



Co-funded by
the European Union

Handbook for educators



ON MY FEET

SUPPORTING DISADVANTAGED CHILDREN TO
DISCOVER THEIR STRENGTHS AND THRIVE IN LIFE



Experiential education

1. Introduction	2
2. Supporting disadvantaged children to discover their strengths and thrive in life - On my feet project	5
3. Experiential education - Introduction	6
Foundations of Experiential learning	8
4. Theoretical foundations	9
5. Types of experiential education	10
6. Key considerations for experiential education for youths from disadvantaged backgrounds	11
7. Integrating experiential education principles into program design	12
Practical implementation	14
8. Types of experiential education for youth with disadvantaged backgrounds	15
9. How to work with students from disadvantaged backgrounds through experiential learning	17
Tools and resources when implementing experiential learning	21
Tools for collaborative learning and project-based work	22
Tools for reflection and journaling	23
Tools for real-world problem solving and simulation	23
Tools for digital storytelling and presentation	24
Tools for service learning and community engagement	25
Tools for assessment and feedback	25
Tools for virtual and augmented reality (VR/AR)	26
10. “On My Feet” Self-Development course youth - Overview	27
Structure and methodology	28
Course modules	29
Module 1 - Introduction	29
Module 2 - Communication (Part 1)	30
Module 3 - Cooperation (Part 1)	31
Module 4 - Creativity (Part 1)	32
Module 5 - Critical thinking (Part 1)	32
Module 6 - Communication (Part 2)	33
Module 7 - Cooperation (Part 2)	33
Module 8 - Creativity (Part 2)	34
Module 9 - Critical thinking (Part 2)	35
Module 10 - Vision	35

Sample programs and applications of experiential learning	36
11. Exemplary lesson plans for school education	37
Lesson plan 1: Exploring ecosystems and biodiversity	37
Lesson plan 2: History – Understanding ancient civilizations	39
Lesson plan 3: Mathematics – Exploring geometry through architecture	41
Lesson plan 4: Community Service Project (Social Studies/Service Learning)	43
Lesson plan 5: Environmental science field study (STEM)	44
Lesson plan 6: Entrepreneurial project (Business/Economics)	45
Lesson plan 7: Creative arts showcase (Arts and humanities)	46
12. Case Study for students in a college/university: Service learning in an Urban Sustainability course	47
13. Case Study: Service Learning in a youth empowerment program	49
14. Sample tasks and exercises for experiential learning	51
15. Vocational training and apprenticeships for disadvantaged youth	53
Key components of a vocational training and apprenticeship program	53
Benefits for disadvantaged youth	54
An example of a vocational training program for disadvantaged youth	55
Challenges and solutions in implementing vocational programs for disadvantaged youth	57
Educator support	58
16. Advice and tips for teachers and trainers who use experiential learning and education	58
17. Advantages of using experiential learning	61
18. Disadvantages and challenges that educators may encounter when implementing experiential learning	62
Conclusion	65

1. Introduction

The Handbook “Empowering youth through experiential learning” is a resource for educators, trainers, facilitators and youth workers who are committed to supporting the personal and educational growth of young people, especially those from disadvantaged backgrounds. It draws from the core philosophy of **experiential learning**, which emphasizes learning through meaningful experiences, reflection and active participation in real-world tasks.

Young people facing social, economic, or educational disadvantage often carry with them unique strengths, untapped potential and deeply personal life experiences. At the same time, they may face barriers to engagement within traditional educational systems. Experiential education offers a powerful alternative—one that centers the learner’s lived reality, empowers agency, fosters inclusion, and supports holistic development.

The Handbook is part of the “On My Feet” project, which aims to help disadvantaged youth build essential life skills, emotional resilience, self-confidence, and a clearer sense of purpose. The broad purpose of the Handbook is to introduce, explain, and support the practical use of experiential learning methodologies across a variety of settings, from schools to community centers, NGOs, youth programs, and vocational contexts.

What you will find in this Handbook:

- An introduction to the philosophy and pedagogy of experiential learning
- Theoretical foundations and learning principles that inform practice
- Practical guidance on how to design, implement, and adapt experiential education programs
- Case studies and exemplary lesson plans that highlight how experiential learning can be applied across disciplines
- Specialized advice for working with youth from disadvantaged backgrounds, including challenges, solutions, and best practices
- Tools, resources, and ideas for assessment, reflection, and evaluation in experiential settings

The Handbook blends research-based insights with field-tested strategies to equip you with everything needed to confidently apply experiential education in your work. It recognizes that educators are not just transmitters of knowledge, but facilitators of growth, mentors of change, and allies in the transformative journey of youth.

Whether you are new to experiential learning or looking to deepen your practice, this Handbook invites you to explore, experiment, and adapt its contents to your specific educational environment. Together, we can create more inclusive, engaging, and life-changing learning experiences for all young people.

2. Supporting disadvantaged children to discover their strengths and thrive in life - On my feet project

The handbook on experiential education developed under the Supporting Disadvantaged Children to Discover Their Strengths and Thrive in Life project (under Erasmus+ KA2 Program 2023-1-BG01-KA220-VET-000160890) involves introducing the philosophy of the learning methodology, the theoretical foundations, the principles, organizing guidelines, best practices, benefits and challenges, exemplary lesson plans that facilitate learning through experience and useful tips and advice for educators. The goal of Supporting Disadvantaged Children to Discover Their Strengths and Thrive in Life project (with acronym On my Feet) is to help adolescents in the transition period of their life to develop self-awareness and identify their strengths, talents, and career goals, which can help them make informed decisions about their future. The project creates an engaging learning experience that helps participants use the knowledge and skills they acquire. Professionals (teachers, trainers, educators, youth workers) working with adolescents, regardless of their level of experience with experiential learning, will be able to use it.

The project has two main results: Self-development course for adolescents and Educators' package. The course is designed to promote inclusion, awareness, and discussion regarding the impact of our backgrounds on our lives and experiences. The Educators' package enables a wide range of professionals working with adolescents, regardless of their level of experience, to facilitate and implement experiential learning which increases the potential impact.

The challenges facing educational institutions in terms of working with disadvantaged students are many and of different nature. Various factors - social, economic, demographic, etc. - influence equal access to quality education for all students. The most pronounced negative ones are the economic and social environment, which are of determining importance for the education system. A high percentage of students are at risk of dropping out of school or exclusion. Deepening social inequalities, global migration processes and the growing need for social intelligence and digitalization of the modern world require a qualitative change in the form of education. The introduction of new educational structures, courses and training aims to motivate young people towards personal quest, self-development and life fulfilment. The development of specialised courses to be taught by teachers aims to pay special attention to the specific needs of young people arising from their social inequalities. Due to poverty, remote areas of residence, low family culture or other factors, these young people suffer from low self-esteem and self-worth. An additional downside is misunderstanding from family, circle of influence or school environment. Disadvantaged students often lack access to technology, do not have personal devices, and do not always have uninterrupted access to the Internet. Schooling is free, but it is not inclusive and there is no active conversation about equity in education or access to quality education for all children. In order to develop the qualities, moral ethics, adaptability and inquisitiveness of disadvantaged young people, an additional motivational policy that is targeted to their problems is indispensable. An effective way of adoption is teaching in a school environment by educators trained and familiar with their lifestyles and the issues they raise. In the process of building and shaping right thinking and socialising, teachers should be directly involved and help to promote values and value-oriented behaviour.

The handbook serves to guide educators, facilitators, youth workers and workers in the institutions in designing, delivering, and evaluating experiential learning programs. The handbook covers both theoretical frameworks and practical implementation. By including both theory and practical tools, the handbook will be a valuable resource for educators and institutions aiming to integrate experiential learning into their curricula.


3. Experiential education - Introduction

What is experiential education

Experiential education is a philosophy of education that describes the process that occurs between a teacher and student that infuses direct experience with the learning environment. This concept is distinct from experiential learning, however experiential learning is a subfield and operates under the methodologies associated with experiential education. Educators purposefully engage learners in direct experience and focused reflection in order to increase knowledge, develop skills, clarify values, and develop students' capacity to contribute to their communities. Experiential Learning is the process of learning by doing. By engaging students in hands-on experiences and reflection, they are better able to connect theories and knowledge learned in the classroom to real-world situations.

Although the experiential education and experiential learning and inter connected there are some distinctions. Experiential education (EE) is defined as the philosophical process that guides the development of structural and functional learning experiences. Experiential learning (EL) is defined as the specific techniques or mechanisms that an individual can implement to acquire or meet learning goals (Roberts, 2012). Experiential learning (EL) is the process of learning through experience, and is more narrowly defined as learning through reflection on doing.

Experiential Education Method – Video presentation



As part of the On My Feet project, an explanatory video on the Experiential Education Method (EEM) has been created to present it in a simple and clear way. This resource brings the philosophy of experiential education to life, showing how play, gamification and reflection create engaging and transformative learning environments. The video explores the evolutionary roots of play from young animals practicing survival skills to children in early societies imitating adult roles through games. This perspective underlines why experiential learning is one of the most natural ways humans acquire knowledge and skills. The video also highlights different types of educational games (from role-playing and problem-solving challenges to creative and physical activities) and explains how each fosters communication, collaboration, creativity, and critical thinking. To support educators in tailoring activities, it introduces the HEXAD model of player motivations (Achievers, Explorers, Socializers, Philanthropists, Players, and Disruptors), showing how varied learners can be engaged through different approaches. In the video, the users can find information about Kolb's Learning Cycle (Concrete Experience, Reflective Observation, Abstract Conceptualization, Active Experimentation), illustrating how games and activities provide a safe space for learners to try, reflect, adapt, and apply new insights. Special emphasis is placed on the role of reflection, with the 4F Method (Facts, Feelings, Findings, Futures) presented as a practical tool to deepen understanding and connect experiences to real-world learning.

C

Importance and benefits of Experiential learning (EL) for learners

Experiential learning opportunities may include community service, service-learning, undergraduate research, study abroad/away. Experiential learning is important in internships, project-based learning, cooperative education, fieldwork, study abroad, simulations, student teaching, and capstone projects (they demonstrate a student's mastery of a particular subject or field of study. It is typically a culminating project that integrates and applies the knowledge and skills acquired throughout the course of a degree program).

The benefits for students from experiential education opportunities are:

- A better understanding of course material
- A broader view of the world and an appreciation of community
- Insight into their own skills, interests, passions, and values
- Opportunities to collaborate with diverse organizations and people
- Positive professional practices and skill sets
- Self-confidence and leadership skills



The disadvantages of EL are mostly connected to its limitations when applied in the educational environment:

- Overloaded curriculum
- Lack of knowledge of new skills
- Emphasis on theoretical work
- Lack of budget
- Limited class time
- Limited access to resources.





FOUNDATIONS OF EXPERIENTIAL LEARNING

Foundations of Experiential learning

4. Theoretical foundations

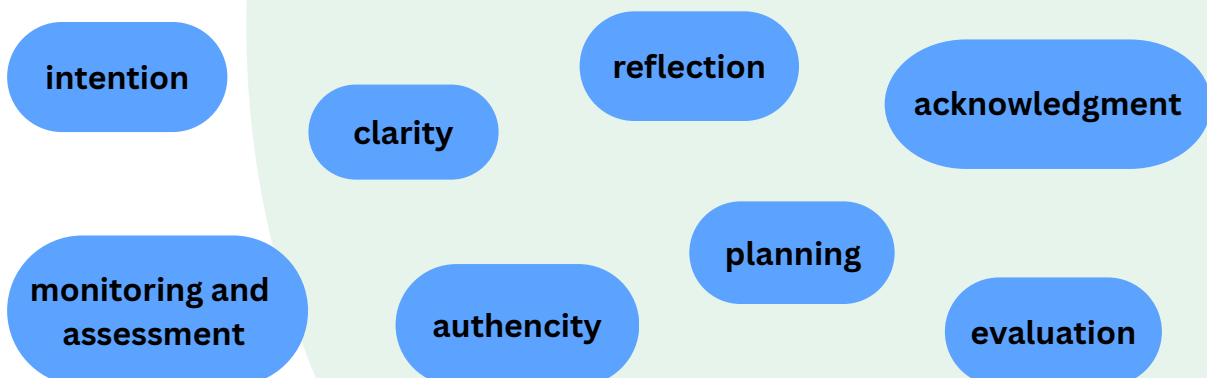
Overview of the most popular experiential learning theories:

- Kolb's theory explains that concrete experience, reflective observation, abstract conceptualization and active experimentation form a four-stage process (or cycle) transformed into effective learning. Applying Kolb's learning theory has benefits for students, educators and employers.
- In John Dewey's experiential learning theory, everything occurs within a social environment. Knowledge is socially constructed and based on experiences. This knowledge should be organized in real-life experiences that provide a context for the information.
- Vygotsky suggests learners are interdependent, born as social beings with emotional intelligence. Experiential learning is created by direct participation in life events (Houle, 1980).
- Jerome Bruner proposes a 3-tiered system of internal representations: enactive (action-based), iconic (image-based), and symbolic (language-based). Bruner also postulated that internal representations could be combined to produce different types of thought.
- The four different ways in which people prefer to learn that Honey and Mumford have identified, relate to a different stage in the learning cycle. These are Activist, Reflector, Theorist and Pragmatist. In this model Mumford and Honey describe the learning styles as a continuum that one moves through over time.

