



Experiential Learning

Middle School Food and Agricultural Literacy Curriculum

Precepts

- J. Mental Growth
 - J1. Think critically
 - J2. Think creatively
 - J5. Commit to lifelong learning

National Standards

CS.01.06.05.a.CS.01.06.05.a. Describe the value of being a life-long learner and the need for continuous development.

CS.02.03.01.a. Explore various career interests/options.

NL-ENG.K-12.12– Applying Language Skills

Student Learning Objectives

As a result of this unit the student will...

Apply foundational and life skills learned through agriculture in the school and community setting.

As a result of this lesson, the student will ...

Define experiential learning.

List two examples of experimental learning opportunities.

Content Outline

Objective 1. Demonstrate compromise, consensus, and community building concepts for carrying out different tasks, assignments, and projects.

I. What is experiential education

a. Defined by John Dewey as the process of making meaning from direct **experience**

b. Follows a cycle discussed by David Kolb:

i. **Experience:** This involves a real-life **experience**

ii. **Reflect:** What happened?

Time

Instruction time for this lesson: 45 minutes.

Resources

Kolb, David. (1984). *Experiential Learning: Experience As the Source of Learning and Development*. Englewood Cliffs, NJ: Prentice-Hall, Inc.

Frank, L.S. (2004). *Journey Toward the Caring Classroom*. Oklahoma City, OK: Wood 'N' Barnes Publishing & Distribution.

Tools, Equipment and Supplies

Some type of soft object to toss

Transparencies/Projector

Writing Surface

Flip Chart Sheets

MS.IAS.3.4.TM.A – one per teacher

MS.IAS.3.4.TM.B – one per teacher

MS.IAS.3.4.AS.A – one per student

MS.IAS.3.4.ASSESS.A – one per student

Key Terms

The following terms are presented in this lesson and appear in **bold italics**:

Experience

Reflect

Generalize

Apply

iii. ***Generalize:*** So what?

iv. ***Apply:*** Now what?

II. Experiential Learning Opportunities: Supervised Agricultural Experience Programs (SAE)

a. An SAE is an experiential learning opportunity

b. The eight types of SAE's are:

1. Entrepreneurship
2. Placement
3. Agriscience Research
4. Agricultural Service Learning
5. Exploratory
6. Improvement
7. Supplemental
8. Directed School Laboratory



Experiential Learning

Interest Approach

Hello. Find your seats and let's start experiencing how much fun learning can be.

As students walk in have them sit down. Have a soft object (foam ball, crumpled up paper, or any other item) at the front with you.

We're going to test our warp speed ability today. Stand up. In just a moment when I say WARP, this ball has to touch each of your hands in the shortest amount of time possible. You must have your hand up in the air until you have caught and thrown it. After you have caught and thrown the ball, you put your hand down letting others know you have completed your turn. We must say the name of the person before we throw it to them. I will not be playing but will be timing how fast you can complete the task. We will have multiple times to repeat this task to try to get the fastest time possible. What questions are there? WARP!

Pass the ball to the first person and begin the stopwatch. Once the ball has been thrown to all the participants, stop the time and write the time on the board.

That was OK, but you can do much better. What did you learn from this trial? What will you do different?

Elicit responses and let the students create a new plan before playing again.

Let's try this again. Are you ready? WARP!

Pass the ball to the first person. Once again, stop the time when the last person has caught the ball. Share the time on the board.

What happened this time? What did you learn? What will you do different for the last trial?

Elicit responses from the students. When they are ready begin the task for the final time.

Sounds like you are ready to do this again. For the last time, WARP!

Time the students one final time and write the final time on the board.

What happened?

Elicit Responses.

Why is it that your time got better?

That is right, you learned how to do the task better each time you experienced it. A famous guy by the name of John Dewey explained a long time ago that by experiencing things we learn them the best. We create our own learning. Mr. Dewey stated that we, unlike other animals, are the "learning" creatures. We try things, learn from what happens, and try them again with our new knowledge. Today, we are going to learn what exactly experiential education is, how it works, and identify a few experiences we can learn from ourselves.

