

### ESTIMATED TIME

1 class period

### PREREQUISITES

- Be prepared to explain the specifics of the experiential education program at your school. If students will have internships, all of the details should be established, including what students will do at a site, where the sites are, when students will participate, how they will participate, how they will be assessed, and how they reflect and follow-up. This lesson addresses why experiential education is valuable.
- If using *Sakai*, students need to know how to find the lesson assignment and submit it online.
- Prepare to have a computer and projector for the **Experiential Education: Theory and Practice** presentation.

### RESOURCES AVAILABLE

- *Introduction to Experiential Education Rubric*
- *Principles of Experiential Education*
- *Experiential Education: Theory and Practice electronic presentation*
- *Potential Sites Worksheet*

### ACROSS THE CURRICULUM

This lesson is integral to an experiential learning program. Learning in all subject areas can have an experiential component or can be related to the internship experience.

### LESSON GOAL

Demonstrate understanding of what experiential education is.

### Essential Question

What is experiential learning?

### Student Expectations

1. Translate an experiential learning explanation into words students understand.
2. View a presentation about experiential learning and ask questions about it.
3. Make suggestions about potential internship sites.
4. Write a reflection about experiential learning.

### LESSON OBJECTIVES

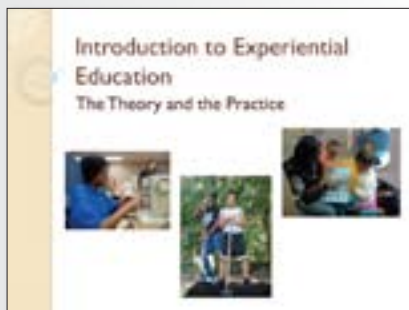
1. Explain what experiential learning is and describe the principles of experiential education.
2. Describe the intended impact of experiential learning.

### RATIONALE

From this lesson students should gain an understanding of the power and scope of experiential education. This knowledge will give them an idea of what to expect from an internship program or experiential education experience. This basic overview will need to be supplemented by the specific details of the program at each school. This lesson provides an opportunity for students to describe their thoughts about experiential education on the eve of beginning the internship program. It will be beneficial to save their reflections to compare their thoughts at this time to their thoughts once the internship is underway. If no internship programs exist in a school, students can participate in experiential learning by “doing” 21st Century Skills in any class. Schools without internships can use this lesson to discuss ways to incorporate experiential education and 21st Century Skills in daily schoolwork.



Introduction to Experiential Education Rubric



Introduction to Experiential Education



Principles of Experiential Education

## PROCEDURES: WHAT TO DO

- 1. WHOLE GROUP** Hand out the *Introduction to Experiential Education Rubric* to introduce the lesson and explain how students will be evaluated. Explain that students will be translating a document about experiential education, viewing an electronic presentation about experiential education, and then writing a reflection about experiential education.
- 2. SMALL GROUP** Divide the class into groups of 3-4. Hand out the *Principles of Experiential Education* information sheet. In their groups, have students take 15 minutes to read the document and then prepare a presentation of it to the rest of the class, using their own words. Students may choose to rewrite the document, to act it out, to draw it out, or present the theory behind experiential education in some other way.
- 3. WHOLE GROUP** Have each group of students present its translation of the document to the class. At the end of the presentations make a class list of words and phrases that explain experiential education.

### ASSESSMENT

**Experiential Education Theory** Develop a presentation that explains the theory of experiential education.

- 4. WHOLE GROUP** Present *Experiential Education: Theory and Practice*. Stop throughout the presentation to answer any questions students may have. After the presentation discuss how experiential education can impact learning.

### ASSESSMENT

**Electronic Presentation** Listen to a presentation and relate to it.

- 5. SMALL GROUP** Reconvene the small groups. Hand out the *Potential Sites Worksheet*. Have each group list potential sites in the community that appeal to them as internship sites. Then next to each site, have students explain how it meets the principles of experiential learning.
- 6. WHOLE GROUP** Have each group share three potential sites they discussed, describing how they meet the principles of experiential learning.

### ASSESSMENT

**Potential Sites** Work collaboratively to create a list of internship site recommendations that meet the principles of experiential education.

- 7. WHOLE GROUP** Present an overview of the experiential education program at your school and address any student questions.



## INTEGRATING TECHNOLOGY

### ANNOUNCEMENT

- Use Announcements to remind students of assignments and due dates.
- Announcements should be coordinated with Assignments and Schedule.

### SCHEDULE

- Add Assignments to the Schedule

### EVALUATE/REVIEW

- Student Assignments
- Student Portfolio
- Add a test or quiz if desired

### LESSONS

- Review Lessons
- Add Resources if desired
- Change a Lesson if desired
- Schedule a Lesson
- Unschedule a Lesson

### COMMUNICATE IF DESIRED

- Blogger
- Chat Room
- Drop box
- Mailtool
- Roster

## Ohio Academic Content Standards

### Grade 9 English Language Arts

#### Reading Process: Concepts of Print, Comprehension Strategies and Self-Monitoring Strategies

1. Apply reading comprehension strategies, including making predictions, comparing and contrasting, recalling and summarizing and making inferences and drawing conclusions.
2. Answer literal, inferential, and evaluative and synthesizing questions to demonstrate comprehension of grade-appropriate print texts and electronic and visual media.

#### Writing Processes

1. Determine a purpose and audience and plan strategies (e.g., adapting focus, content structure and point of view) to address purpose and audience.

#### Communication: Oral and Visual

1. Apply active listening strategies (e.g., monitoring message for clarity, selecting and organizing essential information, noting cues such as changes in pace) in a variety of settings.
8. Deliver informational presentations that
  - a. Demonstrate an understanding of the topic and present events or ideas in a logical sequence.
  - b. Support the controlling idea or thesis with well-chosen and relevant facts, details, examples, quotations, statistics, stories and anecdotes.

## DIFFERENTIATING INSTRUCTION

### SPECIAL NEEDS

Students with IEPs may have difficulty explaining their answers to the rest of the class if selected by the group, therefore, the advisor could do the selection instead of leaving it up to the group. In addition, IEP students may have difficulty responding to the reflection prompts. Students may be allowed more time on the assignment, or they could dictate their response to another student or to the advisor.

### GIFTED AND TALENTED

This is a lesson that all students should be able to participate in at their own level, therefore, gifted and talented students should be well served. If they seem dissatisfied with the depth of the lesson, however, they can be encouraged to research how experiential education is done at schools around the country.

## ADDITIONAL RESOURCES

### WEBSITE SOURCES

Preview sites for appropriateness before recommending them to students. If links are broken, search for similar information.

#### Experiential Education Programs

Use these sites to see an example of schools that have experiential education internship programs.

- **The Graham School** [www.thegrahamschool.org](http://www.thegrahamschool.org)
- **The Charles School** [www.thecharlesschool.org](http://www.thecharlesschool.org)

### BOOK SOURCES

#### Experiential Education

- Gibbons, Maurice. *The Self-Directed Learning Handbook: Challenging Adolescent Students to Excel*. Hoboken, NJ: Jossey-Bass, 2002. Use this book to learn more about the principles of self directed learning and its relationship to experiential education.
- Luckner, John L., and Reldan S. Nadler. *Processing the Experience: Enhancing and Generalizing Learning*. Boca Raton, FL: Kendall Hunt, 1997. Use this book to learn more about the principles of experiential education.