Principles of experiential learning:

The core principles of EL are: **reflection, critical analysis, and synthesis**. In EL the learner is actively engaged in posing questions, investigating, experimenting, being curious, solving problems, assuming responsibility, being creative, and constructing meaning. Experiential learning describes a continuum of activities that, on one end, include classroom exercises that resemble “real life” and, on the other end, involve learning-through-doing beyond the classroom. For example, experiential learning within a classroom setting might include simulations, labs, or debates.

The principles can be used by any program engaging in experiential education to maximize student learning opportunities. The eight principles are:



5. Types of experiential education

Each **type** of experiential education will require a different approach to program design and assessment. By grounding these approaches in the **principles** of experiential learning, educators can ensure that their programs are both effective and meaningful.

There are various forms of experiential education, each suited to different learning objectives and environments. Here are some of the most common types:

Service learning

- **Definition:** A teaching method that combines community service with academic instruction, focusing on critical, reflective thinking and civic responsibility.
- **Example:** Students in a public health course might volunteer at a local clinic, applying their knowledge to real-world health challenges while providing valuable services to the community.
- **Key elements:** Partnership with community organizations, structured reflection, integration of academic content with service.

Internships and cooperative education

- **Definition:** Structured work experiences in which students apply classroom learning in a professional environment. Internships are typically short-term, while cooperative education often alternates academic terms with work terms.
- **Example:** A student majoring in computer science might intern at a software development company, gaining hands-on experience coding, debugging, and working on real projects.
- **Key elements:** Workplace immersion, mentorship, evaluation of practical skills.

Project-based learning

- **Definition:** A teaching approach where students learn by actively engaging in real-world and personally meaningful projects. Projects usually tackle complex questions, problems, or challenges.
- **Example:** Architecture students might design and build a sustainable structure as part of their coursework, learning both the technical skills and broader implications of their designs.
- **Key elements:** Inquiry-based learning, student autonomy, real-world problem-solving.

Fieldwork and field studies

- **Definition:** Practical, hands-on learning experiences conducted outside the classroom, often in natural, historical, or social environments. Fieldwork allows students to apply theoretical knowledge in real-world contexts.
- **Example:** Geology students conducting fieldwork might analyze rock formations in a local quarry, applying what they've learned in class to interpret geological history.
- **Key elements:** Direct engagement with the subject matter in its natural or working context, observation, data collection, and analysis.

Study abroad and global learning

- **Definition:** International learning experiences where students immerse themselves in a different culture, language, or academic setting. Study abroad can involve coursework, internships, or service projects.
- **Example:** A political science student studying abroad in South Africa might attend local university courses on post-apartheid governance while engaging in service learning with local NGOs.
- **Key elements:** Cross-cultural immersion, international perspectives, adaptability.

Simulations and role-playing

- **Definition:** Controlled, often artificial, experiences that replicate real-life scenarios for the purpose of education. These experiences allow students to practice skills or problem-solving in a safe environment.
- **Example:** In a business class, students might participate in a simulation where they manage a virtual company, making decisions about finance, marketing, and production under pressure.
- **Key elements:** Risk-free environment, decision-making practice, role-based learning.

Creative and artistic projects

- **Definition:** Experiential learning in creative fields often involves producing tangible creative works, such as art, music, writing, or performance, as a means of exploring and expressing academic concepts.
- **Example:** Drama students might write and perform a play that explores a historical event, combining research with creative expression.
- **Key elements:** Creative process, self-expression, reflection on societal and academic themes.

6. Key considerations for experiential education for youths from disadvantaged backgrounds

Equity and access:

- **Design for inclusion:** The experiential learning program should be designed with equity in mind, ensuring that all students—regardless of their background—have equal access to opportunities. This means addressing potential barriers such as transportation, financial support, or lack of previous experience.
- **Tailored support:** Provide additional mentoring, guidance, and resources for students who may have limited exposure to experiential learning or professional environments.

Building confidence and empowerment:

- **Personalized learning:** Experiential education can be an empowering tool for disadvantaged youth, allowing them to pursue areas of interest or passion. Tailoring learning experiences to individual interests builds confidence and a sense of ownership over the learning process.
- **Celebrate small wins:** Acknowledge and celebrate incremental successes to build self-esteem and motivation.

Skill development:

- 21st-century skills: Programs should focus on teaching critical skills such as problem-solving, teamwork, leadership, and communication—skills that are often developed through experiential learning and are essential for success in the workforce.
- Career and technical training: Hands-on training in vocational or technical fields can open up career pathways for youth who may not have access to traditional academic routes.

Mentorship and role models:

- Role of mentors: Connecting students with mentors who can guide them through their experiences is crucial. Mentors from similar backgrounds can provide relatable advice, while other professionals can offer exposure to diverse career possibilities.
- Community involvement: Engage local community leaders, organizations, and alumni as mentors to create a supportive learning environment.

Focus on holistic development:

- Life skills: In addition to academic and technical skills, experiential education for disadvantaged youth should prioritize life skills such as financial literacy, time management, and interpersonal communication.
- Emotional and social learning: Programs should foster resilience, empathy, and emotional intelligence, helping young people navigate social and personal challenges alongside their academic or career-related goals.

7. Integrating experiential education principles into program design

When designing an experiential education program, aligning it with core principles ensures that learning is not only hands-on but also meaningful, reflective, and connected to broader educational goals. Here's how to integrate the key principles of experiential education into the design process:

1. Active participation

Program design: Structure activities that require students to engage directly with the task or community, making them active participants rather than passive observers. Provide opportunities for students to contribute meaningfully, whether through problem-solving, collaboration, or decision-making.

Example: In a service-learning program, students can be placed with a local nonprofit where they are responsible for designing a social media strategy to raise awareness of a cause.

2. Reflection

Program design: Build reflection into the curriculum by scheduling time for students to think critically about their experiences. Incorporate reflective reports, discussions, or portfolio submissions where students analyze what they've learned, how they applied academic concepts, and how their experience has changed their perspectives.

3. Personalized learning

Program design: Offer flexibility for students to choose experiences or projects that align with their personal interests or career goals. Provide options for different types of experiential activities that cater to individual learning styles or areas of focus.

Example: In a service-learning project on environmental sustainability, students could choose between conducting water quality assessments, running educational workshops for the community, or working on a policy analysis project.

4. Contextual learning

Program design: Ensure that learning happens in real-world settings. Collaborate with community partners or local organizations to give students practical, field-based experiences where they can directly apply their academic knowledge to solve real problems.

Example: Partner with local businesses, government agencies, or nonprofits to provide a context-rich environment. For instance, an urban planning course could involve working with the city to design solutions for transportation challenges.

5. Collaboration and community engagement

Program design: Incorporate group projects or community partnerships to encourage teamwork and engagement with external stakeholders. Create opportunities for students to work alongside peers, faculty, and community members, fostering collaboration and a sense of civic responsibility.

Example: Students in a health science program might work with local healthcare providers to design a community health initiative. This could involve collaborating with doctors, nurses, and public health officials to develop and implement a plan.

6. Real-world relevance

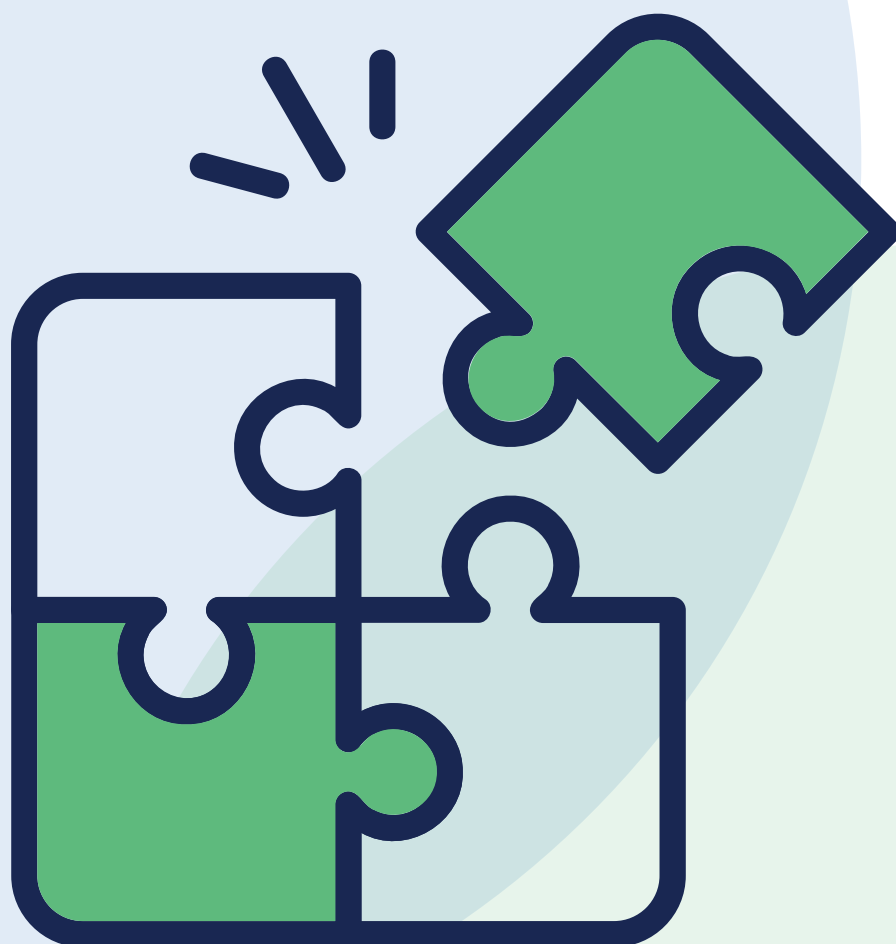
Program design: Tie academic learning to current, relevant societal issues. Design projects and activities around real-world challenges or problems that students can tackle through their experiential learning.

Example: In a political science class, students could engage in a simulation of a legislative session, where they draft, debate, and vote on real-world policy issues, such as climate change or healthcare reform.

7. Holistic development

Program design: Focus not only on academic content but also on personal and professional growth. Build in opportunities for students to develop leadership, communication, and problem-solving skills, as well as self-awareness and empathy.

Example: Design leadership workshops or mentorship opportunities as part of the experiential program. For example, students might lead a community project, requiring them to manage teams, budgets, and timelines.



PRACTICAL IMPLEMENTATION

Practical implementation

8. Types of experiential education for youth with disadvantaged backgrounds

1. Community-based service learning

- Overview: Service learning connects students to community projects that address real-world challenges, such as environmental issues, social justice initiatives, or public health campaigns. Students work alongside local organizations, gaining both practical experience and a sense of civic responsibility.
- Example: A group of students from low-income backgrounds works with a local nonprofit to design and implement a community garden. Through this, they learn about sustainability, teamwork, and project management while addressing local food insecurity.
- Principles applied: Active participation, collaboration, real-world relevance, and reflection.

2. Vocational training and apprenticeships

- Overview: Hands-on vocational training allows students to gain practical skills in specific trades (e.g., construction, IT, healthcare). Apprenticeships or job-shadowing opportunities provide immersive experiences in real workplaces, where students can apply their learning directly.
- Example: A technical high school partners with local businesses to provide apprenticeships in fields like automobile repair, coding, or culinary arts. Students from disadvantaged backgrounds are paid during their training, which reduces financial barriers while giving them access to real-world job skills.
- Principles applied: Real-world relevance, personalized learning, skill development, mentorship.

