
Intentional Experience and its Practice

Exploring the simple and profound theory of intention in experiential exercises with youth (and adults who serve youth).





Adam Russell, an Experiential Learning Practitioner
& Leadership Consultant



20 Years in Outdoor Education & Positive Youth
Development, in Summer Camp Settings



4 Years in Public Health Setting



Learning everyday



Surrounded by amazing professionals

I am:



Chances to Participate (Raise Hand or Type in the Chat)



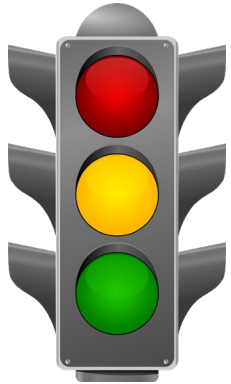
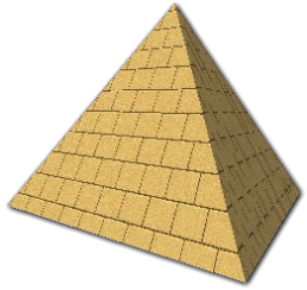
A couple breaks for questions



Slides will be available after this session

For this session:

Power of 3s in the World...



ready.set.
go!



Before we begin...

A Warm-up



Exploring The Learning Cycle
(Experience, Reflection, Transfer)



Answering the "intention question"
(What, So What, Now What)



Establish the mantra for your Adult
Leaders (DO, REFLECT, APPLY)



How does one begin this? What do you
already do (well)?

For this
session:

Why does the Civil Air Patrol exist?

**Raise Hand or Type
your answers in the
Chat**

Before we get
EXPERIENTIAL...
Let's get
EXISTENTIAL.

Why does the Civil Air Patrol Cadet Program exist?

- CAP's Organizational Mission
 - Volunteers **Serving** America's Communities, **Saving** Lives, and **Shaping** Future
- The Cadet Program Mission
 - **Transform youth** into dynamic Americans and aerospace leaders
- A Definition of Positive Youth Development
 - **Encouraging participants to develop** into happy, healthy, confident adults who make **good decisions** in line with their **personal values and beliefs.**

Before we get
EXPERIENTIAL...
Let's get
EXISTENTIAL.

How does the Civil Air Patrol achieve positive youth development?

- Providing **intentional experiences** that meet the **needs and hopes of the participants**.
 - Such as:

**Raise Hand or Type
your answers in the
Chat**

Before we get
EXPERIENTIAL...
Let's get
EXISTENTIAL.

But... how does the Civil Air Patrol
create **intentional experiences**?

- A **Practice** that is also a **Theory**:

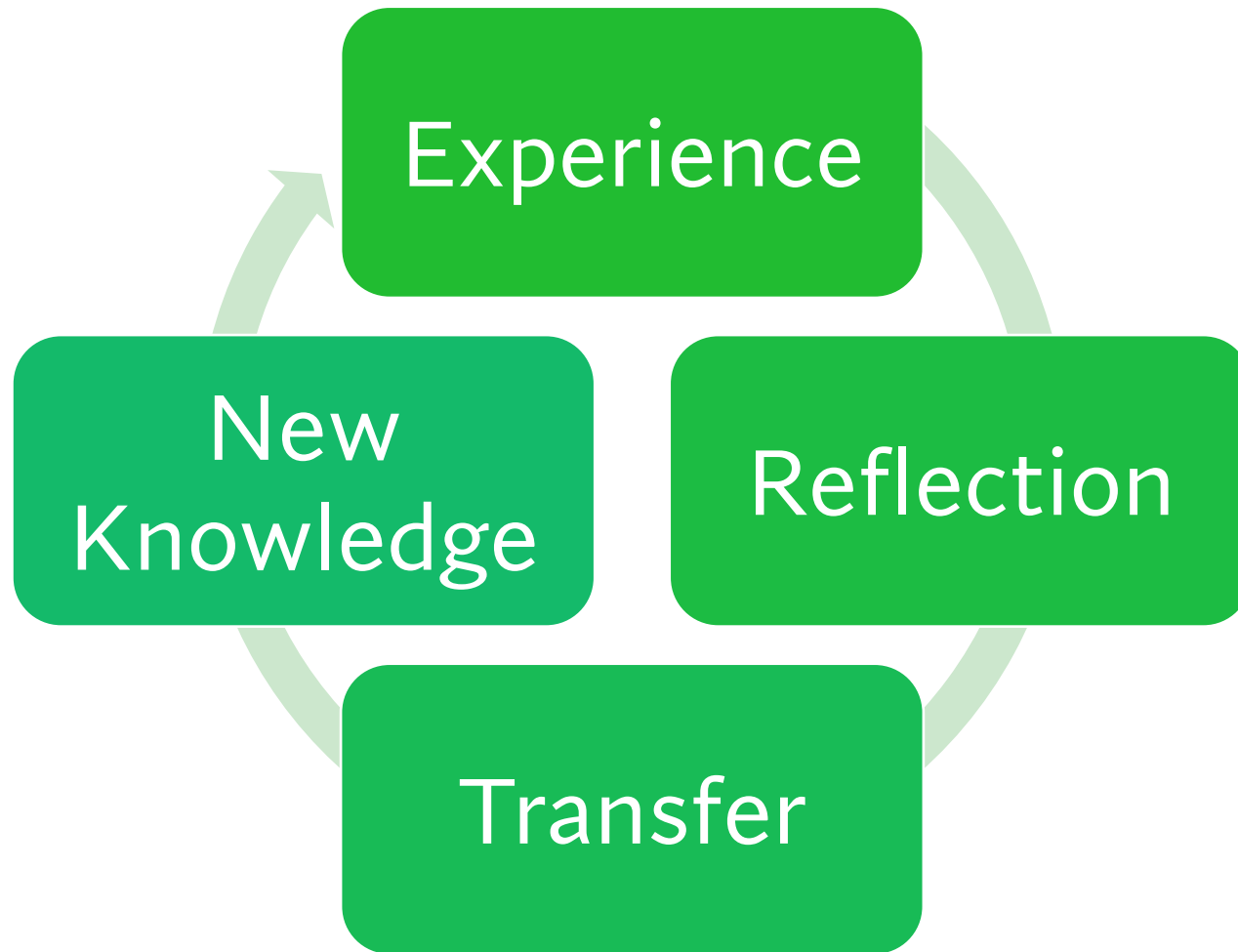
The Experiential Learning Cycle

Before we get
EXPERIENTIAL...
Let's get
EXISTENTIAL.

If you **remember AND apply** anything, consider the power of these 3s:

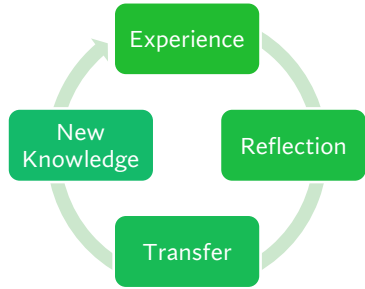
- Experience, Reflection, Transfer
- What, So What, Now What?
- Do, Reflect, Apply

Before we get
EXPERIENTIAL...
Let's get
EXISTENTIAL.



The Experiential Learning Cycle

(according to Kolb)

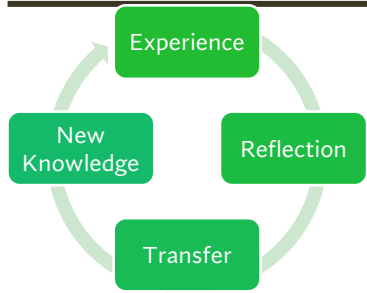


The Experiential Learning Cycle

(according to Kolb)

Experience

- The raw material **for learning... The DO**
- Experiences are every day and commonplace
 - Going to the grocery
 - Driving to Work (commuting to the home office)
 - Getting family to and from school/sports/activities
- Experience in this context are activities that are:
 - **Selected** for the group, the setting and the timeframe
 - **Focused** for the group, the setting and the timeframe
 - **Processed** in some manner following the activity

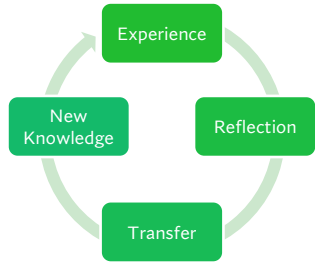


The Experiential Learning Cycle

(according to Kolb)

Reflection

- Prepared or scheduled **shared discussion... the REFLECT.**
- Providing participants with a **guided discussion regarding what happened** in the previous experience, metaphorical or otherwise.
- At its most basic:
 - **What** just happened? How did that make you feel?
 - **What** did you learn about yourself or the group?
 - **So What** does this knowledge mean for you or your group?



