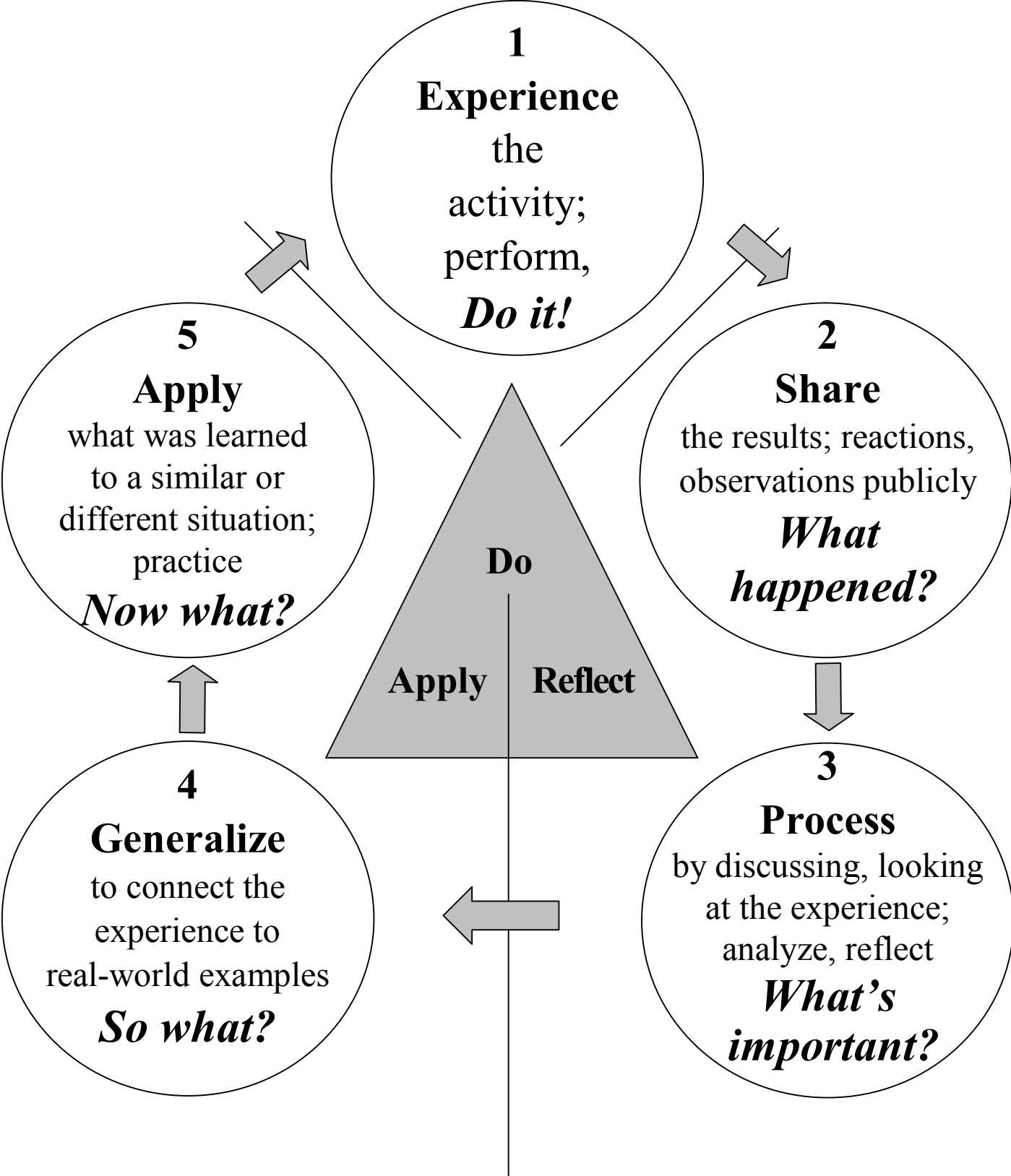



Experiential Learning Model



Do, Reflect & Apply Teaching Plan

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I. Review Five Step Experiential Learning Model

Refer to the Experiential Learning Model and review Reflect and Apply questions from “I Feel Silly activity  [Today I Feel Silly](#) (3 pages, 96 KB) Activity where youth K-2 can identify and express a variety of feelings.

II. Comparing Two Models of Learning

1. The facilitator uses the “I Feel Silly” activity that everyone experienced earlier in the day to role play these two teaching methods:
 - a. Facilitating the *experiential learning* method
 - b. Lecturing for *knowledge transfer* from teacher to student
2. Before role playing, briefing introduce “Skills Needed by Facilitators of Experiential Learning” by going over the Observation Worksheet
 - a. Focus
 - b. Observation
 - c. Questioning
 - d. Support and Feedback
 - e. Debriefing
3. ROUND ONE ROLE PLAY-- Divide the group in half and role play using a typical teacher/student lecture style. Read part of the book “Today I Feel Silly” and then *lecture* to the group on how to express their feelings. Half the group serves as learners, while the other half of the group uses the worksheet to write down their observations.
4. ROUND TWO ROLE PLAY—Participant groups reverse roles [half are learners, the other half observers] and do the “Feelings Toss a Cross” activity with the facilitator emphasizing the *experiential learning* process.
5. Workshop facilitator leads a discussion comparing and contrasting participant learning experiences using the *Skills Needed by Facilitators of Experiential Learning*
6. *Worksheet.*

References:

Heads-On, Hands-On: the Power of Experiential Learning Facilitators Guide and Video, 4HCCS 4-H Cooperative Curriculum System, VH-07900. To order go to

<http://www.n4hccs.org>

Skills Needed by Facilitators of Experiential Learning Worksheet		
	Role Plan #1 – Teaching the Facts Read “Today I Feel Silly” and lecture on how to identify feelings	Role Play #2 – Facilitating Experiential Learning Play Feelings Toss-A-Cross process questions
	Participant Observations	
Focus - Did the Helper get the attention of the group by making it sound interesting and fun?		
Observation - Did the helper watch and observes as youth try different things?		
Questioning - Did the helper use questions to help youth express themselves and interact?		
Support and Feedback - Did the Helper create a warm, relaxed supportive atmosphere?		
Debriefing - Did the Helper process both the intentional outcomes and the unexpected occurrences?		

III. Briefly Review 4-H Experiential Learning Tools

1. Hold up the *Heads-On, Hands-On* Video & Facilitators Guide
2. Show participants Appendix B – Experiential Questions Handout on page 21-24.