3. Project-based learning with real-world outcomes

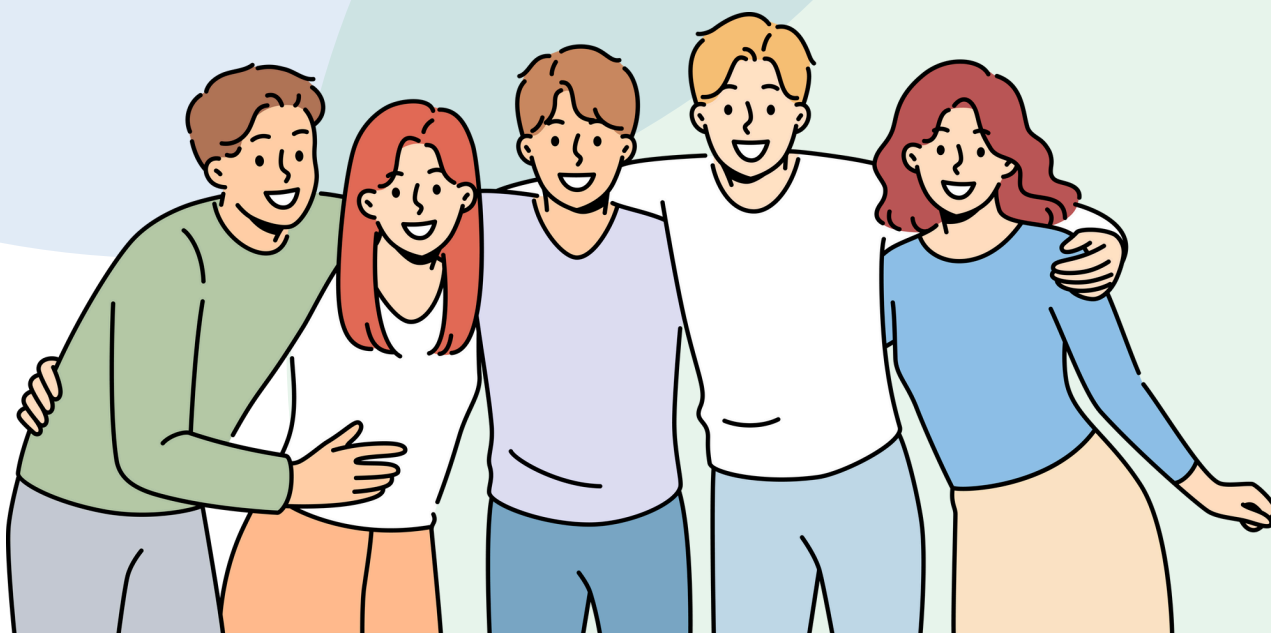
- Overview: In project-based learning, students tackle complex, real-world problems through structured projects. This method can be especially engaging for disadvantaged youth, as it connects academic concepts to practical applications in their lives or communities.
- Example: Students work on designing and launching a social media campaign to raise awareness about mental health in underserved communities. Throughout the project, they learn communication, digital literacy, and collaboration, while also contributing to a meaningful cause.
- Principles applied: Active participation, collaboration, reflection, real-world relevance.

4. Entrepreneurship and microenterprise programs

- Overview: Entrepreneurship education introduces students to business concepts, financial literacy, and project management through the process of starting their own small businesses or initiatives. This is particularly effective for students from disadvantaged backgrounds who may not see traditional academic or career paths as accessible.
- Example: A program that helps students from low-income neighborhoods develop and launch their own small businesses—such as a community clothing line or a food truck—while teaching them about budgeting, marketing, and business planning.
- Principles applied: Personalized learning, real-world relevance, active participation, and mentorship.

5. Outdoor and wilderness education

- Overview: Experiential education in the outdoors, such as wilderness expeditions, can build resilience, leadership, and teamwork while offering an environment free from everyday distractions. This type of education is especially beneficial for disadvantaged youth, helping them develop a sense of independence and accomplishment.
- Example: A wilderness program that takes students on multi-day expeditions where they are responsible for navigation, setting up camp, and cooking. Along the way, they develop leadership, problem-solving, and teamwork skills.
- Principles applied: Active participation, holistic development, reflection, and real-world relevance.



9. How to work with students from disadvantaged backgrounds through experiential learning

Design engaging, real-world learning experiences

Create learning experiences that are grounded in real-life problems or challenges. For students from disadvantaged backgrounds, these contexts could involve their community or local environment, making learning relevant and meaningful. For example a science teacher might organize a project where students test water quality in their local rivers or a history teacher could have students create a digital exhibit on their town's history, involving interviews with community elders.

Steps:

- Begin with problem-based or project-based learning frameworks where students are given a real-world issue to solve.
- Involve students in choosing projects or problems that resonate with them to increase engagement.
- Align these experiences with curriculum goals to ensure academic rigor and standards are met.

Facilitate active participation and reflection

Experiential learning requires students to be active participants rather than passive listeners. Encourage students to take ownership of their learning by engaging directly with tasks, problems, and real-world activities.

The reflection phase is critical in experiential education. Students need time to think about what they did, what they learned, and how their learning applies to future contexts.

Steps:

- Start each lesson or activity by clearly identifying the roles students will play and the tasks they need to complete.
- Incorporate structured reflection sessions into each experience. For example, ask students to maintain reflective journals where they document their learning journey, including challenges and successes.
- Use open-ended, deep, reflective questions to guide students in reflecting on their experiences: "What did you learn from this activity?" "How would you apply this knowledge in a different situation?"

Build a supportive learning environment

Students should feel safe to take risks and make mistakes. This is especially important for disadvantaged students who may lack confidence or fear failure.

Peer collaboration can be particularly effective in experiential learning. Group work helps students learn to solve problems together, share perspectives, and develop social skills.

Steps:

- Foster a growth mindset in the classroom by reinforcing the idea that mistakes are part of learning. Use language like "Let's try again," or "What can we learn from this mistake?"
- Organize activities in small groups or pairs to encourage peer-to-peer interaction and support. Each group can be assigned specific tasks in larger projects.
- Be proactive about scaffolding learning: offer guidance and support as students tackle complex tasks but gradually reduce your involvement to let them take control.

Integrate mentorship and role models

Mentors play a significant role in experiential education by providing guidance, motivation, and real-world insights. This is especially beneficial for disadvantaged students who may not have access to professionals in their communities.

Bring in professionals from various industries or fields related to the projects, preferably individuals with similar backgrounds to inspire and motivate students.

Steps:

- Establish a mentorship program within the school or collaborate with local businesses or nonprofits to offer students real-world exposure.
- Organize guest speaker sessions or field trips where students can interact with professionals in the field they are studying.
- For project-based learning, pair students with a community mentor who can provide feedback on their work and act as a resource for advice.

Provide hands-on, skill-based learning opportunities

Experiential education is built on the principle that students learn best when they are actively involved in tasks that develop specific skills. Whether it's scientific experimentation, technical tasks, or artistic creation, students should be actively engaged in tasks that align with learning goals.

Steps:

- For STEM subjects, develop lab-based projects where students can experiment, create prototypes, or conduct research on a real-world issue.
- In vocational subjects, organize simulated work environments or apprenticeship-style setups where students work on real-world tasks.
- For social sciences, design activities that involve fieldwork (e.g., environmental studies, interviewing members of the community, or designing social campaigns).

Use technology to facilitate experiential learning

Technology can expand the scope of experiential learning by providing access **to simulations, virtual field trips, and collaborative digital tools** that enrich the learning experience.

For disadvantaged students, providing access to digital resources can level the playing field and offer new ways to engage with content.

Steps:

- Use interactive apps and platforms to simulate real-world challenges. For example, in geography, students can use geographic information system (GIS) software to explore climate patterns or urban development.
- Leverage online collaboration tools like Google Classroom or Microsoft Teams for students to share their work and collaborate on projects.
- Explore virtual or augmented reality tools for virtual field trips, where students can "visit" historical sites, factories, or natural landscapes that may be beyond physical reach.

Encourage student-led projects and initiatives

Give students the autonomy to design their own projects based on personal interests or community needs. This fosters ownership and motivation, making the learning experience more impactful. Encourage students to come up with solutions to problems and apply those solutions practically, perhaps even in small-scale community improvement projects.

Steps:

- Develop a capstone project model where students choose an area of interest and design a project around it. Support students through the planning, research, execution, and reflection stages.
- Allow students to identify community problems they want to address, such as organizing a community service project or designing a campaign to raise awareness about a local issue.
- Provide a showcase or presentation opportunity where students present their projects to peers, parents, and community members, reinforcing the real-world value of their work.

Foster community partnerships

Connecting the classroom with the wider community is crucial for experiential learning. Whether through field trips, service learning, or internships, exposing students to real-world work environments or community organizations enriches their learning experience. For disadvantaged youth, these connections can also serve as networking opportunities and help them build professional relationships that could lead to future employment or internships.

Steps:

- Create partnerships with local businesses, nonprofits, and government agencies that align with the educational goals of your students.
- Organize service learning projects where students work with community organizations to address specific challenges, such as environmental sustainability, urban development, or public health initiatives.
- Involve parents and community leaders in the educational process, inviting them to participate as partners in the learning journey.

Assess experiential learning outcomes

Assessment in experiential learning goes beyond traditional exams or tests. Since students are engaged in hands-on projects, educators should **use performance-based assessments** to measure learning outcomes. The assessment should focus on not only the final product but also the process, including how students apply skills, solve problems, and reflect on their experiences.

Steps:

- Use rubrics to assess student performance in areas such as collaboration, creativity, problem-solving, and technical skill development. In education, a rubric can be used as a scoring tool that outlines specific expectations for an assignment or task. It describes the criteria used to evaluate student work and defines different levels of performance for each criterion.
- Incorporate self-assessments and peer assessments to encourage reflection. This helps students understand their own strengths and areas for improvement.
- Evaluate students through portfolio-based assessments, where they compile their projects, reflections, and research over time.

Tailor experiential learning to the needs of disadvantaged students

Experiential learning should be adapted to meet the varying needs of students, especially for those from disadvantaged backgrounds who may require additional support. This can include modifying tasks based on students' abilities or providing additional resources, such as tutoring, mentorship, or emotional support. For disadvantaged students, experiential learning should focus on building self-efficacy. Help students experience success early in the process to boost their confidence and motivation.

Steps:

- Use a scaffolded approach to learning by providing structured support initially and gradually reducing it as students gain confidence.
- Offer alternative assessment methods that allow students to demonstrate their learning in ways that align with their strengths (e.g., presentations, creative projects, or community contributions).
- Develop support systems such as peer mentoring or after-school tutoring to help students with additional learning challenges.



TOOLS AND RESOURCES WHEN IMPLEMENTING EXPERIENTIAL LEARNING

For educators, implementing experiential education requires intentional planning and a commitment to student-centered, active learning. By designing real-world, hands-on experiences, facilitating reflection, building mentorships, and fostering a supportive learning environment, educators can engage disadvantaged youth in meaningful learning. Tailoring the approach to students' needs while connecting them to their communities and potential future careers can transform their educational experience and provide them with the tools they need for success in life and work.

10. Tools and resources when implementing experiential learning

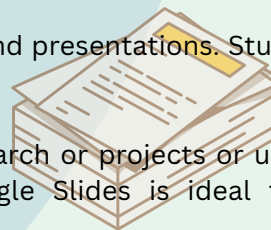
When implementing experiential learning, educators can leverage a variety of tools and resources to create engaging, hands-on experiences that foster deep learning. The following tools and resources empower educators to implement experiential learning in diverse and meaningful ways and at the same time to facilitate collaboration, reflection, skill-building, and assessment, making the learning process more interactive and student-centered.

Tools for collaborative learning and project-based work

Google Workspace for Education (Docs, Sheets, Slides, Forms)

Facilitate real-time collaboration on documents, spreadsheets, and presentations. Students can work in groups, share ideas, and present findings collaboratively.

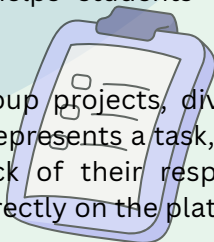
Students can create shared Google Docs to collaborate on research or projects or use Google Forms for surveys or data collection in field research. Google Slides is ideal for group presentations and can be integrated into project showcases.



Trello

Trello a project management tool that helps students organize tasks, set deadlines, and collaborate on projects in an organized way.

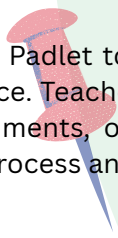
Trello boards can be used to organize group projects, dividing tasks, tracking progress, and setting deadlines. Each card on the board represents a task, and students can add descriptions, attachments, and checklists to keep track of their responsibilities. Teachers can monitor students' progress and provide feedback directly on the platform.



Padlet

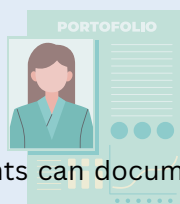
Padlet is an online bulletin board where students can post text, images, videos, and links. Ideal for brainstorming, reflecting, and sharing ideas.

Students can use Padlet to brainstorm ideas for group projects or share research findings in a collaborative space. Teachers can create a class-wide Padlet where students post reflections on field trips, experiments, or hands-on activities. For community-based projects, students can document their process and experiences in real-time.



Tools for reflection and journaling

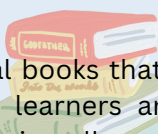
Seesaw



A digital portfolio platform where students can document and reflect on their learning through text, video, and images.

