

The power of learning from Direct Experience

& Personalised Poems - an example of multiple intelligences

Learning from Direct Experience

Sensory

Physical

Emotional

Social

Responsibility

Failing!

“You had to be there.”

“Don’t knock it till you’ve tried it.”

Learning from direct experience at school

- **Science Experiments:**

Performing experiments in science classes allows students to directly observe and manipulate variables, leading to a deeper understanding of scientific principles.



- **Field Trips:**

Visiting museums, historical sites, or natural habitats gives students the opportunity to learn firsthand about topics being studied in class, such as history, biology, or geography.



Learning from direct experience at school

- **Outdoor Education:**

Engaging in activities like camping, hiking, or environmental conservation projects fosters learning about ecosystems, teamwork, and survival skills.



- **Simulations:**

Simulating real-life scenarios, such as mock trials in a law class or business simulations in an economics class, allows students to apply theoretical knowledge in a practical context.



Learning from direct experience at school

- **Art and Music Performance:**

Practicing and performing in art or music classes allows students to learn through the process of creating, rehearsing, and presenting their work.



- **Role-Playing Exercises:**

Engaging in role-playing activities, such as historical reenactments or simulations of social situations, helps students develop empathy and understanding of different perspectives.



Reflecting on Direct Experience



- What were the main objectives of the experiment? Did we achieve those objectives? Why or why not?
- What were the key variables we manipulated in the experiment, and how did they affect the outcome?
- What were some unexpected results or observations during the experiment, and how did they influence our understanding of the topic?
- How did the experiment compare to our predictions or hypotheses? What factors contributed to any differences?



- What were the main features of the ecosystem we observed? Describe the interactions among different organisms and their environment.
- What role did each organism play within the ecosystem? How did they depend on each other for survival?
- What human activities did we observe impacting the ecosystem? How do these activities affect the balance and health of the ecosystem?

I am a candle.

I start very big and end up as nothing.

My head is lit and I produce a flame.

I burn down slowly.

In some countries I am put on a Christmas tree.

I am old-fashioned and very fashionable.



= a Personalised Poem: Verbal intelligence to express meaning in simple natural science

I am a ...



My child is a metre and my baby is a centimetre.

I'm popular in Europe but my great rival is the mile.

On a motorway I can be driven (legally!) in 30 seconds.

Do them as riddles...

Make them collaboratively - "We are" instead of "I am"