Summary of Content and Teaching Strategies

Objective 1. Define Experiential Learning

Utilize MS.IAS.3.4.TM.A as an overview of content

Give each student one copy of MS.IAS.3.4.AS.A

First, it is important for us to know exactly what experiential education is. It is defined by John Dewey as the process of making meaning from direct **experience**. Say it with me. Experiential Education is: the process of making meaning from direct **experience**. Capture that at the top of your paper where it says, "Experiential education is."

What exactly is a direct experience? Who will give examples of direct experiences that you learned from?

Elicit Responses.

Exactly. We all have experienced different things that we have learned from. Would you say school is experiential? Why or why not?

Elicit Responses. Students could say either yes or no depending on the examples they give. Focus on the necessity for a DIRECT experience. Textbook stories are not direct experiences. A lab, however, might be.



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Learning from our experiences is a cycle. Everyone can see the experiential learning cycle on your notes sheet. Think about an experience you have learned from. Try to remember the whole process from the second the experience began to the time where you changed because of what you learned. What process did you go through to learn from the experience?

Elicit responses and expand on their answers. Hopefully the answers in some way fit into reflecting, generalizing and applying.

You guys are experts! John Dewey would be proud. Let's look at a model developed by David Kolb to match our thoughts to a model of **experiential** education. Let's start at the top. What do you think goes in the top box? I'll give a hint: All **experiential** learning starts with a what? Exactly! It always starts with an **experience**. What are some example **experiences**? Take examples. Those are great. Take the time to write in **Experience** in the top space.

Now it gets a little trickier. After we **experience** or try something, what do we do after we first step away from the **experience**? For example, after we try to ski for the first time, what do we do as we sip hot cocoa at the bottom of the mountain?

Elicit responses.

Right, we **reflect** on what happened. We ask ourselves the question, "What Happened?" Capture that on the model.

What happens next?

Elicit student responses.

The next thing we do is **generalize**. We ask ourselves the question, "So what." For example, we may notice that we always fell if our skis got too close together. So, next time we should keep our skis apart. In terms of the game we played, you all decided to make changes based on what you saw happen the first time. Capture those concepts.

Finally, we **apply** what we have learned as we try it again. We ask ourselves, "Now what?" We play the ball throwing game again and try out the new system or we get back on the ski lift and head to the top, hoping to ski better the next time after learning from our **experience**. Capture that on your chart.

Humans naturally learn from **experience**. It is important that you as students find opportunities to **experience** and learn from different things. Let's choose some things you might like to try.

Objective 2. List two examples of experiential learning opportunities.

Utilize MS.IAS.3.4.TM.B

Have flip chart sheets placed around the room with the following headings: Entrepreneurship, Placement, Agriscience Research, Agricultural Service Learning, Exploratory, Improvement, Supplemental, Directed School Laboratory. If you do not have flipchart sheets, you can list the headings on some other writing surface.

Every FFA member learns from **experiences** through an SAE or Supervised Agricultural **Experience**. This is just a fancy way of saying that each student works in the real world in some way to learn from **experiences**. This is **experiential** learning at its best. There are eight types of SAE's or **experiences** students can be a part of:

Use the Choral Response e-Moment® to introduce these titles.

Use MS.IAS.3.4.TM.B as a reference for students to use while thinking of ideas.

1. Entrepreneurship: Own and operate your own business like mowing yards, raising plants, or growing a garden to sell produce.
2. Placement: working for someone in a field you are interested in.
3. Agriscience Research: Choose something you want to research.
4. Agricultural Service Learning: Helping the community in some way.
5. Exploratory: You get to explore a topic you are interested in. This may be a trip overseas, visiting a veterinarian, or shadowing a principal.
6. Improvement: This involves making something better at your school, home, or community.
7. Supplemental: Sometimes we have small one-day opportunities to **experience** something new. This is not a long project, just short **experiences** that are available.
8. Directed School Laboratory: There are many



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experiences you can develop while at school like maintaining the class fish tank, helping in the greenhouse, or being on the recycling committee.

