

DEVELOPMENTAL CHARACTERISTICS OF YOUTH: IMPLICATIONS FOR EXPERIENTIAL LEARNING

CHARACTERISTICS OF EACH AGE GROUP AGES 15 to 19	TIPS for EACH STEP of the EXPERIENTIAL LEARNING CYCLE
<ul style="list-style-type: none"> <input type="checkbox"/> Social needs and desires are high <input type="checkbox"/> Interested in co-educational activities <input type="checkbox"/> Want and need a strong voice in planning programs <input type="checkbox"/> Want adult leadership roles <input type="checkbox"/> Have interest areas that are more consistent with earlier ones—patterns of interest are emerging <input type="checkbox"/> Often need guidance in selecting careers <input type="checkbox"/> Beginning to think about leaving home for college, employment, marriage, or other relationships <input type="checkbox"/> Developing community consciousness 	<p><u>Experience</u></p> <ul style="list-style-type: none"> <input type="checkbox"/> Provide opportunities for self-expression—emphasize leadership life skills related to social development <input type="checkbox"/> Provide some experiences around body image, etiquette, grooming, hair styles, health and fitness, etc.—avoid comments that criticize or compare stature, size, or shape! <input type="checkbox"/> Provide activities to test out interactions with the opposite sex such as trips, dances, work groups, etc. <input type="checkbox"/> Provide opportunities for learners to talk about their own beliefs <input type="checkbox"/> Plan some group time where learners can discuss ideas and abstract concepts such as current political issues, world peace, virtual reality, etc. <input type="checkbox"/> Involve learners in carrying out plans—they are ready to be creative at a level of action, and they are at a level of responsibility to do this <input type="checkbox"/> Plan activities where learners can experiment with different roles <input type="checkbox"/> Encourage greater in-depth study of leadership roles and life skills <input type="checkbox"/> Involve learners in more direct developmental activities such as tutoring, helping coach, leading groups, speaking to community groups, mentoring younger children, etc.—activities that place them “in front” of others <input type="checkbox"/> Encourage learners to plan programs (even social activities) with guidance and support from and involving adults <input type="checkbox"/> Support learners as they set, work to reach, and evaluate long-term goals <input type="checkbox"/> Encourage working with adult role models—emphasize guidance and counsel from adults rather than controlling direction <input type="checkbox"/> Be willing to admit mistakes as an adult! <p><u>Share</u></p> <ul style="list-style-type: none"> <input type="checkbox"/> Ask learners what new information they learned in the activities <input type="checkbox"/> Challenge learners to interpret and creatively communicate learnings through symbols, pictures, graphs, etc.

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	<ul style="list-style-type: none">❑ Ask learners to share personal strengths accessed in the activities❑ Ask learners to share how they prioritized roles and functions in completed activities❑ Ask learners to share what constraints they encountered in the educational activities❑ Ask learners to share emotions and feelings witnessed in the activities❑ Ask learners to share personal and group risks associated with the activities completed❑ Ask learners to summarize how the group made decisions together throughout the activities❑ Ask learners to detail personal and group records kept in the activities completed <p><u>Process</u></p> <ul style="list-style-type: none">❑ Ask learners how the activities could have been structured differently to more efficiently accomplish the same educational goals❑ Ask learners to describe or demonstrate how they compensated for unexpected challenges and changes in the activities❑ Ask learners to detail resources needed (available and missing) to complete activities just finished❑ Ask learners to list adjustments made in behavior and plans while completing the activities❑ Ask learners to generate and evaluate additional alternatives to activities completed❑ Ask learners to share personal value criteria they used in the activities completed—if in a trusting relationship, ask them to compare what they did to what they SHOULD have done in certain situations❑ Ask learners to describe underlying rules or principles at play in the activities completed and how they influenced the results <p><u>Generalize</u></p> <ul style="list-style-type: none">❑ Ask learners to identify related instances where they need to convey personal opinions and ideas to persuade or convince others❑ Ask learners to speculate long-term consequences of results of the activities completed
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	<ul style="list-style-type: none">❑ Ask learners to identify skills used in their group that are also needed in the workplace❑ Ask learners how they contribute to the well being of their families in similar ways to their participation in this group❑ Challenge learners to find answers to similar problems❑ Encourage application of leadership life skills to living on their own—incorporate budgeting and money management applications in activities❑ Assist learners in making related wise, healthy, and safe lifestyle choices❑ Construct experiences that expose learners to and involve them with the larger society <p><u>Apply</u></p> <ul style="list-style-type: none">❑ Support learners as they design follow-up related independent learning experiences❑ Ask learners to develop plans for future life transitions❑ Assist learners in applying leadership life skills to career exploration—especially decision making❑ Offer Career or College Days—including the wide spectrum of options (not just white collar positions)❑ Encourage career exploration within specific subject matter—offer vocational activities❑ Arrange or locate internships (paid and unpaid) based on skill-specific career interests❑ Provide activities (actual and theoretical) to explore the job market❑ Encourage learning activities involving the community such as service groups, political parties, Habitat for Humanity, ecology, Adopt a Highway, etc.—involve them as spokespersons for the activities❑ Provide guidance and support to learners as they work to meet actual and real community needs❑ Organize experiences for learners outside of their own community
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