

### ESTIMATED TIME

2 class periods

### PREREQUISITES

To complete the Group Initiative problem in the first part of the lesson, you will need 20-30 individual pictures from a wordless picture book for students to put in order to tell the story. You can find your own or use one of the books by Istvan Banyai in the **Zoom** and/or **Re-Zoom Activity**. The pages need to be separated into one page sheets; could be laminated or placed in clear plastic sleeves.

- Banyai, I. (1995). *Zoom*. New York: Viking / Penguin.
- Banyai, I. (1998). *Re-Zoom*. New York: Viking / Penguin.

### RESOURCES AVAILABLE

- **Introduction to Experiential Learning Rubric**
- **Zoom and/or Re-Zoom Activity Directions**

Activity taken from, <http://wilderdom.com/games/descriptions/Zoom.html>

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Thanks to PJ Giampietro, Michelle Cummings, Dev Pathik, Andy Martinson, Eric Nei and Christie Peterson for their descriptions and information about this activity on the AEE and ROPES discussion lists.

### ACROSS THE CURRICULUM

Experiential learning is relevant in all curricular areas. Applying experiential learning activities and strategies involves students in engaging in meaningful work and then reflecting on what they have learned and applying that learning.

### LESSON GOAL

Experience the experiential learning cycle through a facilitated experience and apply it to personal and academic experiences.

### Essential Question

What is experiential learning?

### Student Expectations

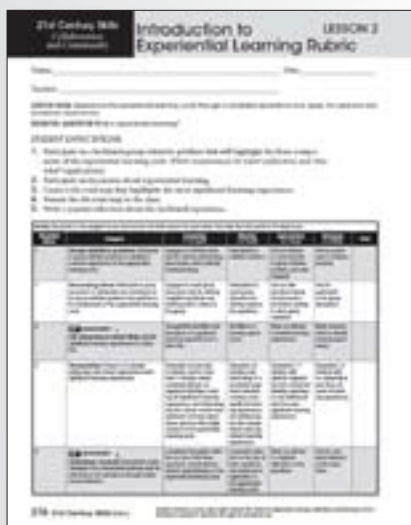
1. Participate in a facilitated group initiative problem that will highlight the three components of the experiential learning cycle: *What?* (experience) *So what?* (reflection) and *Now what?* (application)
2. Participate in discussion about experiential learning.
3. Create a life road map that highlights the most significant learning experiences.
4. Present the life road map to the class.
5. Write a journal reflection about the facilitated experience.

### LESSON OBJECTIVES

1. Demonstrate understanding of the three phases of experiential learning (experience, reflection, application).
2. Recognize the value of experiential learning by identifying and communicating meaningful learning experiences.
3. Select appropriate and meaningful forms of reflection.

### RATIONALE

As lifelong learners we are continually having experiences, processing them, and using the new knowledge in future experiences. This is experiential education. The primary objective of experiential learning is for students to develop the attitudes, values and the critical-thinking skills that they need in order to take critical action in appropriate situations, including situations beyond the classroom or school, when necessary. Experiential learning is effective due to its holistic approach of addressing the cognitive, emotional, and physical aspect of the learner. Students have significant experiences in every area of their lives. Through experiential learning, students will be better equipped to process what they learn through these experiences by developing the knowledge and skills to reflect and connect.



Introduction to Experiential Learning Rubric



Zoom and Rezoom

## PROCEDURES: WHAT TO DO

- 1. WHOLE GROUP** Begin the lesson by distributing the *Introduction to Experiential Learning Rubric* to provide an overview of the lesson and explain how students will be evaluated.
- 2. WHOLE GROUP** Use 30 minutes to engage students in a group initiative problem activity. Use the *Zoom* and/or *Re-Zoom Activity* or create your own to provide a common group experience to model the experiential learning cycle. As an alternative to a wordless picture book activity, divide the class into three groups and give each 7 minutes to build a tower of newspaper and masking tape to see who can make the tallest tower. The point of the activity is to model the stages of experiential learning.

In the *Zoom Activity*, students are each given one of a set of 20-30 wordless pictures that tell a story when put in the correct order. Without showing each other the pictures, the point is to communicate with each other to put the story in order and to then tell the story. The activity requires patience, communication, and perspective. The story is followed up with a reflection on how the problem was solved and a discussion of what was learned. This models the experiential model of *what, so what, and what now*. You can create your own resources using pictures from any wordless picture book that tells a sequential story. Give students 15 minutes to put the story in order.

- Participants will generally mill around talking to others to see whether their pictures have anything in common. Sometimes leadership efforts will emerge to try to understand the overall story.
- Once the initiative problem is finished, usually after about 15 minutes, allow everyone to see the pictures and encourage participants to sort out any mistakes in the order (can be done on a table or the floor), then let everyone walk around and view the pictures in sequence so they understand the full story.

### ASSESSMENT

**Group Initiative Problem** Participate in group initiative problem to establish a common experience for the experiential learning cycle.

- 3. WHOLE GROUP** After the initiative problem activity, explain that the experiential learning cycle involves three stages: *What? So What?* and *Now What?* In the activity they experienced *What*. Now they will experience the *So What* and *Now What* stages. Use these questions to help students analyze the experiential learning stages in the initiative problem.

#### What?

- What was the experience?
- What was the problem?
- What was the solution?
- What was successful?



Student Pages

- What did not work?
- What type of communication was used in attempting to solve the problem?
- What communication methods might have worked better? e.g.,
- What kind of leadership was used to tackle the problem?