Encourage students to keep a digital journal on Seesaw where they reflect on their experiences after each experiential learning activity. Teachers can provide individualized feedback on student reflections directly through the platform. Students can share their work with peers, parents, and community members, creating a meaningful learning showcase.

Book Creator



Book Creator allows students to create digital books that include text, images, drawings, audio, and video. It's highly engaging for younger learners and works well for digital storytelling, personal reflection, or portfolios. The free version allows one teacher to create a library with up to 40 student books. While advanced features require a paid upgrade, the free tier is robust enough for classroom use.

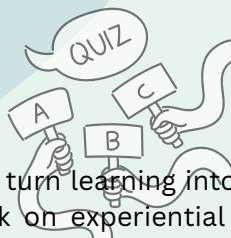
Wakelet



Wakelet is a free digital curation platform where students can collect and organize content such as text, images, videos, links, and PDFs into scrollable "collections." It's excellent for reflective journals, portfolios, and collaborative projects. Students can use it to document their learning experiences, while teachers can give feedback or share templates. Wakelet is completely free to use, including for education, and integrates well with Microsoft and Google accounts.

Tools for real-world problem solving and simulation

Kahoot! and Quizizz



Kahoot! and Quizizz are interactive quiz platforms that turn learning into a game. Both tools are excellent for reviewing content or gathering feedback on experiential projects. They provide great tools to create quizzes related to the topics students are exploring in their projects or fieldwork.

Use Kahoot! for end-of-project reviews or assessments that allow students to test their knowledge in a fun, competitive environment. Students can also create their own quizzes as part of their projects to teach classmates about their findings.

Minecraft education edition

A game-based learning platform where students can build and simulate worlds, communities, and ecosystems. In history or geography, students can recreate historical landmarks or



develop simulations of communities facing real-world issues (e.g., urban development or environmental sustainability).

Students can also work in teams to solve complex challenges, such as designing a sustainable city, while developing critical thinking and problem-solving skills. Teachers can guide students to explore concepts like coding, architecture, and social studies through Minecraft's customizable environments.

PhET interactive simulations

A free resource offering online simulations for science and math that allow students to experiment and explore various concepts interactively. PhET can use simulations to introduce complex scientific concepts, such as electricity, energy transfer, or chemical reactions, through interactive experiments. For students working on STEM-based experiential projects, PhET simulations can offer additional insights or preparation for hands-on activities. Simulations allow students to experiment in a safe environment before moving to physical labs or fieldwork.

Tools for digital storytelling and presentation

Canva

Canva is an intuitive graphic design platform for creating presentations, posters, infographics, and more.

Students can use Canva to design presentations or posters that summarize their project findings, making the visual aspect of their work more engaging. Canva's infographic templates are ideal for helping students present data from field research or social surveys in a visually appealing way. Teachers can encourage students to create digital portfolios of their work, documenting their experiential learning journey from start to finish.

Storybird

Storybird is a digital storytelling tool that helps students create stories with professional artwork.

Students can use Storybird to write and illustrate reflective narratives about their learning experiences or community-based projects. Teachers can assign storytelling projects where students reflect on their growth, challenges, and accomplishments in their experiential learning journey. Storybird encourages creativity, allowing students to explore storytelling as a form of self-expression while applying what they've learned.

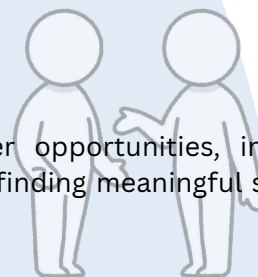
StoryMapJS

StoryMapJS allows students to tell stories through geographic locations, combining maps, images, and text. It's especially great for history, geography, or travel-related projects and helps develop narrative skills with spatial context.

Tools for service learning and community engagement

Idealist

Idealist connects students and educators with volunteer opportunities, internships, and nonprofit organizations worldwide. It's a great resource for finding meaningful service projects and community engagement programs.

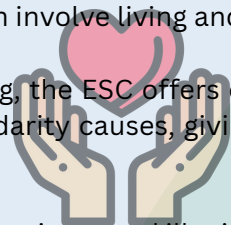


European Solidarity Corps

The European Solidarity Corps is an initiative launched by the European Union aimed at empowering young people aged 18 to 30 to engage in meaningful solidarity activities across Europe. The program provides opportunities for volunteering, traineeships, and jobs that address societal challenges and promote social cohesion, inclusion, and environmental sustainability.

Young people can participate in projects that support communities in areas such as social care, environment, culture, education, and disaster relief. These projects can last from 2 months up to 12 months and often involve living and working abroad within the EU or partner countries.

Beyond volunteering, the ESC offers opportunities for paid work or internships in organizations contributing to solidarity causes, giving participants professional experience while contributing to society.



Participants in ESC gain new skills, intercultural understanding, and personal growth through hands-on involvement in real-world issues. The program supports formal and informal learning, including mentoring and language support.

The European Commission co-funds projects, covering travel, accommodation, and a living allowance for volunteers. Host organizations receive guidance to ensure safe, meaningful experiences. ESC projects take place in all EU member states and selected partner countries, fostering cross-cultural exchange and European identity.

Tools for assessment and feedback

Socrative

Socrative is a classroom response system that allows teachers to create quizzes, polls, and exit tickets to assess student learning in real-time.

After experiential learning activities, teachers can use Socrative to create quick, formative assessments (e.g., quizzes or reflection prompts) to gauge student understanding. Socrative's exit ticket feature allows teachers to gather immediate feedback on what students learned from an experience or project. Teachers can use data collected through Socrative to tailor future lessons or address areas where students need additional support.



Rubrics (Quick Rubric, iRubric, Rubistar)

Rubrics provide clear criteria for assessing experiential learning projects, focusing on process and skills, not just final products. It can be used to create rubrics that assess student performance in areas such as problem-solving, teamwork, creativity, and reflection.

Teachers can use rubrics to guide self-assessment and peer assessment, where students evaluate their own or each other's contributions to a project. Customize rubrics for specific projects, whether students are conducting research, designing solutions, or working on community-based initiatives.

Tools for virtual and augmented reality (VR/AR)

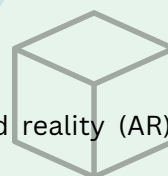
Google Arts & Culture

Google Arts & Culture is a powerful digital platform that offers students immersive access to high-resolution images of artworks, virtual museum tours, historical sites, and curated educational content from cultural institutions around the world.

As a tool for experiential learning, it enables hands-on exploration of art, history, science, and world cultures through interactive features like 360° videos, augmented reality (AR) exhibits, and thematic collections. By integrating Google Arts & Culture into the classroom, educators can create engaging, inquiry-based experiences that connect students to global perspectives, foster critical thinking, and support interdisciplinary learning.

Merge Cube (AR Tool)

A handheld cube that works with mobile apps to create augmented reality (AR) experiences, letting students explore 3D models and environments.



Students can use AR to examine 3D models of ecosystems, the human body, or scientific phenomena as part of hands-on learning experiences. Teachers can incorporate Merge Cube into lessons to enhance student understanding of complex subjects, allowing them to interact with virtual objects in ways that go beyond traditional textbooks.



10. “On My Feet” Self-Development course youth - Overview

The “On My Feet” self-development course is a comprehensive, ready-to-use educational program built on the foundations of experiential education and enriched through elements of gamification. Developed as part of the On My Feet project, its purpose is to support the personal growth and empowerment of young people, especially disadvantaged youth by guiding them through a rich, interactive journey of self-discovery, skill-building, and reflection.

Designed for easy implementation, the course is fully structured and includes all necessary instructions, reflection prompts, and facilitation guidance—allowing educators, youth workers, and trainers to use it without prior experience in experiential learning. It is particularly suited for non-formal education settings, as well as schools and community-based youth programs.

A key feature of the course is the use of gamified learning, where participants learn through playful challenges, simulations, and cooperative tasks. These game-based elements enhance motivation and emotional engagement, making the learning process both impactful and enjoyable.

This course takes participants on a metaphorical journey through the Amazon rainforest, where each module represents a step deeper into self-discovery, teamwork and personal growth. As they navigate the challenges and wisdom of the tribe, participants learn valuable life skills such as communication, teamwork, assertiveness, empathy, critical thinking and vision-building, all leading them to uncover their own “Ikigai”—a sense of purpose and fulfillment. Throughout the journey, participants strengthen their 4C skills—Communication, Collaboration, Creativity, and Critical thinking—while also developing emotional awareness, self-confidence and resilience. Through a blend of hands-on activities, cooperative challenges, and structured reflection, young people are supported in navigating personal and social challenges and gaining tools for meaningful personal and professional development.

By completing the course, participants will:

- Develop critical thinking skills: Understand how to question assumptions, evaluate information, and make decisions based on evidence rather than emotion or bias.
- Improve self-awareness: Enhance their emotional intelligence, recognize their strengths and weaknesses, and use this self-knowledge to improve their relationships and decision-making.
- Enhance creativity: Develop innovative problem-solving abilities that will help them thrive in both personal and professional contexts.
- Strengthen collaboration abilities by working in diverse teams, practicing trust-building, negotiation, and cooperative problem-solving, especially in dynamic or challenging situations.
- Enhance communication skills through active listening, assertive expression, and constructive feedback, contributing to healthier relationships and more effective teamwork.
- Gain self-awareness and direction by reflecting on their personal values, strengths, and motivations.

Structure and methodology

The “On My Feet” course consists of 10 thematic modules that form a progressive and cohesive self-development journey for young people. The structure is based on the development of the four essential competences for the 21st century – Communication, Collaboration, Creativity, and Critical Thinking (4Cs) – with a final emphasis on personal Vision as a wrap-up of the learning process.

- Module 1 serves as an introduction, setting the tone, context, and group dynamics for the journey ahead.
- Modules 2 to 5 focus on the 4Cs at a foundational level, using experiential and reflective methods to explore each competence through practice.
- Modules 6 to 9 return to the same four competences, but at a deeper, more advanced level, encouraging participants to build on their initial learning and apply it more consciously.
- Module 10 concludes the course with a focus on Vision, guiding participants to integrate their experiences and insights into a forward-looking perspective on their personal and professional lives.

Each module includes:

- A thematic narrative and experiential framing
- Group challenges and teamwork tasks
- Tools for creative expression (e.g. collage, roleplay, storytelling)
- Opportunities for structured self-reflection and journaling
- Discussions that encourage critical thinking and dialogue
- Methods to build trust, motivation and a sense of belonging

While the program can be delivered as a full journey (ideal for camps, workshops or long-term programs). Individual modules or activities can also be used independently to address specific competencies. However, when used separately, the overarching storyline that connects the modules into a coherent narrative will not be as present or impactful.

No prior experience in experiential learning is required—facilitators are supported with clear guidance and adaptable structures. The course is primarily developed for groups aged 16–20, but can be applied successfully within the 14–25 range as well, and is particularly relevant for youth who may struggle with self-esteem or future direction.

The On my feet course is designed to help young people:

- Explore their personal identity and strengths
- Develop emotional intelligence and self-awareness
- Build essential skills (4Cs):
 - Communication:** Enhancing the ability to express ideas clearly and listen effectively
 - Collaboration:** Learning to work well with others, building trust, and resolving conflicts
 - Creativity:** Encouraging innovative thinking and problem-solving in varied situations
 - Critical thinking:** Developing skills to analyze, evaluate, and make informed decisions
- Envision and take steps toward a meaningful, self-directed future

The experiential learning model ensures that participants learn by doing—engaging in interactive activities, often within a game-based environment, which foster skill development and encourage reflection. Through guided reflection, participants connect these experiences to personal insights and real-life applications. The metaphorical story of the “tribe” supports emotional safety and engagement while encouraging creative participation and role immersion.

Course modules

The course uses the metaphor of a training journey followed by an expedition, guiding participants through a structured process of self-exploration, skill-building, and purposeful reflection. In the first five modules, participants undergo training to prepare themselves for the expedition. Modules 6 to 10 represent the actual expedition, during which participants explore key skills and insights while engaging with the metaphorical “tribe.” Throughout the journey, the focus is on developing the core 4Cs—communication, cooperation, creativity, and critical thinking—to support their personal growth and empowerment. Below is a brief description of each of the 10 modules.

Module 1 - Introduction

Theme: Building group connection and setting the foundation for self-discovery

Purpose: To start the journey by introducing participants to the course structure and storyline, helping them get to know each other and themselves through the color typology, and establishing a foundation of trust within the group.

