

«I hear and I forget
I see and I remember
I do and I understand»
CONFUCIO



SPORT • OPENS • SCHOOL

Life Skills Development

An Approach between Sport
and Experiential Learning

SOS Project

Why Experiential Learning?

AS A METHODOLOGY

It is a methodology aims at facilitating learning through a structured sequence of analogical and metaphorical activities.

AS A NEW LEARNING ENVIRONMENT

It is realised in a protected environment in which it is possible to make mistakes, to try and try again, to test oneself, learning from successes as well as from mistakes.

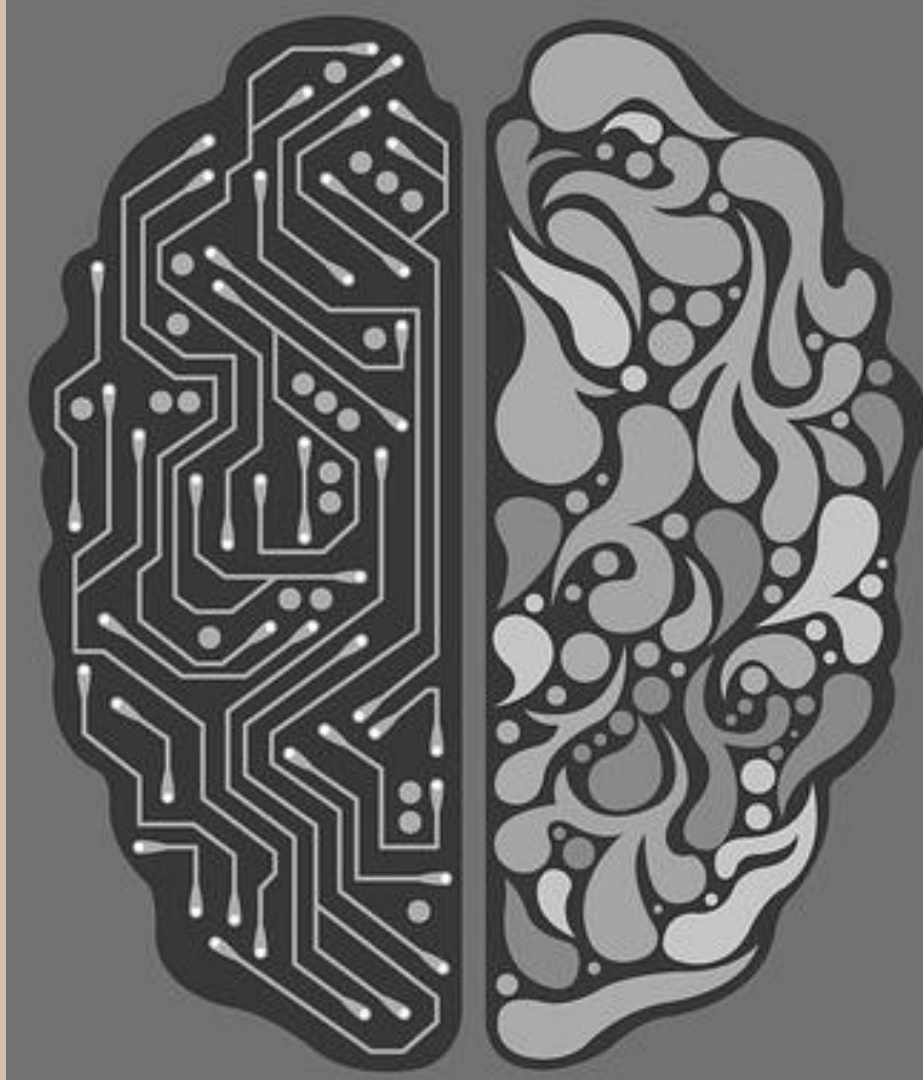
AS NEW EMOTIONAL WAY

Learning is favoured by a significant degree of emotional and sensorial activation that characterizes the training experience.



RUBIN & KATZ

Brain
remains young and learns
more effectively when
there is a multisensory and
unconventional activation.



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LEARNING APPROACH

FACTORS

The RECREATIONAL and
SPORTS
ACTIVITIES are the
main examples of
situations of stimulation,
giving a benefit for our
brain.

SPORT

ENJOY

BRIEFING

Presentation of the activity, its rules and objectives to achieve



GAME

Phase of implementation

DEBRIEFING

(Feedback/Discussion)

It is particularly important for training purposes, strengths, areas for improvement (both at individual and team level) facilitating people to leave their comfort zone and to expand it.



METHODOLOGY PHASES

METHODOLOGY PHASES

Learning cycle

DO IT

Explain rules, time,
objective



WHAT

What happened? What
were the results?



SO WHAT

What do these results
imply? How did I
influence the outcomes?