### So What?

- Why was it hard to get the story together? (Everyone had a piece, but no-one had the big picture.)
- Imagine if, at the outset, the group had taken the time to let each person describe his/her picture to the rest of the group. What would have happened then? Would the solution have been found faster? What prevented such strategies from being considered?
- Did you try to “second position” (i.e., see one’s communications from the perspective of others)?
- Who were the leaders? Why?
- What style of leadership might have worked best?
- If you were to tackle a similar activity again, what do you think this group could do differently?

### Now What

- What real life activities are similar to this activity?
- How can you apply what you have learned in the activity to other experiences?

After the discussion, use the white board to create a diagram to demonstrate the cyclical nature of the cycle. Have students connect the cycle to the group initiative problem.

1. *What-* Have an experience.
2. *So What-* Review what happened and what can be learned.
3. *Now What-* Plan a way to tackle the next round of experience.

### ASSESSMENT

**Processing Ideas** Participate in group discussion to extrapolate any learning from the group initiative problem activity and experience the components of the experiential learning cycle.

4. **INDIVIDUAL** Have each student create a *Life Experience Road Map*.

## ASSIGNMENT 1

Introduce the assignment by discussing the following questions. Be prepared to give personal examples of lessons you have learned to help students identify the level of significance.

- What is one of the most important lessons you have learned in your life?
- How and when did you learn it?

Explain that students will create a timeline of 4-6 learning experiences to share with the class. If desired, have them use the Microsoft Office *Timeline Template* referenced in Additional Resources to create the timelines electronically. They should reflect on the stages of experiential learning.

- **What**—what did they experience?

- **So What**—what did they learn?
- **Now What**—what they did differently as a result of the experience?

**ASSESSMENT**

**Life Experience Road Map** Identify significant learning experiences in a time line.

**5. INDIVIDUAL** Have each student do a 2-5 minute in-class presentation of his or her *Life Experience Road Map*. This will demonstrate the variety of learning styles and ways of connecting. In their presentations have them

- identify their significant learning experiences
- explain why they are significant
- identify the ingredients that caused each experience to be memorable
- identify any common threads that reveal how they learn best
- explain how they experienced the stages of experiential learning in each experience

At the end of the presentations, have students use the *Sakai* Assignments Tool to submit their *Life Experience Road Maps*.

**ASSESSMENT**

**Presentation** Present 2-5 minutes, addressing why chosen experiences were significant learning experiences.

**REFLECTION**

**6. INDIVIDUAL** Have each student write a journal

reflection answering the questions below. This introduces another technique of processing an experience and gives more opportunity for the students to connect the experiential learning cycle to areas of their life. Have them use the *Sakai* Assignments Tool to submit their reflections for evaluation.

- How do you best learn?
- What is the best way to reflect on an experience?
- What can you take from the initiative problem activity and apply it to future experiences?
- Pick one of your learning experiences from the *Life Experience Road Map* and apply it to the experiential learning cycle.



**ASSIGNMENT 2**

**ASSESSMENT**

**Individual Journal** Demonstrate understanding of the experiential learning cycle by reflecting on an experience through written journal reflection.

## ASSESSMENT

Use the *Introduction to Experiential Learning Rubric* to evaluate student performance. Have students complete the rubric as a self-evaluation and then discuss the results.

In addition to the rubric, each submission should be evaluated individually for appropriateness for submission to the ePortfolio before posting.

## 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

#### English Language Arts Grade 10

#### Communication Oral and Visual

#### Speaking Applications

8. Deliver informational presentations (e.g., expository, research) 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;
  - c. include an effective introduction and conclusion and use a consistent organizational structure (e.g., cause-effect, compare-contrast, problem-solution);
  - d. use appropriate visual materials (e.g., diagrams, charts, illustrations) and available technology to enhance presentation and draw from multiple sources, including both primary and secondary sources, and identify sources used.
9. Deliver formal and informal descriptive presentations that convey relevant information and descriptive details.

## DIFFERENTIATING INSTRUCTION

### SPECIAL NEEDS

Students on IEPs should do well with the material in this lesson and the way it is presented. Where necessary, prepare to support these students with the written reflection and give additional time or extra assistance from the advisor.

### GIFTED AND TALENTED

Gifted students can be challenged in this lesson by acting as classroom leaders during the initiative problem and discussion. The material may be intuitive to them, but not to their classmates. Therefore, charge them with directing the discussion and giving encouragement to struggling participants. Other tasks could include doing some internet research on what more advanced models of experiential learning cycles are.

## ADDITIONAL RESOURCES

### WEBSITE SOURCES

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

Use these websites for information and activities about experiential learning and the cycle of experiential learning.

- <http://wilderdom.com/>
- <http://wilderdom.com/experiential/>
- <http://wilderdom.com/experiential/elc/ExperientialLearningCycle.htm#critiquesofELCmodels>
- Use the Microsoft Office Excel Timeline Template to have students create electronic Experiential Road Maps. <http://office.microsoft.com/en-us/templates/TC010162661033.aspx?ofcresset=1&Axlnstalled=1&c=0>

### BOOK SOURCES

Use these books for background information and activities for experiential learning.

- Luckner, John L., and Reldan S. Nadler. *Processing the Experience: Enhancing and Generalizing Learning*. Boca Raton, FL: Kendall Hunt, 1997.
- Rohnke, Karl E. *Silver Bullets: A Guide to Initiative problem, Adventure Games and Trust Activities*. Boca Raton, FL: Kendall/Hunt Publishing, 1984.
- Rohnke, Karl, and Steve Butler. *Quicksilver: Adventure Games, Initiative problem, Trust Activities and a Guide to Effective Leadership*. Kendall/Hunt Publishing Company, 1995.