Learning objectives:

- Create a welcoming and inclusive environment
- Establish group values and a shared purpose
- Introduce the course structure and experiential learning approach
- Foster self-awareness and connection through creative activities
- Understanding personality and communication styles




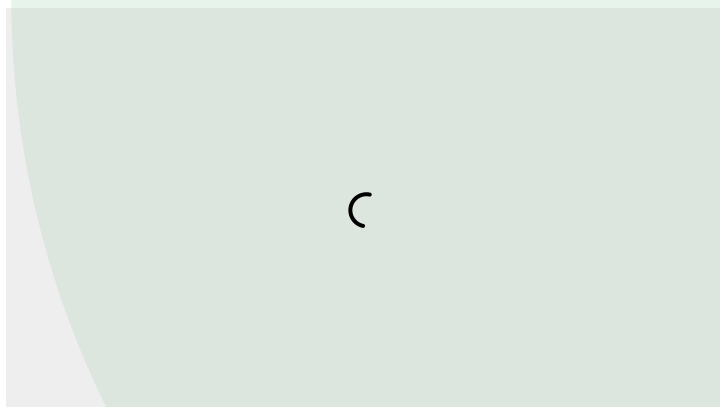
Overview:

This module begins the “On My Feet” journey by bringing participants together as a group preparing for an upcoming expedition. The activities focus on building trust, fostering group cohesion and helping participants get to know each other.

A key component is the introduction of the Color Typology (Red, Blue, Yellow, Green), offering an engaging way to explore personality differences and strengths. This typology supports communication and empathy throughout the course.

Activities: Interactive icebreakers, personal reflection activities, small-group dialogues, and introduction to the color personality typology.

 **Video example: Colour Typology – Strengths of different types**
This video presents parts of the Colour Typology activity from Module 1 of the On My Feet self-development course. Through playful tasks and reflection, participants explore different personality types (Red, Blue, Yellow, Green) and their unique strengths.



Module 2 - Communication (Part 1)

Theme: Expression & connection

Purpose: To explore the importance of verbal, non-verbal and written communication in self-expression, relationships and self-understanding. Participants examine the connection between how they speak, listen and understand others and themselves.

Learning objectives:

- Improve clarity and empathy in communication
- Understand the impact of verbal and non-verbal communication
- Foster trust and active listening within the group



Overview:

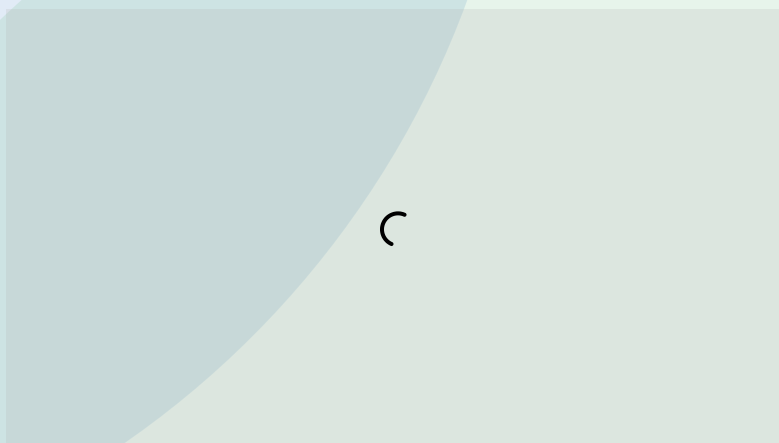
Participants gain tools for clearer, more empathetic communication. The module focuses on listening as an act of care, and helps participants better understand how their communication affects relationships and personal identity.

Activities: Role plays, group discussions, body language games, and exercises in active listening and expression.



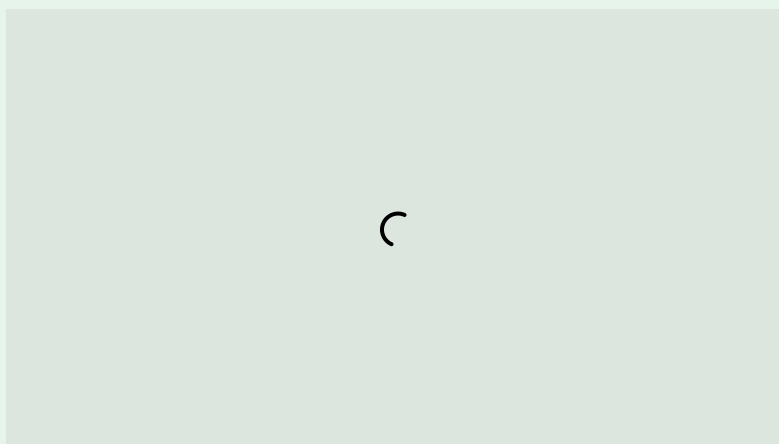
Video example: Silent mail – Module 2 (Communication)

This video captures key moments of the Silent mail activity, where participants pass on drawn symbols through touch rather than words. The playful challenge demonstrates how easily messages can change when communication is unclear. It encourages reflection on the importance of clarity, precision, and careful listening in communication, essential for building trust and mutual understanding.



Video example: Charades – Module 2 (Communication)

In this video, participants play Charades, using only gestures and movement to express words or phrases. The activity shows the power of non-verbal communication, creativity, and body language in getting a message across. By reflecting on the experience, learners better understand how communication goes beyond words and why adapting to different styles is key to effective interaction.





Module 3 - Cooperation (Part 1)

Theme: Teamwork & shared effort

Purpose: To understand and practice collaboration as a vital component of overcoming challenges and achieving shared goals.

Learning objectives:

- Develop an appreciation for effective teamwork
- Explore the principles of good cooperation and learn how to apply them in practice
- Strengthen communication and adaptability in group tasks

Overview:

In this module, participants experience firsthand how collaboration functions in challenging environments. Through dynamic and playful activities, they explore group roles, communication breakdowns, and the importance of shared effort. The session includes a cooperative board game (Magic Maze) and a cooperative group challenge (Tropic Storm), both designed to highlight the value of teamwork, clear communication, and mutual support in achieving shared goals. The color typology continues to guide understanding of individual contributions in group dynamics.

Activities: Icebreakers, cooperative board game, group challenges, reflection.

Video example: Apple, orange, banana (energizer)

This video shows key moments from the energizer Apple, Orange, Banana, where the group moves together in response to playful commands. The activity builds energy, focus, and synchronization while highlighting the importance of attention, adaptability, and group rhythm. It sets the tone for deeper teamwork challenges by showing that cooperation starts with simple, shared actions.

Video example: Magic Maze - Module 3 (Cooperation)

This video captures the cooperative board game Magic Maze, where participants must work together under time pressure without speaking. The challenge emphasizes the need for clear strategies, trust, and non-verbal coordination in order to succeed. Reflection after the game helps learners connect the experience to real-life teamwork, showing how cooperation grows when individuals align their efforts toward a common goal.

Module 4 - Creativity (Part 1)

Theme: Self-Expression & assertiveness

Purpose: To empower participants to express themselves creatively and assertively and to explore different communication styles through imaginative and reflective activities.

Learning objectives:

- Strengthen creative and group identity through collective expression
- Explore passive, assertive, and aggressive behavior patterns
- Practice assertiveness in realistic and playful scenarios



Overview:

This module presents assertiveness as a part of effective communication. Participants co-create a group identity, explore communication styles on the assertiveness spectrum, and engage in practical activities that help them express their thoughts and needs with confidence.

Activities: Icebreakers; group-based creative activities; movement and positioning exercises to explore behavior styles; video-based learning; small group sharing; role-playing; group reflection.



Video example: Team identity challenge – Module 4 (Creativity)

This video presents the opening activity of Module 4, where participants co-create their team identity by choosing a name, slogan, shout, song, and manifesto. The playful and imaginative process encourages self-expression, group bonding, and creative collaboration, while helping the group strengthen its sense of belonging and shared purpose

C

Module 5 - Critical thinking (Part 1)

Theme: Decision-making & argumentation

Purpose: To develop participants' ability to critically evaluate information, form reasoned arguments, and recognize multiple perspectives in complex situations.

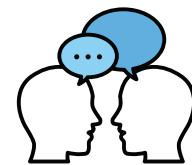
Learning objectives:

- Understand the concept and principles of critical thinking
- Practice applying critical thinking in evaluating information and constructing logical arguments
- Develop skills in questioning, reflection, and respectful debate

Activities: Storytelling, icebreaker, video-based learning, group discussion, individual work, logic puzzles, moral dilemma reflection, debate preparation, team presentations, group reflection.



Module 6 - Communication (Part 2)



Theme: Self-presentation and public speaking

Purpose: To develop participants' ability to introduce themselves clearly and confidently in various contexts, while adapting their message to different audiences and situations.

Learning objectives:

- Understand and apply the principles of effective self-presentation
- Practice articulation and overcome stage fright
- Adapt communication style based on purpose and audience

Overview:

In this module, participants start their expedition journey and are introduced to the local research team. As part of the preparation to engage with the mysterious tribe, they explore different ways of presenting themselves. Through exercises in articulation, structured self-introductions, and scenario-based presentations, participants gain confidence in public speaking and learn to tailor their communication.

Activities: Storytelling, icebreaker games, articulation exercises, video-based learning, worksheet completion, pair work, small group simulations, role-based presentations, group reflection.



Video example: Tongue Twister Module 6 (Communication)

This video features the Tongue Twister activity from Module 6, designed to practice articulation, clarity, and confidence in speaking. Through playful repetition and laughter, participants improve their pronunciation, focus, and self-expression – a fun warm-up that prepares them for self-presentation and public speaking challenges later in the module.

Module 7 - Cooperation (Part 2)

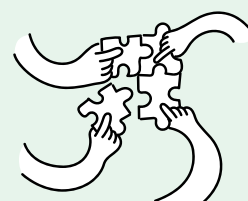
Theme: Advanced collaboration and conflict resolution

Purpose:

To deepen participants' understanding of cooperation while actively developing their skills in trust-building, negotiation, and conflict resolution. Through experiential activities, participants practice and strengthen these competencies to prepare for effective teamwork in complex and dynamic situations.

Learning objectives:

- Practice and reflect on methods of cooperation and trust
- Explore and apply principles of negotiation and group decision-making
- Understand and identify different conflict resolution strategies
- Strengthen communication and adaptability within group dynamics



Overview:

As the expedition ventures deeper into the rainforest, the group faces increasingly complex situations that challenge their ability to collaborate effectively. Through negotiation exercises and reflective discussions, the participants develop empathy for different perspectives and strengthen their ability to navigate conflicts. Key theories—such as win-win and needs-based communication—are introduced through videos and integrated into practice.

Activities: Storytelling, games, pair and group role-play, negotiation tasks, video-based learning, group discussion, conflict strategy exercises, creative reflection.



Video example: Where Will We Sleep? – (Module 7)

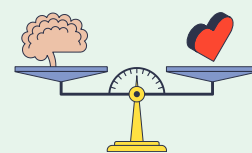
This video presents the “Where Will We Sleep?” activity from Module 7, where participants work together to plan and negotiate the location for their camp. The exercise develops team decision-making, negotiation, and conflict resolution skills, showing how cooperation relies on balancing different perspectives while keeping the group’s shared goal in mind.

C

Module 8 - Creativity (Part 2)

Theme: Emotional intelligence, empathy and problem solving

Purpose: To cultivate emotional awareness, creative expression, empathy, and root-cause problem-solving through observation, non-violent communication, and the 5 Whys method.



Learning objectives:

- Identify and express emotions effectively through body language and storytelling
- Develop empathy by recognizing diverse emotional reactions and supporting others
- Practice non-violent communication in emotionally charged situations
- Learn and apply the “5 Whys” method for uncovering the real cause of problems
- Strengthen creative and collaborative problem-solving skills in group settings

Overview:

As the group finally enters the mysterious village, they are challenged to prove their emotional intelligence. Through pantomime, storytelling, and empathic exercises, participants learn to read and respond to emotions with sensitivity. Immersed in the everyday life of the tribe, they explore how emotional and social harmony is sustained. The “5 Whys” method is introduced as a key to uncovering deeper truths behind problems, empowering participants to seek real solutions beyond surface-level symptoms. The module blends imaginative play, structured reflection, and analytical tools in a creative yet practical experience of community insight.

Activities: Pantomime games, group discussions, empathy exercises, role-playing, video learning, scenario analysis, collaborative problem solving, storytelling and creative reflection.



Video example: Emotional pantomime – (Module 8)

This video shows the “Emotional pantomime” activity from Module 8, where participants express feelings through body language and others try to identify them. The playful exercise strengthens empathy, emotional intelligence, and creative expression, helping young people become more aware of their own and others’ emotions while improving non-verbal communication

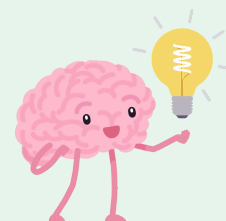
Module 9 - Critical thinking (Part 2)

Theme: Source verification, media literacy and collective wisdom

Purpose: To strengthen critical thinking skills with a focus on evaluating information and sources, understanding the mechanics of fake news, and collaboratively creating principles to guard against manipulation. This module builds toward the final “reveal” of the village’s wisdom—the secret of IKIGAI—as a metaphor for a meaningful life guided by truth and intention.

