

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

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

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