying the experience:
  - How can you apply what you learned to a new situation?
  - How will you act differently in the future?
  - How could you apply life skills learned through this practice in the future?

Assessment:

- How do you know if they GOT IT?
- Design a worksheet, journal recording, test, quiz, or performance-based activity for students to demonstrate what they have learned.
- Have your *Goals* and *Learning Objectives* been met?
- How will you do to assist those who do not "get it"? Provide an alternative activity for a student with a special need.
- How might you extend the lesson, dig deeper, go beyond?

Self-Evaluation:

Reflect on *strengths and weaknesses* of the lesson as taught.

- Describe individual *student responses* to techniques used. How did they react?
- Discuss *student "thinking" and ideas.*
- Include *samples of students answers* on lab sheet or journal entry (photocopy is fine).
- Ask students for a brief evaluation of lesson. Include their responses.
- Discuss *fulfilled and unfulfilled expectations*. Any surprises?
- In retrospect, *how would you modify* this lesson?