Learning objectives:

- Warm up cognitive thinking through puzzles and collaborative brain-teasers
- Review and deepen understanding of critical thinking principles
- Learn how to verify information and recognize signs of misinformation
- Analyze how fake news spreads and explore prevention strategies
- Practice applying knowledge by creating and refining guiding principles
- Reflect on how to carry critical thinking into everyday life



Overview:

In this chapter of the journey, participants face one of the greatest challenges—discerning truth from illusion. Is the village’s secret real or a product of expectation and rumor? Through critical thinking games, a deep dive into source validation, and explorations of misinformation, participants confront the modern jungle of manipulated information. The “Call of the Shaman” invites them to craft their own “10 commandments” of critical thinking. As a reward, they receive the village’s ultimate truth—IKIGAI—the Japanese concept of purpose and fulfillment. A poetic and reflective end to a transformative experience.

Activities: Puzzles, critical discussion, video-based learning, scenario analysis, group collaborative work, reflection.

Module 10 - Vision



Theme: Purpose, fulfillment and personal vision

Purpose: The final module aims to help participants recognize that all their life experiences, including challenges and hardships, are valuable parts of their personal journey that contribute to their strength and resilience. This module explores the concept of Ikigai to guide participants in reflecting on the qualities and principles that can support them in making meaningful life choices. The aim is to empower them to envision a fulfilled life grounded in self-awareness and purpose.

Learning objectives:

- Activate creativity and imagination to unlock personal insight
- Visualize personal purpose through introspection and storytelling
- Express life experiences through narrative and creative media
- Understand and apply the concept of Ikigai
- Reflect deeply on life's direction, values, and commitments
- Celebrate growth and commit to living a purposeful life

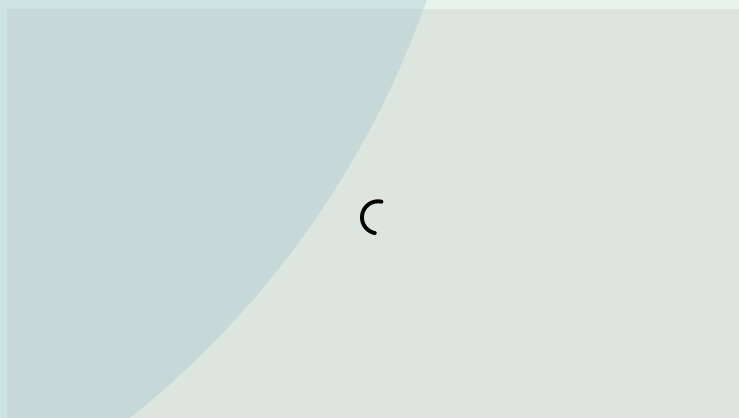
Overview:

This module marks the emotional and symbolic end of the adventure. As the secret of the village —Ikigai— is unveiled, participants are guided to explore how this philosophy of purpose and balance applies to them. Through creative storytelling, visualization, reflection, and personal narrative, they look back at their own heroic path and forward to the life they wish to lead. The experience culminates in a powerful act of commitment: a small but meaningful decision or intention they take with them into the world.

Activities: Storytelling, visualization, introspective writing, creative expression (collage, art), discussion, personal sharing, reflection rituals, and symbolic commitment.

**Video example: Story cubes – (Module 10)**

This video shows the Story Cubes activity from Module 10, where participants use dice with images to create stories that reflect their experiences and future aspirations. The playful storytelling exercise helps young people connect past learning with personal vision, encouraging imagination, self-expression, and a forward-looking mindset.

**Sample programs and applications of experiential learning**

This section offers a selection of practical lesson plans designed to integrate experiential learning methods into school education. These examples aim to inspire educators by demonstrating how hands-on, reflective, and participatory activities can enhance student engagement and personal development. The lesson plans are adaptable to various subjects and age groups, providing a versatile toolkit to support meaningful learning experiences.

While not directly part of the "On my feet" self-development course, these lesson plans offer valuable ideas and practical examples for educators interested in incorporating experiential methods to foster active, meaningful learning in diverse classroom settings.

11. Exemplary lesson plans for school education

Lesson plan 1: Exploring ecosystems and biodiversity

This lesson plan emphasizes hands-on activities and real-world connections to help students understand ecosystems through experiential learning.

Grade level: 6th-8th grade

Subject: Science

Duration: 2-3 class periods (45-60 minutes each)

Learning objectives:

- Understand the concept of ecosystems and their components (biotic and abiotic factors).
- Explore the importance of biodiversity within ecosystems.
- Investigate human impact on ecosystems and ways to promote sustainability.

Materials needed:

- Outdoor space (school garden, nearby park, or any green area)
- Magnifying glasses
- Notebooks and pencils
- Digital cameras or smartphones for taking pictures (if allowed)
- Plant and animal identification guides (field guides or apps)
- Art supplies (poster paper, markers, etc.)

Day 1: Introduction to ecosystems (45-60 minutes)

1. Warm-Up activity (10 minutes)

Begin with a discussion about what students already know about ecosystems. Show a short video or slideshow of different types of ecosystems (forests, deserts, oceans, etc.) to spark interest.

2. Direct instruction (15 minutes)

Define key terms: ecosystem, biotic factors, abiotic factors, biodiversity, and sustainability. Explain how these components interact with each other to form a balanced environment.

3. Experiential learning activity: Ecosystem scavenger hunt (20-25 minutes)

Take students outside to the chosen outdoor space. Divide them into small groups and give them a list of biotic and abiotic components to find (e.g., insects, rocks, leaves, soil, etc.). Ask students to record their findings by taking notes, drawing sketches, or photographing what they find. Discuss their observations back in the classroom.

Day 2: Exploring biodiversity (45-60 minutes)

1. Warm-up activity (5-10 minutes)

Review the previous day's findings. Ask students why biodiversity might be important for an ecosystem.

2. Group work: Investigating local species (20 minutes)

Provide each group with an identification guide or app to identify the species they found during the scavenger hunt. Ask them to classify the species as producers, consumers, or decomposers.

3. Experiential learning activity: Creating a biodiversity map (15-20 minutes)

Have each group create a map or visual representation of the outdoor area, marking where they found different species. Students should discuss how each species contributes to the ecosystem and the potential impact if one species were removed.

Day 3: Human impact and sustainability (45-60 minutes)

1. Warm-up activity (5 minutes)

Present a real-world example of human impact on an ecosystem (e.g., deforestation, pollution, urbanization).

2. Discussion: The role of humans (15 minutes)

Facilitate a class discussion on how humans can harm or help ecosystems. Introduce the concepts of conservation and sustainable practices.

3. Experiential learning project: Designing a sustainability plan (25-30 minutes)

In groups, students create a plan to improve the biodiversity and health of their chosen outdoor space. This could involve planting native plants, creating a pollinator garden, or developing a composting program. Groups present their plans to the class.

Assessment

Formative assessment:

- Participation in activities and discussions.
- Observation of group work and scavenger hunt findings.

Summative assessment:

- Biodiversity map and sustainability plan presentation.
- A reflective journal entry about what they learned from the activities and how their perspective on nature has changed.

Extensions and adaptations

- Extension: Take a field trip to a local nature reserve or zoo to observe a more diverse range of species and ecosystems.
- Adaptation: If outdoor space is limited, bring nature indoors by setting up terrariums or using virtual reality tools to explore ecosystems.

Lesson plan 2: History – Understanding ancient civilizations

Grade level: 6th-8th grade

Subject: History

Duration: 2-3 class periods (45-60 minutes each)

Learning objectives:

- Gain a deeper understanding of life in ancient civilizations (e.g., Egypt, Mesopotamia, Greece).
- Explore daily life, cultural practices, government, and technological advancements in ancient societies.
- Develop critical thinking skills by comparing ancient practices with modern society.

Materials needed:

- Clay, markers, paper, and craft supplies
- Printed maps of ancient civilizations
- Replica artifacts (or images) from ancient times (tools, pottery, etc.)
- Large butcher paper or poster boards
- Tablets or computers for research (if available)

Day 1: Introduction to ancient civilizations (45-60 minutes)

1. Warm-up activity (10 minutes)

Begin with a discussion on what students know about ancient civilizations. Show images or videos of famous ancient sites (pyramids, ziggurats, temples) to generate interest.

2. Direct instruction (15 minutes)

Provide an overview of one ancient civilization, such as Ancient Egypt, including key aspects like daily life, architecture, and government. Explain the significance of artifacts and how they provide insights into history.

3. Experiential learning activity: Creating replica artifacts (20-25 minutes)

Ask students to create a simple replica of an artifact, such as a piece of pottery, a small clay tablet, or an ancient tool. Allow students to write in ancient script (e.g., hieroglyphics or cuneiform) to simulate historical communication.

Day 2: Exploring cultural practices (45-60 minutes)

1. Warm-up activity (5 minutes)

Review the key points from the previous lesson. Ask students why studying artifacts and cultural practices is important for understanding history.

2. Group activity: Role-playing ancient society (25-30 minutes)

Divide the class into groups, each representing a different aspect of society (e.g., farmers, artisans, government officials, priests). Have each group research and present what life was like for their role in society. Encourage groups to create costumes or props from craft supplies to enhance their presentations.

3. Experiential learning project: Map out an ancient city (15-20 minutes)

Provide each group with a large sheet of butcher paper and markers. Ask them to design a map of an ancient city, including important landmarks such as temples, markets, and houses.

Day 3: Ancient civilizations vs. Modern society (45-60 minutes)

1. Warm-up activity (5 minutes)

Present a modern example of something that has roots in ancient civilizations (e.g., the calendar, democracy, irrigation).

2. Discussion: Then and Now (20 minutes)

Facilitate a discussion on the similarities and differences between ancient and modern societies. Ask students how ancient practices have influenced today's world.

3. Experiential learning project: Modern day connection (20-25 minutes)

Students work in groups to create a presentation comparing an aspect of ancient life with modern-day life (e.g., food, technology, government). Have groups share their presentations with the class.

Assessment

Formative assessment:

- Observation of participation in group work and artifact creation.
- Feedback during presentations.

Summative assessment:

- Evaluation of the map project and comparisons between ancient and modern practices.
- A written reflection on how ancient civilizations continue to influence the present day.

Lesson plan 3: Mathematics – Exploring geometry through architecture

Grade level: 7th-9th grade

Subject: Mathematics

Duration: 2-3 class periods (45-60 minutes each)

Learning objectives:

- Understand basic geometric concepts such as area, perimeter, and volume.
- Explore how geometry is applied in architecture and design.
- Develop spatial reasoning by designing simple architectural models.

Materials needed:

- Graph paper and rulers
- Cardboard, foam board, or building materials (craft sticks, clay, etc.)
- Tape, glue, scissors
- Measuring tools (protractors, compasses, etc.)
- Tablets or computers for research (if available)

Day 1: Introduction to geometry in architecture (45-60 minutes)

1. Warm-up activity (10 minutes)

Begin with a discussion on how math is used in real-world professions, particularly architecture. Show examples of famous architectural structures (e.g., Eiffel Tower, Parthenon) and discuss the geometric shapes found in each.

2. Direct instruction (15 minutes)

Review geometric concepts such as area, perimeter, and volume. Introduce different geometric shapes and their properties as they apply to architectural design.

3. Experiential learning activity: Sketch a simple building design (20-25 minutes)

Ask students to sketch a simple building design on graph paper, incorporating different geometric shapes (triangles, rectangles, etc.). Have them calculate the perimeter and area of the shapes used in their design.

Day 2: Building architectural models (45-60 minutes)

1. Warm-up activity (5 minutes)

Review key geometric concepts from the previous lesson.

2. Experiential learning activity: Model construction (30-35 minutes)

Provide students with materials (cardboard, foam board, etc.) to build a 3D model of their building design. Ask them to measure the dimensions of their models to calculate the volume.

3. Group discussion (10-15 minutes)

Have students share their models with the class and explain the geometric principles they applied in their designs.

Day 3: Real-world applications and analysis (45-60 minutes)

1. Warm-up activity (5 minutes)

Present a real-world scenario where geometry plays a crucial role in architecture (e.g., bridge construction, skyscrapers).

2. Experiential learning project: Analyze a local building (25-30 minutes)

Take a walk around the school or use photos of a local building. Ask students to identify geometric shapes and estimate measurements such as the area of windows or the volume of rooms.

3. Reflection activity (10-15 minutes)

Have students write about how geometry influences architecture and design, citing examples from their model and the local building.

Assessment

Formative assessment:

- Participation in model construction and group discussions.
- Observation during geometry calculations.