The Experiential Learning Cycle

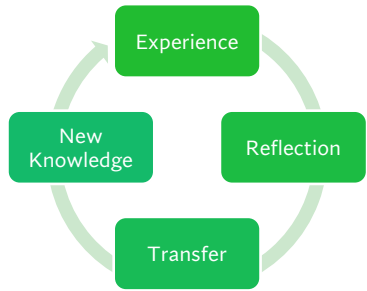
(according to Kolb)

Reflection

An **EASY** method for Facilitating Conversations

Gather everyone in a circle. Equal spacing of a circle creates an atmosphere for equal sharing.

- 1. ELICIT** responses from everyone in the group (even the quieter ones).
- 2. ASK** open-ended questions.
- 3. SUMMARIZE** responses that you hear. This can spur additional conversation.
- 4. YOUR THOUGHTS** (though valid) should not be share as unique thoughts... let the learning be participant-centered.

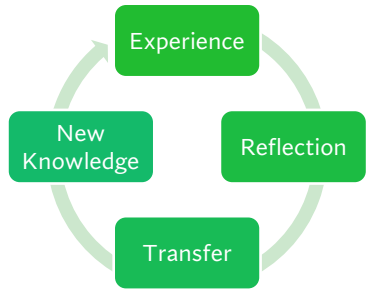


The Experiential Learning Cycle

(according to Kolb)

Transfer

- Prepared or scheduled **shared discussion about why it matters... also, the REFLECT.**
- Helping/encouraging participants to **concretely tie what just happened to future** perceived behaviors.
- At its most basic **(Now What?)**:
 - When encountering this again, metaphorically or otherwise, what might you do differently?
 - How did what you just experienced influence your future self?

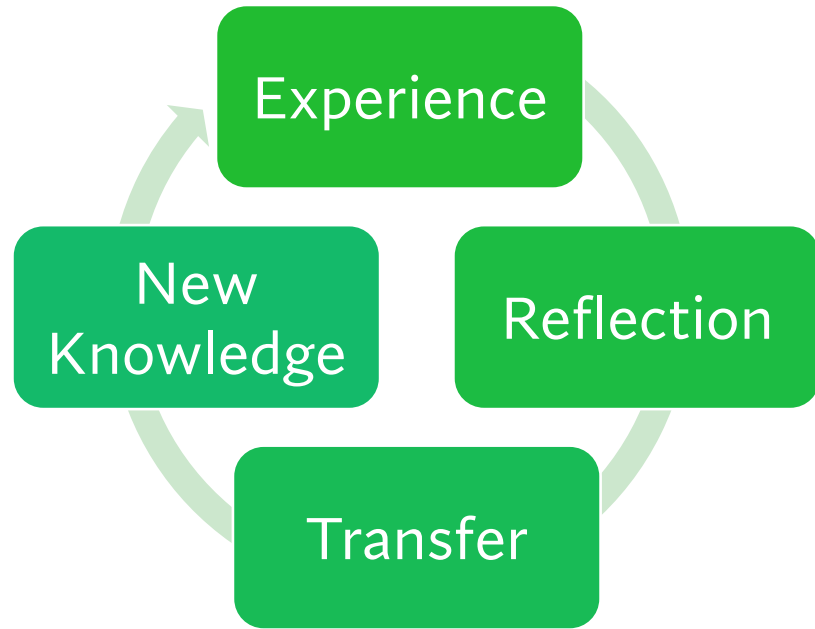


The Experiential Learning Cycle

(according to Kolb)

**New
Knowledge**

- The goal at each stage of the Learning Cycle, both in the microcosm of "that last activity" as well as the macroview of a "participant's life experience." ... **the APPLY.**
- **Often unseen** by the facilitator in the immediate, but noticed in the group and in individuals over time.
- At its most basic:
 - **Serves to inform** facilitators of "what participants need or what they hope for" by engaging in individual CAP activities and the overall CAP Youth Experience.
- The better **YOU can connect** New Knowledge to future activities, the more participants will want to engage.



