

EXPERIENTIAL LEARNING IN YOUR OWN CLASS

Have you ever implemented an experiential learning activity/project in your class?
Write about it in your notebook or a paper.

Purpose of the activity: Why did you plan this activity?	
Learning Objective: What did you hope the students learn from it?	
Learning Process: How did you conduct the class?	
Assessment: How did you check students' learning?	

EXPERIENTIAL LEARNING IN YOUR OWN CLASS

Do you think you can add new ideas, you learnt from this course, in your experiential learning activities? Write about it in your notebook or a paper.

Purpose of the activity:

Why did the teacher plan the activity?

Learning Objective:

What did the teacher hope the students learn from it?

Learning Process:

How was the learning process designed?

Assessment:

How did the teacher check students' learning?

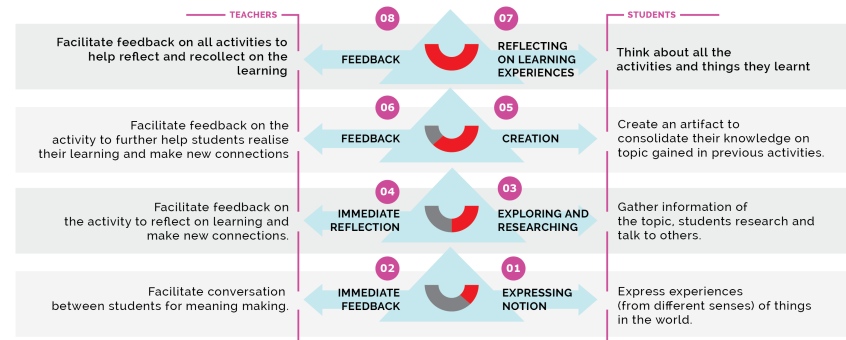
IMPLEMENT EXPERIENTIAL LEARNING IN YOUR CLASS

How can you adapt this activity in terms of content to your own class and subject?



