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| Description: Description: new pic finalName: **Samantha Grace M. Dalma**  Yr. & Section: **IV-7 BSEVE**  Reporter #: **19**  Topic: **Designing** **Structured Learning Experiences** |  |
| **Objectives:**  At the end of this lesson, the students would be able to:  a. identify the steps on how to make structured learning experiences;  b. recognize the use of the steps in designing structured learning cycle ; and  c. align the steps in the 21st century education  **Materials:**  LCD Projector  Colored papers (for the group activity)  PowerPoint Presentation  White Board Marker or Chalk  **References:**  Structured Learning Experiences A Collaborative Approach Among Educators, Parents, Students and the Workplace, *Adapted from Glaser, R. (1990)*  *Designing and facilitating Adult Learning, Organisation Design and Development Inc.*  [**http://www.spannj.org/START/Parents\_SLE.pdf**](http://www.spannj.org/START/Parents_SLE.pdf) | **Activity: My Rules!**  The class will be divided into two groups. They will make an activity that they think that may let the students to have an experiential activity. They will be given 5 minutes in making the activity and 3 minutes in presenting those in the whole class.  **Processing Questions:**  C 1. What are the rules you had made for your activity?  C 2. What are the things you considered in making your own rules?  A 3. Why do you think that in making an activity, it must be experiential?  C 4. Do you think it is a big help for you if you apply these steps in your profession?  B 5. Would you refer to make an activity that is experiential for your students? |
| **Structured Learning Experiences**  “Structured learning experience (SLE)” means experiential, supervised, in-depth learning experiences that are designed to offer students the opportunity to more fully explore career interests within one or more of the Career Clusters, as described in N.J.A.C. 6A:8-3.2, Career education and counseling. *NJAC 6A:19-1.2*   * SLEs are designed as rigorous activities that are integrated into the curriculum and that provide students with opportunities to: * demonstrate and apply a high level of academic attainment; * develop career goals; and * develop personal/social goals. *NJAC 6A:19-1.2*   **Designing Experiential Learning**      Glaser (1990) expanded Kolb’s learning model by showing how the cycle could be used to underpin the design and facilitation of a learning programme. Glaser’s model: | * Increases the number of steps. * Describes what facilitators do during each step in the cycle.   The steps in Glaser’s development of the experiential learning cycle are described below. This approach need not necessarily be followed in its entirety but it may stimulate your thoughts about the structure of workshops and learning activities.  **SECTION 1.SLE’s on Energizers and Icebreakers**  **Purpose:**Energizer or Icebreakers provides the means for a smooth and natural transition between sessions and topics. They also serve as excellent warm-up activities.  **PARTS:**1.Games   * Man-Rabbit Gun * Red-Handed * The Boat is Sinking   **SECTION 2. SLE’s on Personal Effectiveness**  **Purpose:** This section focus on the participants attitudes, values, or person-ability, without specific references to processes that occurs in groups (communication, leaderships, etc. |
| **Parts:**  **1.Learning Objectives**  **2.Orientation**  **3.Instructions and Activity Proper**  **4.Processing**  **5.Materials needed**  **SECTION 3. SLE’s on Communication**  **Purpose: Communication is the means by which individuals relate to one another in order to achieve personal and group objectives. This section contain on these various facets on the communication process.**  **Parts:**  **1.Learning Objectives**  **2.Orientation**  **3.Instructions and Activity Proper:**  **Experiencing**  **4.Processing**  **5.Materials Needed** | More Benefits to the student:   * Gain an understanding of employer expectations; * Develop an understanding of the link between academics and work; * Gain work experience, generally connected to a specific job function; * Develop an understanding of the workplace and the connection between learning and earning; and * Build a resume. |

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