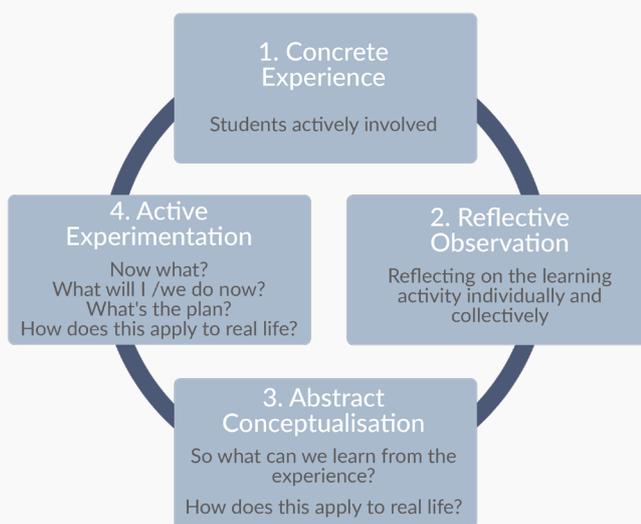


The Experiential Learning Cycle

David Kolb's Experiential Learning Cycle provides a useful framework for planning for meaningful learning in SPHE.

The experiential learning cycle comprises four stages as illustrated below:



The cycle starts with the students being actively involved in a concrete learning experience that will prompt reflection. This learning experience can be referred to as 'The Hook'. This might involve:

- a video clip
- a text-based story or scenario
- some research findings that relate to young people's lives
- a ranking/prioritizing activity
- a problem solving activity
- a walking debate
- a song
- a poem
- a quiz

and lots more!

In the three stages that follow, students reflect on the learning experience, adapt and/or deepen what they already know about the topic as a result of their reflections and finally, they decide how this new understanding and/or skill can be used in their lives.

The Experiential Learning Cycle enables students to take responsibility for their own learning because it asks them to reflect on their own experience, to draw conclusions and decide how they can apply what they have learnt to their own lives.

The Experiential Learning cycle can be completed in a single class. However, it is more likely to happen over a number of classes. Too often, the final two stages of the Experiential Learning Cycle can be missed. In these stages, students identify for themselves, what difference this new awareness, understanding or skill means for them and how it might impact on what they do next. When students miss out on the final stages, the value of the initial learning experience and the power of experiential learning can be significantly diminished or negated altogether.

The SPHE teacher acts as a facilitator of learning supporting and guiding the students as they create their own meaning arising from the active learning experience that they have had.

Video: 8 things to know about the experiential learning cycle (Youtube - 8 mins)