



Experiential learning activity (20 minutes)

Choose a lesson you already teach, then answer the questions below:

1. What could you do to find out what your learners already know about the topic so you can identify the most appropriate start point of the learning experience? (This is finding out about their 'prior knowledge').	
2. What realistic / authentic problems or tasks could you set for the learners that would motivate them and make them want to discover and explore the topic for themselves? (This is trying to increase their 'predisposition to learn').	1. 2. 3.
3. How could you design the 'sequencing' in this session so it begins with practical activities (the 'action' mode), then moves on to visual examples (the 'visual' mode) and concludes by enabling learners to make sense of what they've learned (the 'reasoning' mode)?	1. practical activities: 2. visual examples: 3. sensemaking activity:
4. How might you break this topic down into levels of difficulty so you could begin at a basic level, then return to it later on at an intermediate and advanced level? (This is an example of using a 'spiral approach' to teaching).	1. Basic level: 2. Intermediate level: 3. Advanced level:



Discovery learning activity (20 minutes)

Take one of the realistic / authentic problems you identified in Step 2 above, and:

1. Identify three ways in which you could enable learners to explore the problem by doing something. What activities would enable them to experience the problem for themselves? (This is the 'experience and feel' stage).	1. 2. 3.
2. Create three questions you could ask to help students review their experience and see what they've learned. (This is the 'reflect and learn' stage).	1. 2. 3.
3. Now create three questions you could ask to help students explain their experience and understand why it happened. (This is the 'conceptualise and explain' stage).	1. 2. 3.
4. Finally, create three questions you could use to help your learners use what they have learned and apply it in different contexts (this is the 'test and plan' stage).	1. 2. 3.