The Experiential Learning Cycle

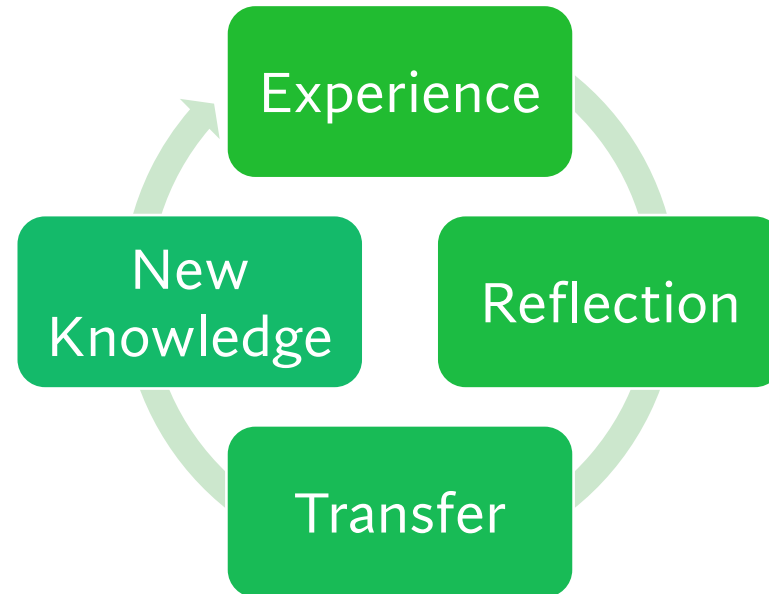
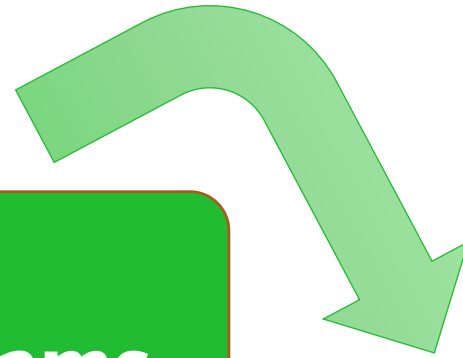
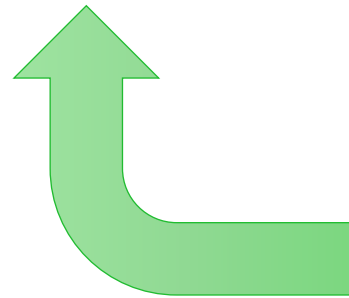
(according to Kolb)

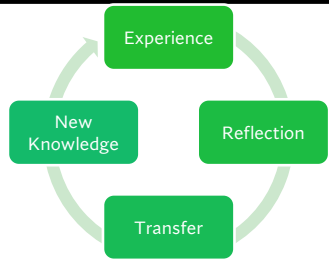
Questions at this point?

The Experiential Learning Cycle

(according to Kolb)

**Identify
Needs/Hopes/Dreams**



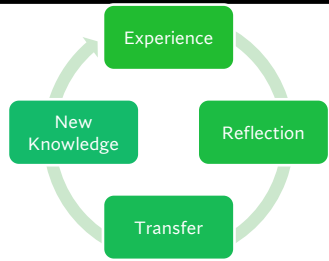


The Experiential Learning Cycle

(in Practice)

**Identify
Needs/Hopes/Dreams**

- Why are you doing what you are doing?
 - It's in the manual
 - It's on the calendar
 - We have always done it

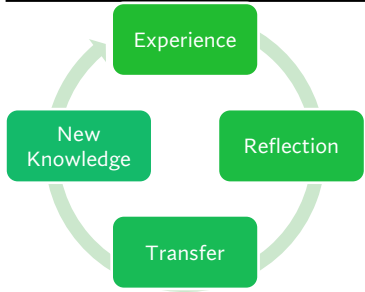


The Experiential Learning Cycle

(in Practice)