Around the room you will find eight different flipcharts. Each one has the heading of one of the types of **experiences** or SAE's. When I say **EXPERIENCE**, you will share one **experience** under each of the eight headings. If you need a reminder of what the types mean, you can look at the overhead/board for the overviews. Think creatively and once you are done have a seat in your chair so I know you have finished. What questions are there? **EXPERIENCE**.

Walk around and help students think of ideas. Some students may struggle with examples, but with a little guidance they will understand the different ideas.

Great! You all shared some great ideas. Now, we are going to look at all the ideas and choose two that we might like to explore the most. When I say GALLERY, your job is to walk by each category, read the ideas, and begin to narrow it down to your two favorites. When you are done, have a seat, write down your two choices on your notes sheet and be ready to share your chosen **experiences**. What questions are there? GALLERY!

Once again, help students in selecting their two favorite experiences.

Who will be the first to share their chosen **experiences**?

Allow as many students as time permits to share the experiences they would like to learn from.

Review/Summary

Does anyone happen to know the FFA Motto? It is Learning to Do, Doing to Learn, Earning to Live and Living to Serve. How does this motto **reflect** experiential education? Please journal on the back of your activity your response to this question. You have three minutes.

Thanks for reflecting. Who will be the first to share?

Elicit Responses

We have learned from Kolb and Dewey that all of us learn to do by doing to learn. There is no better way to learn than to jump into the middle of something and experience it.

Application

Extended classroom activity:

Creating a more relevant experience than the ball toss could extend this lesson. Students could identify a need in their school or community and go through the process of filling that need. The teacher could also create a class experience. Students could then walk through the experiential learning cycle to identify what they learned from the experience.

FFA activity:

In addition to many SAE type experiences, students could explore different FFA Career Development Events that would allow them to experience different skills and areas of agriculture.

SAE activity:

As middle school students, each student could be challenged to complete their first exploratory SAE by shadowing a chosen career and reflecting on the experience.

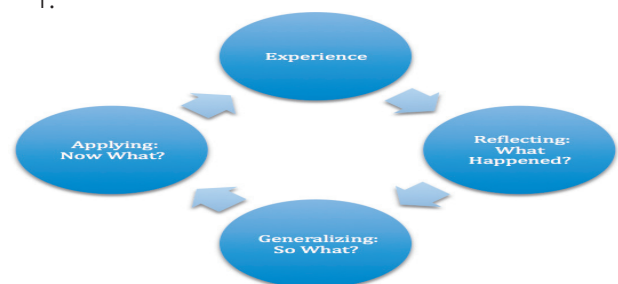
Evaluation

To evaluate students' understanding you have the option of collecting the notes sheets or utilizing **MS.IAS.3.4.ASSESS.A**

Answers to Evaluation

For **MS.IAS.3.4.ASSESS.A** use the following answers:

1.