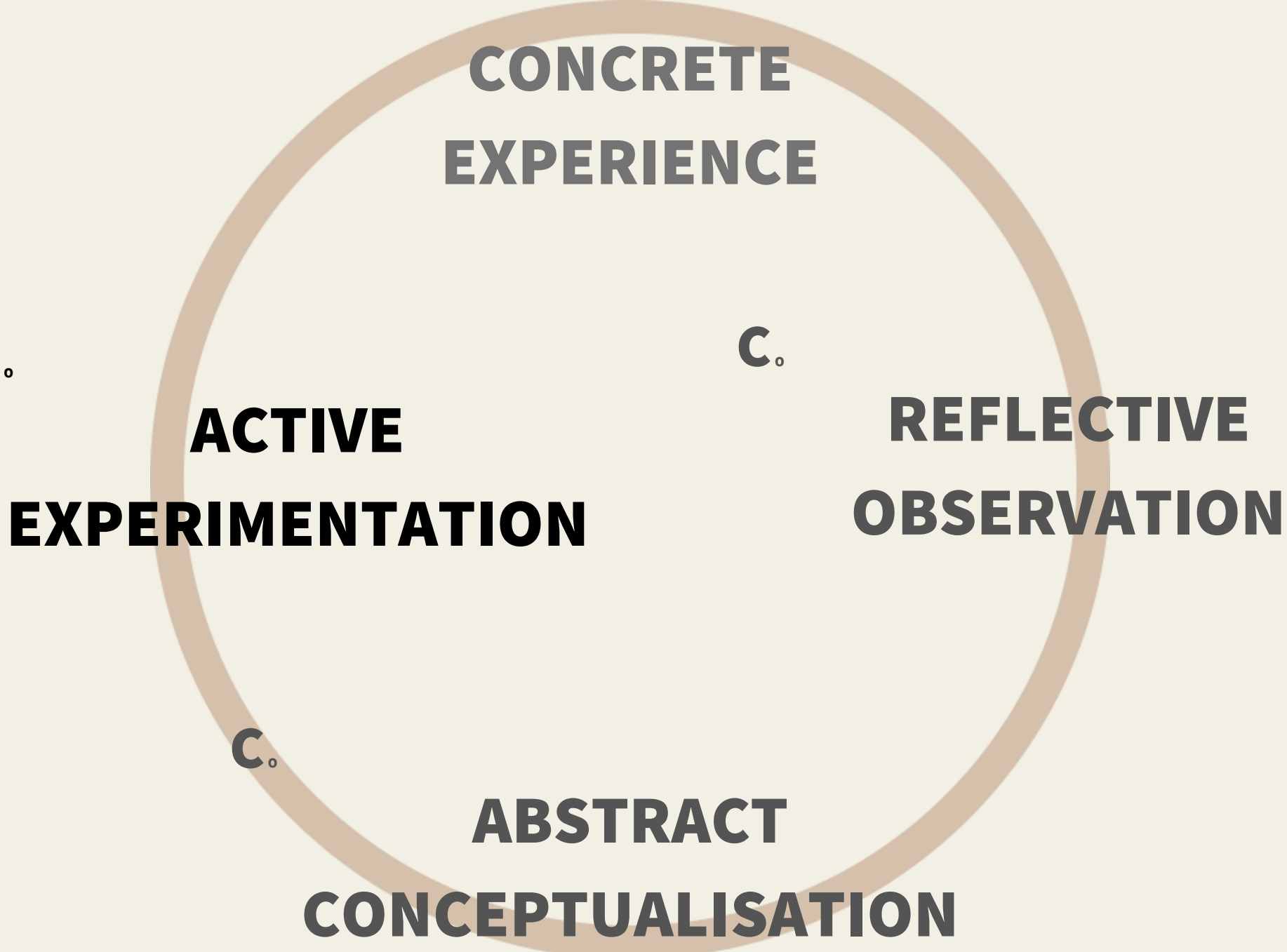


NOW WHAT

What will I do differently
next time?



CYCLE OF EXPERIENTIAL LEARNING



KOLB CYCLE

METAPHOR

It ensures the effectiveness of learning in the awareness and development of the participants' life skills

It connects the action required in classroom or in the outdoor with different contexts

OBSERVATION

It represents a privileged moment.

- We observe ourselves while we act (self-observation)
- We observe the behaviour of others
- We can reflect while we watch possible videos of the experiences we have acted

COMMITMENT

The proposed situations generate a strong involvement not only on the intellectual, but also on the relational, emotional, energetic and physical level

It has often seen a clear enthusiasm of those who accept the challenge

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METHODOLOGY MAIN FACTORS

7

CONCRETENESS

The sessions require the participants to rely on all their resources to achieve the objectives, thus speeding up the normal learning process

The tasks stop being games, success or failure produce immediate consequences; in the outdoors there is a progression of real tasks that generates a series of real problems with real people, in real time, with real rules.

ADVENTURE

It is used as a pedagogical support, within it there is a precious education experience

Adventure means advancing on unknown territory, abandoning oneself to action; learning results from the contact with a new reality

THE IMPORTANCE OF THE "METHAPHOR"

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A STORY

The metaphor is a story, or the proposal of an unusual context, able to attract the participant's attention.

In this way it allows participants to "carry over" from their everyday life.

THE MEANING

Through the metaphor we express a concept with other terms that amplify its meaning by creating strong and expressive images.

It is a powerful work tool that offers the opportunity to stimulate associations, thoughts and ideas.



Design your "Metaphor"

OBJECTIVE

Design your activity defining the skill or the set of skills you are going to develop in your classroom, after an extensive skill's need analysis

GAME

Plan your game with the objective to facilitate learning, to destroys a lot of barriers, to overcome stereotypes in a friendly settings.

CONTEXT

Unusual situation and contexts, including new tasks with strong similarities to the activities required in life as well as in formal learning settings



Main Milestones



PARTICIPANTS

Persons in training (learners) is a protagonist not a spectator



RELATIONSHIPS

Relationships between people are developed and valorised by the exploitation of differences



CHANGE

Through the experiential learning people are involved in actively experimenting, solving problems, taking responsibility, being creative and building meaning for themselves and for the team/group



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Thanks for the
attention!

and now...
let's play the game!