- Sure! But... Why are you doing what you are doing?
 - What do you expect **participants to experience?** (DO)
 - What do you expect participants to **learn about themselves AND their group?** (REFLECT)
 - How will this activity **positively affect** the PARTICIPANT and THEIR GROUP in **the future?** (APPLY)

**Identify
Needs/Hopes/Dreams**

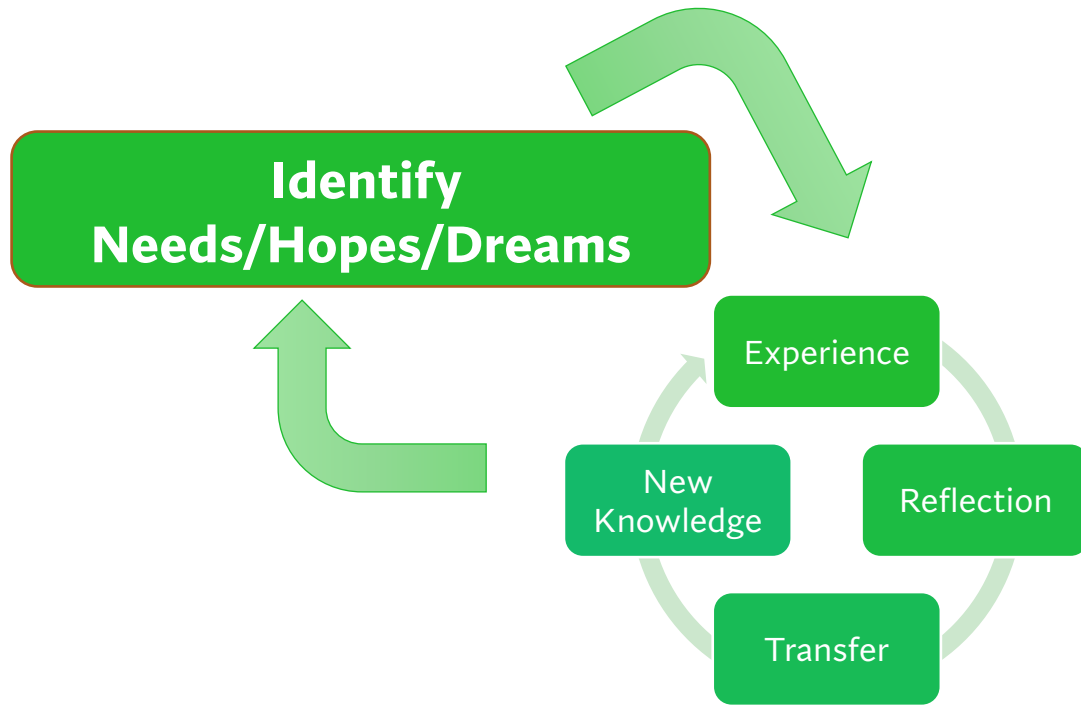


The Experiential Learning Cycle

(in Practice)

- Sure! But... How do I do that?
 - Work with a partner to **intentionally plan each experience** (5-10 minutes)
 - What do we **think will happen** if we do this?
 - What **materials or support** do we need to do this activity?
 - **What instructions** do we need to give, and **who is giving them**?
 - What should we **ask** them **after this experience**?