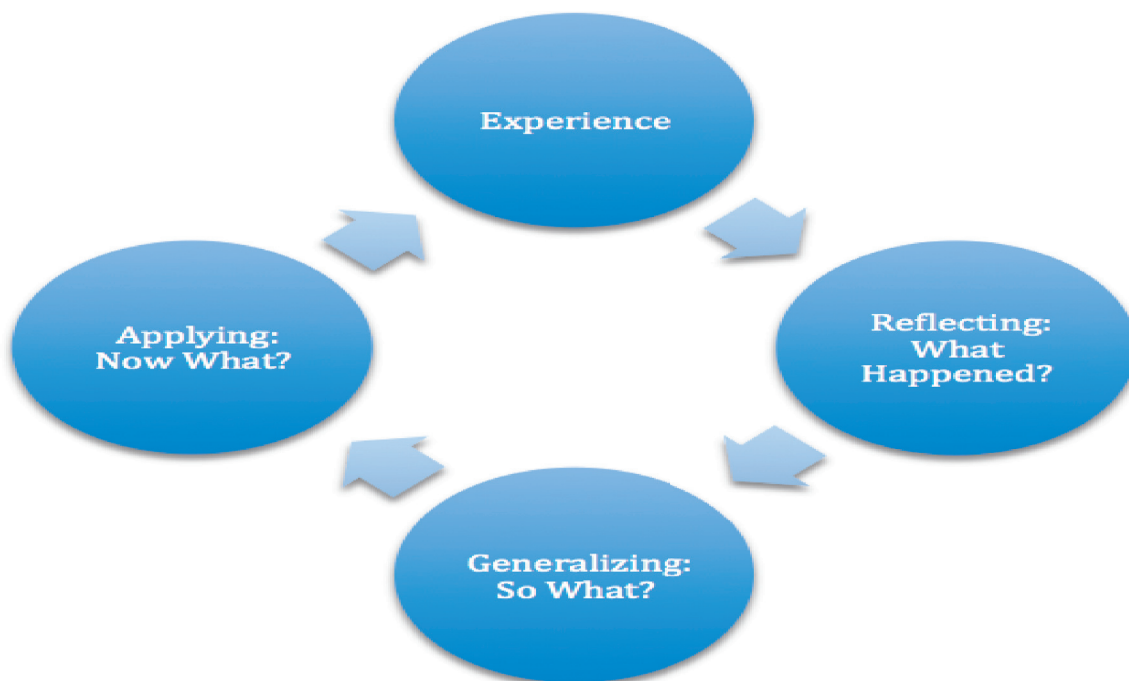


2. Answers will vary for each student

What is experiential education?

- a. Defined by John Dewey as the process of making meaning from direct experience

It is a cycle





- 1. Entrepreneurship:** Own and operate your own business like mowing yards, raising plants, or growing a garden to sell produce.
- 2. Placement:** working for someone in a field you are interested in.
- 3. Agriscience Research:** Choose something you want to research.
- 4. Agricultural Service Learning:** Helping the community in some way.
- 5. Exploratory:** You get to explore a topic you are interested in. This may be a trip overseas, visiting a veterinarian, or shadowing a principal.
- 6. Improvement:** This involves making something better at your school, home, or community.
- 7. Supplemental:** Sometimes we have small one-day opportunities to experience something new. This is not a long project, just short experiences that are available.
- 8. Directed School Laboratory:** There are many experiences you can develop while at school like maintaining the class fish tank, helping in the greenhouse, or being on the recycling committee.



