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:
  o To present activities whereby students discover that matter can be classified by states.
  o To use models for students to discover why we experience seasonal change.
  o To reinforce the idea of a complete circuit through trial and error experimentation.
  o 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:
  o 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:
  o making products or models
  o role-playing
  o giving a presentation
  o problem-solving
  o playing a game
• Features of experiences include:
  o May be an individual or group experience, but involves doing.
  o Most likely will be unfamiliar to the learners – a first-time activity.
  o Pushes the learner beyond previous performance levels.
  o 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:
  o What did you do?
  o What happened?
  o What did you see, feel, hear, taste?
  o 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:
  o What problems or issues seemed to occur over and over?
  o 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:
o What did you learn about yourself through this activity?
o Why is (life skill) important in your daily life?
o 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?