

DEVELOPMENTAL CHARACTERISTICS OF YOUTH: IMPLICATIONS FOR EXPERIENTIAL LEARNING

CHARACTERISTICS OF EACH AGE GROUP AGES 9 TO 11	TIPS FOR THE EXPERIENTIAL LEARNING PROCESS
<ul style="list-style-type: none"> <input type="checkbox"/> Very active with boundless energy <input type="checkbox"/> Easily motivated—eager to try new things <input type="checkbox"/> Extremely curious—constantly ask “why?” <input type="checkbox"/> Enjoy hands-on activities <input type="checkbox"/> Use concrete thinking <input type="checkbox"/> Learn to locate resources <input type="checkbox"/> Like to explore ideas <input type="checkbox"/> Like group activity <input type="checkbox"/> Learn about self through relationships <input type="checkbox"/> Like to be with members of own sex <input type="checkbox"/> Admire and imitate older boys and girls <input type="checkbox"/> Has rapidly changing interests <input type="checkbox"/> Usually do best when work is laid out in small pieces <input type="checkbox"/> Guidance from parents and other adults important if learners are to stay on task and achieve optimum performance <input type="checkbox"/> Do not like keeping records—do not see value in them <input type="checkbox"/> Find difficulty in delaying immediate pleasure for future goals <input type="checkbox"/> Like symbols and regalia <input type="checkbox"/> Need recognition and praise for doing good work 	<p><u>Experience</u></p> <ul style="list-style-type: none"> <input type="checkbox"/> Use detailed outlines of sequential learning experiences <input type="checkbox"/> Allow groups to develop parts of a larger plan <input type="checkbox"/> Use hands-on learn-by-doing activities <input type="checkbox"/> Use activities where learners need to locate resources <input type="checkbox"/> Build in activities where learners exchange resources for personal or group goals <input type="checkbox"/> Plan activities that allow learners to move about and use their bodies—but vary activities for many interests (not just sports) <input type="checkbox"/> Incorporate many brief learning experiences <input type="checkbox"/> Emphasize group learning experiences <input type="checkbox"/> Encourage learning experiences be done with learners of the same sex—if to be done with the opposite sex, avoid competitions between girls and boys (mix groups for these activities) <input type="checkbox"/> Use activities where learners achieve and produce a product <input type="checkbox"/> Keep written work simple—review forms and worksheets with the group step-by-step <input type="checkbox"/> Give clear instructions with set deadlines <input type="checkbox"/> Clarify and enforce reasonable limits for this group—provide the safety net of an adult who will maintain boundaries <input type="checkbox"/> Do NOT play favorites—treat ALL learners fairly <input type="checkbox"/> Involve older teens in helping learners in this group plan and carry out activities together <input type="checkbox"/> Encourage group free time <input type="checkbox"/> Be present for this group—visible and accessible but in the background <input type="checkbox"/> Make recognition available to those who earn it—let learners know they will receive rewards for completing activities, and present recognition in front of peers and parents

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	<p><u>Share</u></p> <ul style="list-style-type: none"> <input type="checkbox"/> Have learners share what interests, talents, abilities, and skills they developed in the activities <input type="checkbox"/> Ask learners to share personal or group adjustments made during the activities <input type="checkbox"/> Ask learners how teamwork, cooperation, friendship, and sportsmanship played out in activities completed <input type="checkbox"/> Ask learners to verbalize or demonstrate opposing points of view they observed in the activities <input type="checkbox"/> Plan group time to talk about beliefs and values as related to activities completed <input type="checkbox"/> Ask learners to share opinions about activities completed—personal and group member performance, results of group work, etc. <input type="checkbox"/> Ask group members to share options considered in the activities <input type="checkbox"/> Ask learners to identify stressors and dangerous situations encountered in the activities completed <p><u>Process</u></p> <ul style="list-style-type: none"> <input type="checkbox"/> Ask learners to demonstrate sequenced steps completed in the activities <input type="checkbox"/> If tools were used in the activities, ask learners how they shared the use of them in their groups <input type="checkbox"/> Ask learners what questions they still have about the activities just completed—encourage them to find some of the answers on their own, or encourage a few learners to find the answers and report back to the group <input type="checkbox"/> Have learners explain rationale for choosing some options over other ones in the completed activities <input type="checkbox"/> Help learners identify successes achieved in the activities—give positive feedback to the efforts and successes you see (and look for them!) <input type="checkbox"/> Provide correction quietly—one on one—in a caring and consistent manner

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	<ul style="list-style-type: none"> <input type="checkbox"/> Avoid generalized praise—this group sees through it and feels manipulated <p><u>Generalize</u></p> <ul style="list-style-type: none"> <input type="checkbox"/> Have learners generate alternative solutions to problems solved in the activities—or speculate other problems that could be solved in similar ways <input type="checkbox"/> Ask learners what general categories were formed or needed to complete the necessary activities <input type="checkbox"/> Ask learners to describe how the relationships that were formed or strengthened in the activities could be used in the future <input type="checkbox"/> Provide active experiences that generally relate to or reinforce activity content presented such as nature walks, ropes courses, trips to significant sites, etc. <p><u>Apply</u></p> <ul style="list-style-type: none"> <input type="checkbox"/> Based on the content of activities completed, help learners form groups or clubs with common “collecting” interests or hobbies—ball cards, stamps, bugs, rocks, buttons, etc. <input type="checkbox"/> Give related assignments for learners to manage and complete <input type="checkbox"/> Encourage apprenticing with teen volunteers in related activities <input type="checkbox"/> Provide opportunities for parental involvement such as homework or “things to do” lists—solicit the help of parents to assist learners with written work <input type="checkbox"/> Build in ways parents, teachers, and other adults can help learners complete follow-up additional activities <input type="checkbox"/> Provide opportunities to set two or three goals for a six-month period <input type="checkbox"/> Encourage learners to incorporate technology into follow-up related activities <input type="checkbox"/> Work with learners to identify and study related careers <input type="checkbox"/> Build in community service roles to reinforce content taught—help this group work on environmental issues in their community