



M1

Module 1 | Facilitation script 4

Teachers: The Learning Experience and Evaluating Impact

Session 4 | Maximising the learning experience (2)

(90 minutes)

| | Description and time | Activity | PowerPoint | Resources from pack | Resources to be acquired by trainer |
|----|---|---|-----------------------------|------------------------|---|
| 4a | 5 minutes | Display the PowerPoint with part of a poem produced by a 17-year-old who had been on an outward bound-type activity. Explain that this was a follow-up literacy lesson and is a sample of how powerful the learning experience can be. | PowerPoint slide 27 | | Screen and computer |
| 4b | Aims of session and how we will meet them 3 minutes | By the end of this session, you will: <ul style="list-style-type: none"> be able to assess a variety of different follow-up activities for effective learning be able to select the best follow-up activities for specific learning outside the classroom activities. You will do this by: <ul style="list-style-type: none"> working in groups to consider which follow-up activities are more effective for which learning outside the classroom experiences producing one or more follow-up activities for your curriculum area/age group sharing your thoughts and ideas looking at real-life situations and discussing what could be done differently. | PowerPoint slides 28 and 29 | Resource book, page 14 | |
| 4c | 5 minutes | Ask the group to give you as many ways as they can think of to maximise the learning after the experience. This will need to involve all different types of learning outside the classroom experiences, for example: assemblies, creative writing, circle time, songs, role play. Think about how the learning is demonstrated in each of these ways – visually, auditorily and kinaesthetically. | | | Flipchart and pen at the front of the room to display the responses |



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| 4d | 10 minutes | Return delegates to their home groups. Ask them to copy the blank Diamond 9 grid onto their flipchart paper and then list the nine methods that they think are the most effective in rank order. They will need to be prepared to say why one is more/less effective than another. | PowerPoint slide 30 | Leave original flipchart responses on display | Flipchart paper and pen per group |
| 4e | 5 minutes | Display some or all of the Diamond 9 results and discuss your conclusions as a whole group. What could explain any differences in opinion? Is there a tendency to look for something tangible like worksheets? Are some things so time-consuming it would prevent you from doing the activity in the first place? How are skills and attributes such as teamwork/self-esteem reviewed? Does your opinion change depending on which type of activity you are following up (e.g. close to school verses adventure trip)? There is no real right/wrong answer, but it is likely that some follow-up methods are more engaging for young people than others. | | | Space to display the groups' Diamond 9 results from above |



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| 4f | 15 minutes | <p>Ask delegates to look back on their day of learning outside the classroom activities (resource book page 9). Encourage them to develop at least one really valuable follow-up activity for part/all of this day and write it down on page 10 of their resource book. They can work alone or with the person/people with whom they initially did this task. Display the PowerPoint and ensure that they consider the learning styles as they plan.</p> <p>They could also consider how the learning could be shared with others who didn't take part in the activity.</p> <p>NB: if they prefer, delegates could choose to concentrate on one of the activities that they promised to carry out in Session 1.</p> | PowerPoint slide 31 | <p>Resource book, pages 9 and 10</p> <p>Resource book, page 5</p> | |
| 4g | 10 minutes | Request delegates to join another individual/group to share their ideas. It would be ideal if they could join someone with a similar specialism. | | | Access to photocopier, if trainer wishes to offer to copy ideas for people |
| 4h | 5 minutes | From observing what people have been developing, the trainer can now select one or two people to share their ideas with the whole group. (What was the activity/how will they follow it up?) | | | |



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| 4i | 5 minutes | <p>How best can staff evaluate the learning experience?</p> <p>Copy the circular plan onto the flipchart. Quickly consider as a whole group as many ways as possible of staff evaluating different learning experiences and record these on the circular plan, as they will probably vary depending on the type of activity. Have a few examples in mind in preparation for this activity.</p> | PowerPoint slide 32 | | Flipchart (with circular plan drawn onto it) at front of room, pen |
| 4j | 10 minutes | Ask delegates to return to their home groups. Give each home group a problem page letter, which describes something that has happened during a Learning Outside the Classroom experience. Encourage them to discuss what, if anything, they could have done to avoid this. How could problems have been avoided? How could the learning have been improved? | | Five 'problem page' letters (Appendix 5). If you have more than five home groups, then use some twice | |
| 4k | 15 minutes | Take each situation one at a time and invite one person from each home group to tell you how their group would change things and why. As some of the cards overlap, there should be discussion arising from this. | PowerPoint slides 33 to 37 | | |
| 4l | Summary 2 minutes | Return to the learning objectives. Point delegates to the page in their resource book that has further weblinks for Learning Outside the Classroom. | PowerPoint slide 38 | Resource book, pages 14 and 15 | |