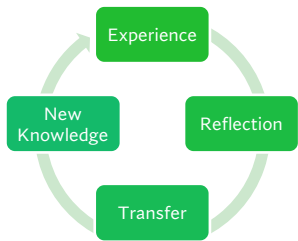
**Identify
Needs/Hopes/Dreams**



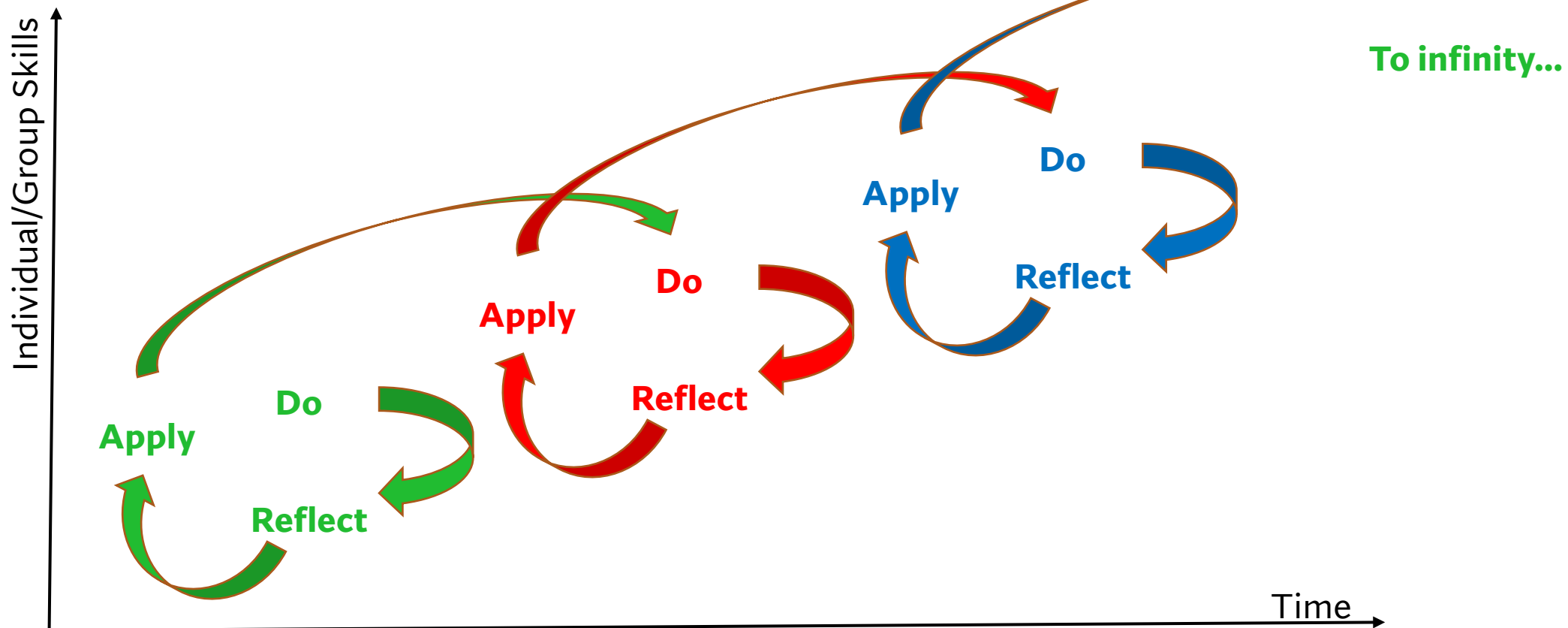
The Experiential Learning Cycle

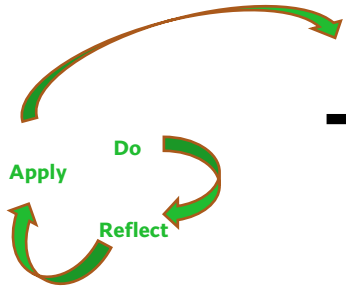
(according to Kolb)

Questions at this point?



The Mantra (Do, Reflect, Apply)





The Mantra (Do, Reflect, Apply)

Organizational Impact

- Intentional experiences **build on each other**
 - **Continuity across activities** can be established
 - **Continuity across years** can be established
 - Youth-centered leadership SEES and EXPERIENCES a more **concrete place** in their own process.
 - Microview and Macroview
-

Let's look quickly at:

- **After Action Review**
- **Pass/Fail Activities**
- **PYD Resources** for you and the people you oversee

How does one begin?

What do YOU already do?

