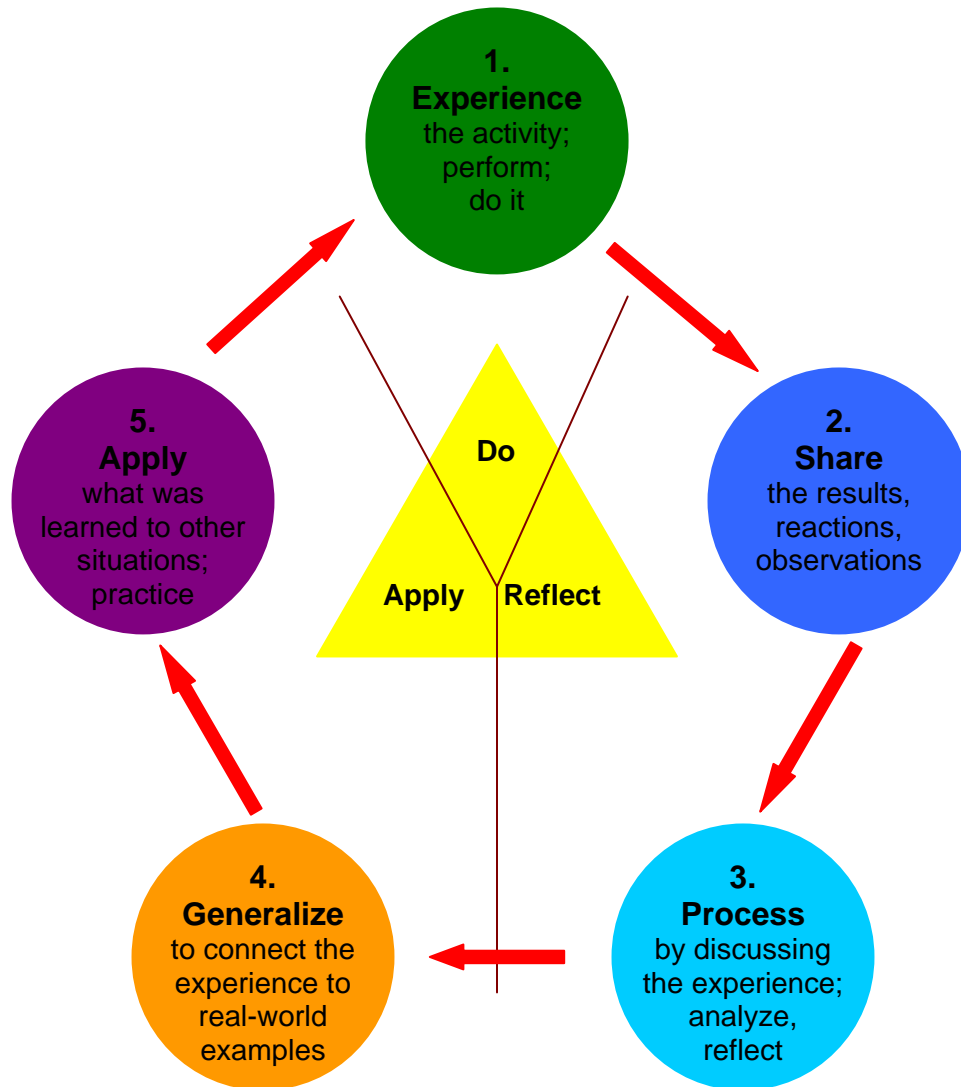


# Experiential Learning Model



**Experience:** Note the model begins with an experience. Action! This immediately focuses the attention on the learner rather than the teacher. When the learner is encouraged to learn by doing before being told or shown how, opportunities are presented for a wide variety of life skills to be practiced depending on the method used to engage the youth in the experience. As the group leader your challenge is to “sit on your hands” as much as possible during the experience step. You and the youth involved will quickly learn what the skill or knowledge level is. Many times

you will hear “We figured this out all by ourselves!”

**Share:** As the model shows sharing is simply asking the group or individuals: What did you do? What happened? What did it feel like to do (whatever)? This step should generate information leading to the process step.

**Process:** The questions and discussion now become more focused on what was most important about the experience. Common themes that merge from the sharing session are explored further. Often the key

teaching points related to the subject matter are discussed.

**Generalize:** In this step the discussion becomes more personal. So what? is the question. What did the experience mean to me personally? To my everyday life? The subject matter alone could remain the focus of the discussion in all five steps of the model. However, because the major outcome is to help youth develop important life skills, a major part of the discussion is shifted on the life skill the youth practiced while doing the activity or experience. If the method employed required the youth to

work in teams to complete the activity then questions about teamwork would be appropriate. If the methodology asks the youth to communicate then communications skills are discussed.

**Apply:** What was really learned and can the youth express how they can use what they learned? Or better yet, can they actually show that they have mastered a skill by performing another activity that requires the new skill to be used? Again the emphasis is placed on the life skill practiced rather than the subject matter skill.