

## DEVELOPMENTAL CHARACTERISTICS OF YOUTH: IMPLICATIONS FOR EXPERIENTIAL LEARNING

CHARACTERISTICS OF EACH AGE GROUP AGES 5 TO 8	TIPS FOR THE EXPERIENTIAL LEARNING PROCESS
<ul style="list-style-type: none"> <li><input type="checkbox"/> Easily motivated—eager to try new things</li> <li><input type="checkbox"/> Experimental—like to explore</li> <li><input type="checkbox"/> Learn best if physically active</li> <li><input type="checkbox"/> Short attention span—deal with here and now</li> <li><input type="checkbox"/> All new learning involves use of language</li> <li><input type="checkbox"/> Sensitive to criticism—do not accept failure well</li> <li><input type="checkbox"/> Strong desire for affection and attention of adults</li> </ul>	<p><b><u>Experience</u></b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Give clear and specific instructions</li> <li><input type="checkbox"/> Plan a variety of activities where success can be experienced</li> <li><input type="checkbox"/> Reading to this group is effective—and enjoyed</li> <li><input type="checkbox"/> Plan activities that take a short time to complete—and build on previous experiences</li> <li><input type="checkbox"/> Provide varied short and specific learning activities involving concrete concepts—focus on the doing instead of the finished product</li> <li><input type="checkbox"/> Move quickly from one activity to another—alternate moderate and high activity with low</li> <li><input type="checkbox"/> Set up situations that foster cooperation and teamwork rather than competition</li> <li><input type="checkbox"/> Plan for small group activities with an adult for each three to four learners</li> <li><input type="checkbox"/> Utilize field trips, real models, and hands-on experience</li> <li><input type="checkbox"/> Provide activities that encourage physical activity such as running, moving, playing games, cutting with scissors, painting, pasting, brushing, and assembling</li> <li><input type="checkbox"/> Help create opportunities for learners to share—toys, time of an adult, time for other learners to speak, etc.</li> <li><input type="checkbox"/> Plan for and encourage free time</li> <li><input type="checkbox"/> Provide immediate positive encouragement and assistance</li> </ul> <p><b><u>Share</u></b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Consider alternative ways of expressing things learned, feelings felt, etc. during the activities—writing stories, drawing pictures, etc.</li> <li><input type="checkbox"/> Ask learners what questions they have—help them predict answers to their questions</li> <li><input type="checkbox"/> Ask learners to talk about how activities went for them—fun, boring, easy, hard, new, have done before</li> <li><input type="checkbox"/> Think about senses used in the activities—ask which things smelled the best, tasted the sweetest, felt the softest, etc.</li> <li><input type="checkbox"/> If a sequential process was used, have learners name the steps completed in the process</li> <li><input type="checkbox"/> Ask learners how caring for others was demonstrated in their group during the activities</li> </ul>

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	<p><b><u>Process</u></b></p> <ul style="list-style-type: none"> <li>❑ Ask learners to tell you what they heard fellow group members say in the activities</li> <li>❑ If problems happened in the activities, ask learners why they occurred—and what could have been done differently to avoid them</li> <li>❑ Ask learners what surprises they observed in themselves and in others</li> <li>❑ If supplies were used in doing activities, ask learners what other supplies they could use when doing the activity again</li> </ul> <p><b><u>Generalize</u></b></p> <ul style="list-style-type: none"> <li>❑ Include dramatic play to assist in clarifying how other people might feel or react in a similar situation</li> <li>❑ Ask learners what categories (if any) they used in the activities—ask them to tell you about other categories that exist in their group, family, etc.</li> <li>❑ Have learners tell you about other people who have gone through similar activities in real life</li> <li>❑ Congratulate ALL group members on completing the activities</li> </ul> <p><b><u>Apply</u></b></p> <ul style="list-style-type: none"> <li>❑ Ask learners to tell you what they will tell their parents about the activities they have just completed</li> <li>❑ If learners are going to attempt the activities at home or on their own, talk about their fears in doing that away from you</li> <li>❑ If activities relate to job roles present in the community, help learners to make those connections through pictures, stories from family members, sharing of memories, role-plays, field trips, etc.</li> <li>❑ Have learners work with family members on follow-up related activities</li> </ul>