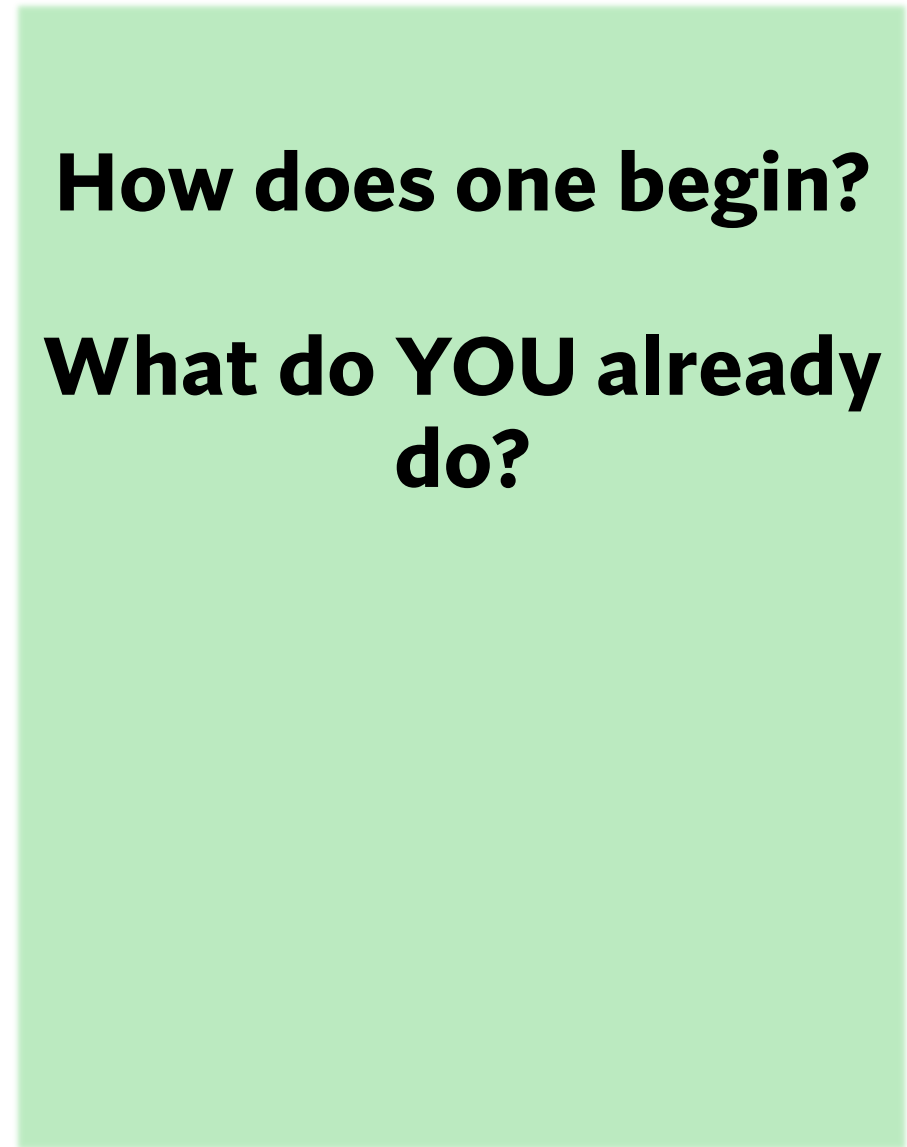
Let's look quickly at:

1. After Action Review

1. **What** is it?
2. How does this **align/not align** with the Learning Cycle or **DO, REFLECT, APPLY**?
3. **Tweaks**?

How does one begin?

What do YOU already do?



Let's look quickly at:

1. Pass/Fail Activities or "Participation-Only" Activities

1. **What** are these? (*ex.: One kid who failed out of 10 on obstacle course*)
2. How does these **align/not align** with the Learning Cycle or **DO, REFLECT, APPLY?**
3. **Tweaks?**

How does one begin?

What do YOU already do?

Let's look quickly at:

1. Current PYD Resources for YOU

1. **What** are these?
2. How does these **align/not align** with the Learning Cycle or **DO, REFLECT, APPLY?**
3. **Tweaks?**

How does one begin?

What do YOU already do?



Exploring The Learning Cycle
(Experience, Reflection, Transfer)



Answering the "intention question"
(What, So What, Now What)



Establish the mantra for your educators
(DO, REFLECT, APPLY)



How does one begin this? What do you
already do (well)?

Final Thoughts or Questions?

For the rest of this conference:

1. You are going to **experience reflections** in several forms
2. Capitalize on this time to **hard wire your own learning**
3. Use this time to also think macro/meta about **the what and the why**



Let's Practice...

**Please
continue the
conversation**



: [arorussell](#)



: arorussell@gmail.com