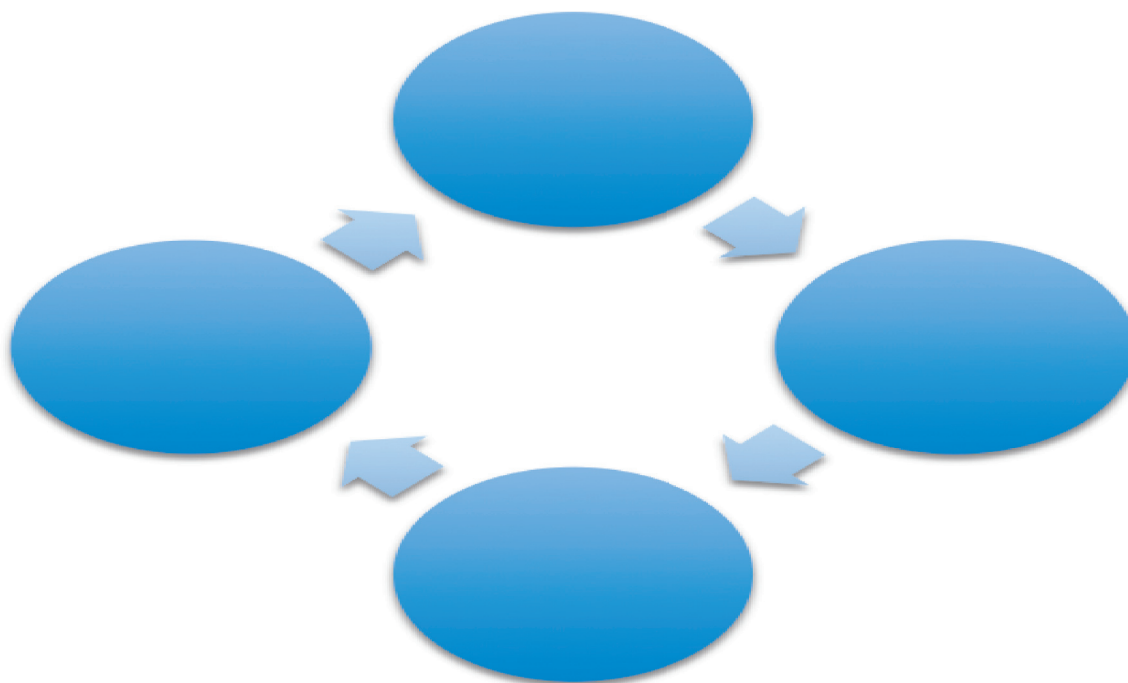
Experiential Learning

Student Name: _____

Date: _____

Experiential Learning Is...

The Model:



My two chosen experiences are:

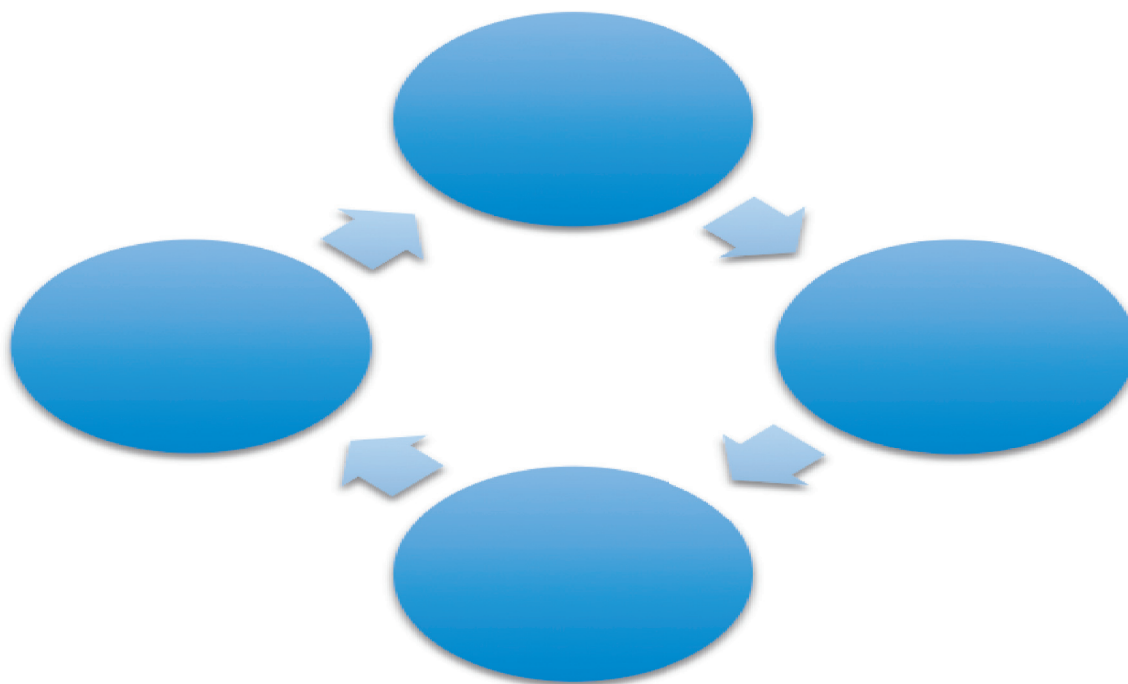
1. _____

2. _____



Name: _____

1. Label the experiential learning model. You should include: Applying, Reflecting, Generalizing, and Experiencing as well as the questions What Happened, So What, and Now What.



2. What two experiences have you chosen to explore and why?