Summative assessment:

- Evaluation of the final architectural model and associated calculations.
- Written reflection on geometry's role in architecture.

Lesson plan 4: Community Service Project (Social Studies/Service Learning)

Grade Level: Middle School / High School

Duration: 4-6 weeks

Learning objectives:

- Students will identify a local community issue, design a service project to address it, implement the project, and reflect on its impact.
- Develop research and problem-solving skills by identifying a community issue.
- Cultivate collaboration and teamwork by working in groups.
- Reflect on the value of civic engagement and social responsibility.

Materials needed:

- Access to the internet for research
- Poster boards or digital tools for presentations (e.g., Canva, Google Slides)
- Supplies for the service project (determined by the project itself)

Week 1: Research and identify a community issue

- **Introductory discussion:** Begin by discussing local issues affecting the students' community (e.g., environmental, social, or economic problems).
- **Research:** In groups, students research the community and identify an issue they want to address.
- **Brainstorm solutions:** Each group brainstorms potential ways they can help solve or raise awareness about the issue.
- **Reflection:** Have students write initial reflections on why they chose their project and what they hope to accomplish.

Week 2: Project planning

- **Proposal writing:** Students write a project proposal outlining their goals, resources needed, and steps to execute their project.
- **Mentorship:** Bring in community leaders or local organizations to advise students on their projects.
- **Logistics:** Students plan the logistics of their project (e.g., fundraising, gathering materials, organizing volunteers).

Weeks 3-4: Project implementation

- **Execute the project:** Students carry out their service project in the community (e.g., organizing a park clean-up, starting a food drive, or creating a public awareness campaign).
- **Reflection:** After each session or activity, students record their reflections on what they learned, challenges faced, and successes.

Week 5: Presentations

- **Presentation prep:** Students create posters or digital presentations documenting their project, the issue it addressed, and its impact on the community.
- **Presentation day:** Students present their projects to the class or community members, discussing what they learned from the experience.

Week 6: Final reflection

Reflective essay: Students write an essay reflecting on their learning journey, the impact of their project, and the importance of community service.

Lesson plan 5: Environmental science field study (STEM)

Grade level: Middle School / High School

Duration: 3 weeks

Learning Objectives:

- Students will conduct a field study on a local environmental issue (e.g., water quality, air pollution, or biodiversity) and propose solutions based on their findings.
- Apply scientific methods to collect data on an environmental issue.
- Develop analytical skills through data interpretation and problem-solving.
- Foster environmental awareness and responsibility.

Materials needed:

- Field study tools (e.g., pH meters, thermometers, binoculars, field guides)
- Digital tools for data collection (e.g., Google Forms, Microsoft Excel)
- Access to local environmental resources (e.g., nearby parks, rivers)

Week 1: Introduction and research

- **Introduction:** Introduce the topic of environmental science and discuss local environmental issues.
- **Field trip prep:** Prepare for a field trip to a local natural area (e.g., a river, park, or forest). Teach students how to collect environmental data such as water quality, temperature, or biodiversity.
- **Hypothesis development:** Students form hypotheses related to the environmental issue they'll investigate (e.g., "The water in this river is polluted due to nearby factories").

Week 2: Field study and data collection

- **Field trip:** Take students on a field trip to conduct their field study. In small groups, students collect data using the tools provided.
- **Data collection:** Students record their data in field journals or digital tools like Google Forms. If a field trip isn't possible, students can conduct a virtual field trip using resources like Google Earth or online databases.
- **Initial analysis:** Back in the classroom, students begin organizing and analyzing their data.

Week 3: Data analysis and presentation

- **Data analysis:** Students use tools like Google Sheets or Excel to organize and visualize their data (e.g., creating graphs or charts).
- **Solution brainstorming:** Based on their findings, students brainstorm solutions to the environmental issue they studied (e.g., suggesting local clean-up efforts, public awareness campaigns, or changes in community policies).
- **Final presentation:** Each group creates a presentation (using Google Slides, Canva, or posters) to share their findings and proposed solutions. They present their work to the class or a panel of local environmental experts.
- **Reflection:** Students write a reflective journal entry discussing what they learned from the field study, the challenges they encountered, and how they might implement their proposed solutions.

Lesson plan 6: Entrepreneurial project (Business/Economics)

Grade level: High school

Duration: 6 weeks

Learning objectives:

- Students will design and launch a small business or social enterprise that addresses a community need, learning entrepreneurial and business skills in the process.
- Develop entrepreneurial skills, including business planning, budgeting, marketing, and problem-solving.
- Understand the role of entrepreneurship in addressing community needs.
- Reflect on the importance of creativity, perseverance, and adaptability in business.

Materials needed:

- Computers with internet access for research and design
- Business planning tools (templates for business plans, budgets)
- Marketing tools (e.g., Canva for designing logos or promotional materials)

Week 1: Introduction to entrepreneurship

- **Introduction:** Discuss the basics of entrepreneurship and social enterprises. Highlight examples of businesses that were created to address social or community needs.
- **Brainstorming:** Students brainstorm business ideas that could address a need in their community (e.g., a recycling initiative, a tutoring service, a mobile food market for underserved areas).
- **Team formation:** Students form small groups to develop their business idea.

Week 2: Business planning

- **Business plan development:** Each group creates a business plan, including the product or service, target audience, cost structure, and revenue model. Use templates to guide students through this process.
- **Mentorship:** Connect students with local entrepreneurs or business leaders who can provide advice on their business plans.
- **Reflection:** Have students reflect on what they learned during the planning phase, focusing on collaboration and problem-solving.

Week 3: Budgeting and financial planning

- **Budget development:** Students create a budget for their business, estimating start-up costs, operational costs, and potential revenue.
- **Financial tools:** Teach students how to use Excel or Google Sheets to create a basic budget and cash flow projection.
- **Funding plan:** If applicable, students can plan how they would secure funding for their business, whether through crowdfunding, grants, or loans.

Week 4: Marketing and branding

- **Logo and branding:** Students design a logo and create branding materials for their business using Canva or other design tools.
- **Marketing strategy:** Students develop a simple marketing plan, identifying how they will promote their business (e.g., social media, flyers, word of mouth).
- **Website creation:** Students can create a simple website for their business using platforms like Wix or Weebly.

Week 5: Launch simulation

- **Business launch:** Students conduct a simulated launch of their business. If feasible, they can create a small prototype or beta version of their product or service and present it to their peers or the community.
- **Sales and feedback:** Encourage students to gather feedback on their product or service and reflect on customer needs.

Week 6: Reflection and final presentations

- **Final presentations:** Each group presents their business plan, prototype, and lessons learned during the process.
- **Reflection essay:** Students write a reflective essay discussing their entrepreneurial journey, what they learned about starting a business, and how they might improve their business in the future.

Lesson plan 7: Creative arts showcase (Arts and humanities)

Grade level: Middle school / High school

Duration: Depends on the tasks and the teacher

Learning objectives:

Students will:

- Create an original piece of art (e.g., a painting, sculpture, poem, or dance) that reflects a social issue or personal experience, culminating in a community art showcase.
- Explore self-expression through the arts.
- Reflect on personal or social issues using creative mediums.
- Build confidence by sharing artistic work with an audience.

Materials needed:

- Art supplies (paint, clay, drawing tools)
- Digital tools for showcasing (e.g., Seesaw for documenting art, Canva for digital posters)
- Space for a showcase (virtual or in-person)

Steps:

- **Introduction:** Discuss how art can be used as a tool for self-expression and social change. Show examples of famous artworks or performances that reflect social issues.
- **Brainstorming:** Students brainstorm ideas for their own creative project, reflecting on personal experiences or social issues they care about.
- **Research:** Students research the issue they plan to address and create an artist statement outlining their vision.

12. Case Study for students in a college/university: Service learning in an Urban Sustainability course

Program overview



This case study highlights the integration of experiential education principles into a service-learning program within a university Urban Sustainability course. The course focuses on sustainable urban development, and the service-learning component partners students with local government and environmental organizations to address urban environmental challenges.

Program objectives



- Apply urban sustainability concepts to real-world challenges in local communities.
- Foster collaboration between students, city officials, and environmental organizations.
- Encourage reflection on the social, economic, and environmental impacts of urban planning.

Design of the program

1. Active Participation

Students work on projects like improving city park sustainability, conducting energy audits of municipal buildings, or designing community outreach campaigns about waste reduction.

Application: Students are given ownership of specific tasks (e.g., conducting surveys with residents, gathering data on water usage), actively contributing to solving local sustainability issues.

2. Reflection

Weekly reflection journals are required, where students document their experiences, challenges faced, and learning outcomes. Group reflection sessions are also held, encouraging discussion about the ethical implications of urban development.

Application: Reflection prompts include questions like, "How does your work align with principles of sustainable development?" and "What challenges did you face working with the community, and how did you overcome them?"

3. Personalized learning



Students choose a project track based on their interests—energy conservation, urban agriculture, or public transportation. Each track provides different hands-on experiences and challenges aligned with students' career goals.

Application: A student interested in public policy might work with city officials to draft proposals for more sustainable transportation systems, while another interested in environmental science might conduct soil and water tests in urban gardens.

4. Contextual learning

Projects take place in the city, providing students with real-world experience. They work directly with community members, city planners, and environmental NGOs, gaining firsthand insight into the complexities of urban sustainability.

Application: Students conduct site visits to city parks, waste management facilities, and energy plants, gathering data to propose actionable solutions.

5. Collaboration and community engagement

The program emphasizes collaboration between students, faculty, and local organizations. Students form teams that include stakeholders from different sectors, creating a multidisciplinary approach to solving problems.

Application: Teams collaborate with city officials, neighborhood associations, and environmental organizations to address issues like urban green space accessibility or renewable energy implementation.

6. Real-world relevance

The projects directly address pressing local issues, such as the city's goal to reduce carbon emissions by 30% within five years. Students contribute to real policy discussions and actions, ensuring their work has immediate relevance and impact.

Application: One student group worked with the city's sustainability office to develop a community garden initiative that reduces food deserts in low-income neighborhoods.

7. Holistic development

Students gain skills in leadership, teamwork, project management, and public speaking. They also develop empathy and a sense of civic responsibility by engaging with diverse community members.

Application: At the end of the semester, students present their findings and recommendations to the city council, requiring them to communicate their research and insights effectively.

8. Evaluation and reflection

Students are graded on a combination of their participation, the quality of their deliverables (e.g., proposals, reports), and their reflective journals. Peer evaluation is also incorporated, allowing students to assess each other's contributions to group work.

9. Outcome

Students report a deeper understanding of sustainability concepts and improved critical thinking, leadership, and problem-solving skills. The community benefits from actionable plans and policy recommendations developed through student work.

10. Conclusion

This service-learning case study demonstrates how the principles of experiential education can be effectively integrated into program design. By focusing on active participation, reflection, contextual learning, and community engagement, the program provides a rich, meaningful learning experience. It connects academic theory to real-world practice, fostering not only intellectual development but also personal and professional growth.

Focusing on **experiential education** for young people from disadvantaged backgrounds is a powerful way to foster personal growth, build relevant skills, and address equity gaps in education. This approach can be transformative by creating opportunities for real-world learning that is meaningful, engaging, and accessible. Experiential learning programs can help young people develop confidence, self-efficacy, and career readiness while providing them with the practical tools they need to overcome systemic barriers.

13. Case Study: Service Learning in a youth empowerment program

Background



This case study looks at a service-learning program designed for high school students from economically disadvantaged backgrounds in a low-income urban area. The program, called "Youth for change," partners with local nonprofits and city government to engage students in community improvement projects while developing their academic and social skills.

Program objectives

- Equip students with leadership, problem-solving, and project management skills.
- Connect classroom learning with real-world challenges in their community.
- Increase students' civic engagement and sense of responsibility toward their communities.
- Provide mentorship and career exploration opportunities through partnerships with community leaders.



Program design



Active participation: Students are given leadership roles in planning and executing community projects. Examples include organizing neighborhood cleanups, designing public build boards/graphics to raise awareness of local history, and developing public health workshops to address issues like nutrition and diabetes prevention.

Mentorship and support: Each student group is paired with a mentor from the community—often local business owners, nonprofit leaders, or city officials—who guide them through the project planning and implementation process.

Reflection: Students keep journals where they reflect on their experiences, challenges, and successes. The program also holds group reflection sessions where students discuss what they've learned and how they can apply it in the future.

Skill development: Workshops are held throughout the program, focusing on skills like public speaking, budgeting, and digital marketing. These skills are directly applicable to the projects students are working on and help prepare them for future career opportunities.

Community engagement: Projects are designed to have real impact in the students' neighborhoods, giving them a sense of ownership over their community. For instance, one group created a series of workshops on financial literacy for local residents, focusing on budgeting and saving for the future.