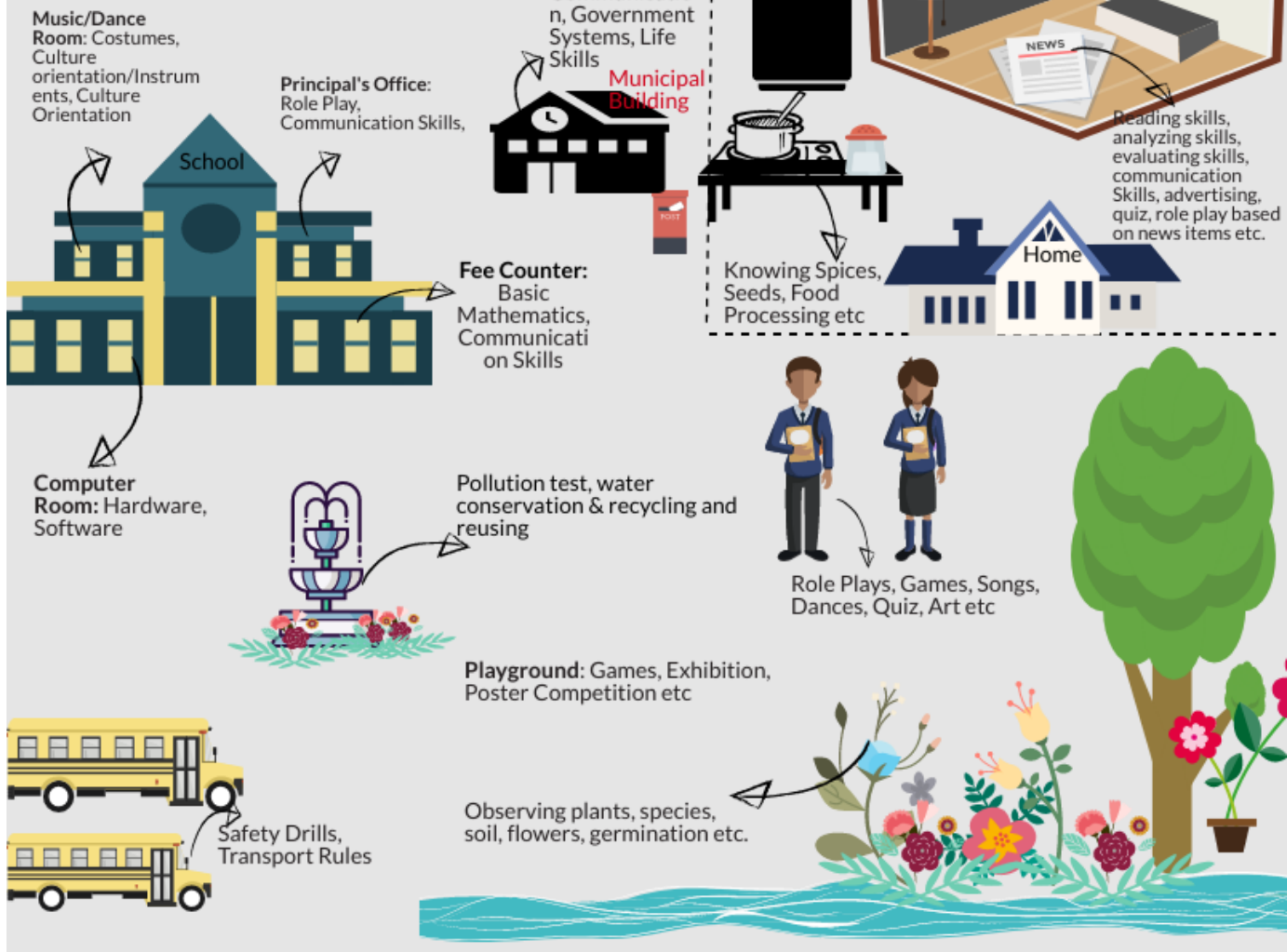
Suggestions

- Add ideas/procedures you learnt from this course in your lesson plan.
- Prepare a plan based on your current resources (space, material & time).
- Talk to other subject teachers to create a collaborative plan.



Resources around us for Experiential Learning Activities

Source: CBSE Experiential Learning Handbook (p.41)



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PIKTOCHART

MAKING THE EXPERIENTIAL LEARNING MODULE PURPOSEFUL/MEANINGFUL AND RELATED TO THE CHILD'S CONTEXT: A STEP BY STEP APPROACH:

To understand each step in detail
see Infographic Text in Unit 4

Source: CBSE Experiential Learning
Handbook for Teachers pp. 68 -75



START

Analyse the needs of your students and their prior notions

Plan and identify the experiential activities for the topic/concept. Plan out the primary and secondary experiences.

Select which type of experiential learning activity with multi-sensory strategy (i.e. pairs/small groups, inside/outside, sense used etc.)



Plan in advance: map activities to curriculum/ syllabi and learning outcomes, combine these to form your **pedagogical plan** for the semester or for the year.

Prefer:
Integrate Arts for
expressing understanding
of cognitive
concept

Time it:
Give a time frame
with flexibility

Explain:
Give clear and
simple instructions
for conduct of the
group activity.

Ensure:
Availability
of resources

Flexible:
Promote flexible
seating arrangements
to allow group dynamics
(on the floor,
inside/outside)



Classroom Environment:

Make the classroom environment colourful and aesthetic with student work displayed.



Familiarize:

Do energiser/starter activities for group bonding



Daily objects:

For learning



Body and Senses:

Use body, space and movement for holistic learning and greater engagement



Use **positive emotions** for joyful learning



Allow mistakes:
Encourage different responses and allow discussions and errors without fear of being judged.

Experiential learning is incomplete without **reflection**

Levels of reflection:
individual->pairs->
sub-groups -> then
whole group.



Concept map
as a tool for
reflection



Peer evaluation

as a tool for
reflection



Teacher's role

someone who initiates
the learning experience
and supports the
child positively.



Assessment
of the EL experience
with focus on formative
feedback.



Importance of portfolio in EL

Create using different
material to promote
creative, descriptive,
analytical and critical
writing

STOP