Holistic development: Alongside academic growth, the program emphasizes social and emotional learning. Students participate in activities that build resilience, conflict resolution, and teamwork.

Outcomes:

Increased confidence: Students reported higher levels of self-confidence and belief in their ability to make a difference in their community. Many students also became more interested in pursuing higher education or vocational training as a result of the program.

Career readiness: Through mentorship and skill-building workshops, students gained practical skills that made them more competitive in the job market. Several students were able to secure internships with local businesses after completing the program.

Community impact: The projects had a tangible impact on the community, from cleaner streets and public spaces to increased public awareness of important issues like health and financial literacy.

Reflection on learning: Students' reflective journals and group discussions showed deep engagement with the material, with many reporting that they had developed a new sense of responsibility toward their community.

Conclusion

Experiential education programs designed for disadvantaged youth have the potential to not only enhance academic learning but also build critical life and career skills. By focusing on equity, access, mentorship, and real-world relevance, these programs can empower young people to break cycles of poverty and disempowerment while developing confidence, resilience, and a sense of agency. Through meaningful, hands-on experiences, students can see the direct application of their learning in real-world contexts, ultimately preparing them for brighter futures.

14. Sample tasks and exercises for experiential learning

Here are some sample tasks and exercises for experiential learning that educators can implement in the classroom or during training sessions. These activities aim to engage students actively and encourage them to reflect on their experiences while applying their learning in practical contexts. These tasks and exercises can be adapted to fit various age groups and subject areas. The key is to create opportunities for active participation, reflection, and real-world application, which are central to the experiential learning process. Encouraging students to engage with the material and each other fosters deeper learning and understanding.

1. Community service projects

Organize a community clean-up day where students identify a local area that needs attention (e.g., a park, schoolyard, or neighborhood) and develop a plan to clean and beautify the space. After the event, have students discuss what they learned about community responsibility, teamwork, and the environmental impact of their actions.

2. Role-playing scenarios

Create role-playing scenarios related to a particular subject, such as conflict resolution in social studies or customer service in business. Students can take on different roles and act out situations to explore various perspectives. After the activity have students reflect on their roles, the emotions involved, and how they might handle similar situations in real life.



3. Hands-on science experiment

Conduct a simple experiment to explore scientific concepts, such as building a model volcano to demonstrate chemical reactions or creating a simple circuit with batteries and wires. Students should document their observations, analyze the results, and discuss how the experiment relates to real-world applications.

4. Project-based learning

Assign students to work on a project that addresses a real-world problem, such as developing a marketing plan for a school event or designing a solution for waste reduction in their community. At the end students have to present their projects to the class or community, explaining their process, challenges, and lessons learned.

5. Outdoor adventure or nature walk

Take students on a nature walk to observe local flora and fauna, encouraging them to identify species, understand ecosystems, and appreciate nature's role in the environment. After the walk, have students write a reflective journal entry about their observations and feelings regarding nature conservation.

6. Simulation games

Use simulation games that mimic real-world processes or systems, such as a mock government where students role-play as legislators debating laws or a mock stock market. After the activity, the students have to analyze their decision-making processes and the outcomes, discussing what they learned about civic responsibility or economic principles.

7. Cultural exchange

Facilitate a cultural exchange where students prepare presentations about their own cultures or study a different culture through research and interaction with guest speakers. After the activity, the students have to write about their experiences and how cultural understanding impacts community and global relations.

8. Career shadowing

Arrange for students to shadow a professional in a field of interest for a day, observing their daily tasks and responsibilities. Afterward, students can share what they learned about the profession, skills needed, and their own career aspirations.

9. Group problem-solving challenge

Present students with a complex problem or challenge relevant to their community or school (e.g., reducing energy consumption). Students may work in groups to brainstorm and propose solutions. Afterward, the groups might present their solutions and discuss what worked well in their teamwork and problem-solving processes.

10. Artistic expression

Have students create a piece of art (e.g., painting, sculpture, or digital project) that represents a social issue they care about, encouraging them to research and explore the topic deeply. Organize a gallery walk where students present their artwork and explain the issue and their artistic choices.

11. Food science experiment

Conduct a cooking or baking project where students measure ingredients, explore chemical reactions (e.g., yeast in bread), and learn about nutrition. During and after the activity, the students can discuss the science behind cooking, how measurements affect outcomes, and their own experiences with food.

12. Digital storytelling

Assign students to create a digital story or video project on a topic of interest, using tools like iMovie or Adobe Spark to combine visuals, audio, and text. Afterwards, the students should present their stories to the class, reflecting on the storytelling process and the messages they aimed to convey.

15. Vocational training and apprenticeships for disadvantaged youth

Vocational training and apprenticeships provide young people with hands-on experience in a specific trade or career field. This type of experiential education is particularly beneficial for disadvantaged youth who may not have access to traditional academic pathways due to socioeconomic barriers, limited educational resources, or a lack of role models in professional fields. Vocational programs can equip students with marketable skills that lead directly to employment opportunities or further specialized training.

Key components of a vocational training and apprenticeship program

Practical, skill-based learning

The core of vocational training is learning by doing. Students spend most of their time in hands-on environments such as workshops, labs, or on-the-job settings where they develop technical skills that are immediately applicable to a specific profession or trade.

Examples of trades: Automotive repair, culinary arts, information technology, construction, healthcare support (e.g., certified nursing assistant), plumbing, and electrical work.

Workplace integration

Apprenticeships take vocational training further by embedding students directly in workplaces, where they work alongside professionals while receiving guidance and instruction. This creates a dual-learning environment where students split their time between school-based theory and work-based practice.

Apprenticeships often last several months to a few years, providing students with extended exposure to a real-world work environment. This can lead to certifications or licenses necessary for employment in regulated industries.

Mentorship and supervision

A critical element of apprenticeships is mentorship. Students are paired with experienced professionals who guide them, offering feedback, and teaching both technical skills and soft skills (communication, teamwork, and problem-solving).

For disadvantaged youth, mentors can also serve as role models, providing guidance on navigating career paths, overcoming barriers, and making professional connections.

Certification and credentials

Vocational training often culminates in certifications or qualifications that are recognized by employers in the industry. These credentials provide students with concrete proof of their skills, which can help them secure jobs.

Many vocational programs also offer pathways to higher education, such as advanced diplomas, degrees, or additional certifications in specialized fields.

Soft skills development:

Beyond technical skills, vocational training and apprenticeships help students develop soft skills essential for success in any job, such as time management, customer service, and the ability to work under pressure. In trades like hospitality, retail, or healthcare, students also learn how to communicate effectively with customers, patients, or clients.

Connection to employment:

Vocational programs are often directly linked to employment opportunities. Partnerships with local businesses or industry leaders can lead to job placements after graduation, reducing the gap between training and employment.

Many programs offer job placement assistance, resume-building workshops, and interview preparation to help students transition smoothly into the workforce.

Benefits for disadvantaged youth

Vocational training and apprenticeships can have a transformative impact on young people from disadvantaged backgrounds, offering them direct pathways to stable employment and economic independence.

Immediate job opportunities

Vocational programs provide direct career pathways, particularly in industries that are in high demand, such as healthcare, technology, and construction. For students who may not see

traditional academic routes as viable or appealing, these programs can offer an alternative route to meaningful employment.

Breaking the cycle of poverty

For students from low-income families, vocational training can be a tool to break cycles of poverty by providing them with the skills and qualifications needed to secure well-paying jobs. For many, this is their first step toward financial independence.

Addressing skills gaps

Many regions experience a shortage of skilled labor in trades such as welding, plumbing, and IT. Vocational programs can help close this skills gap by providing targeted training in these fields, creating a win-win situation for both students and local industries.

Reduced barriers to entry

Vocational programs typically have lower financial and academic barriers compared to traditional college degrees. Many offer tuition assistance, paid apprenticeships, or are fully funded by government or nonprofit organizations, making them accessible to disadvantaged youth.

Increased confidence and self-esteem

The hands-on nature of vocational training allows students to see the tangible results of their work, which can boost their confidence and motivation. Completing a certification or apprenticeship gives them a sense of achievement and the confidence to pursue further career goals.

An example of a vocational training program for disadvantaged youth

Program overview: “Skills for life” apprenticeship program

Target group: Youth aged 16-24 from disadvantaged backgrounds (low-income families, foster care, or early school leavers)

Industry focus: Construction, culinary arts, and IT support

Program duration: 12 months (6 months of classroom-based vocational training, followed by a 6-month paid apprenticeship)

Program design:

Phase 1: Skill development (6 months)

Students attend vocational training centers where they learn foundational skills in their chosen trade. For example, culinary students learn basic cooking techniques, food safety

and kitchen management; construction students learn carpentry, masonry, and blueprint reading; IT students learn computer repair, networking, and customer support.

During this phase, students earn industry-recognized certifications, such as the ServSafe certification for culinary students, OSHA safety training for construction students, and CompTIA A+ certification for IT students.

Phase 2: Paid apprenticeship (6 months)

Students transition into a paid apprenticeship with a local business in their chosen field. Culinary students work in restaurants, construction students are placed on job sites, and IT students join local tech support companies.

Each student is paired with an experienced mentor who provides daily guidance, answers questions, and helps students navigate their work environment. Mentors and supervisors assess students' progress, providing feedback and support to ensure they are meeting learning goals and developing the necessary skills.

Soft skills workshops:

Throughout the program, students attend workshops focused on soft skills like communication, teamwork, and conflict resolution. These skills are integrated into both the classroom training and apprenticeship phases.

Workshops on resume writing, interview techniques, and job search strategies prepare students for full-time employment after completing the program.

Job placement support:

At the end of the apprenticeship, students are supported in finding permanent positions in their industry. The program partners with local employers to match students with job opportunities based on their skills and interests.

Graduation ceremony:

Students who successfully complete the program participate in a graduation ceremony where they receive their certificates and celebrate their achievements.

Program outcomes:

- **Increased employment:** 80% of participants secure full-time employment within three months of completing the program.
- **Economic empowerment:** Graduates report a 40% increase in income compared to before the program, providing greater financial stability for themselves and their families.
- **Confidence and life skills:** Surveys show that 90% of participants feel more confident about their future and believe they have the skills to succeed in the workforce.

- Community impact: Graduates of the program are also encouraged to mentor incoming students, creating a cycle of empowerment and giving back to the community.

Challenges and solutions in implementing vocational programs for disadvantaged youth

Challenge: Lack of access to resources



Solution: Partner with community organizations, government programs, and businesses to provide students with the resources they need (e.g., transportation, equipment, financial aid). Many successful programs offer stipends or cover the cost of necessary tools and certifications.

Challenge: Balancing work and education



Solution: Create flexible schedules that allow students to balance apprenticeships with other responsibilities, such as part-time jobs or family obligations. Offering part-time apprenticeships or evening classes can help accommodate students' needs.

Challenge: Overcoming negative perceptions of vocational training



Solution: Promote vocational education as a viable and respectable career pathway by highlighting success stories and connecting students with role models in their chosen field. Partnering with reputable companies and industries helps enhance the perceived value of vocational training.

Challenge: Addressing emotional and social barriers



Solution: Provide emotional and social support through mentoring, counseling, and peer support groups. Many disadvantaged youth face challenges beyond education, so having a support network is crucial to their success.

Vocational training and apprenticeships offer an effective, empowering pathway for disadvantaged youth to gain practical skills, access employment opportunities, and build their confidence. By focusing on hands-on learning, mentorship, and industry partnerships, these programs can address the unique challenges that disadvantaged students face while helping them secure stable and rewarding careers.

For educators, applying experiential education requires a shift from traditional, teacher-centered instruction to more dynamic, student-centered methods. It involves facilitating hands-on learning experiences that engage students in real-world challenges, reflection, and active participation. Below are detailed strategies educators can use to implement experiential learning effectively, especially for youth from disadvantaged backgrounds.

Educator support

16. Advice and tips for teachers and trainers who use experiential learning and education

Experiential learning is highly effective when students are given the opportunity to engage in meaningful, real-world tasks, reflect on their experiences, and connect their learning to larger life and societal contexts. For students from disadvantaged backgrounds, these experiences can foster empowerment, self-confidence, and practical skills that go beyond the classroom. Teachers play a vital role in facilitating this process by offering structure, guidance, and ongoing support. Here is some key advice for teachers to effectively use **experiential learning** in the classroom, particularly for students from disadvantaged backgrounds. The goal is to create meaningful learning experiences that are engaging, practical, and reflective, helping students connect their learning to real-life contexts.

- **Connect learning to real-world contexts**

Tailor lessons to issues that matter to your students. Understanding their community challenges or personal experiences helps ground learning in relevant real-world situations. For example, if you're teaching environmental science, explore local issues such as pollution in nearby rivers or urban gardening in food deserts.

Encourage students to leave the classroom and engage in their environment. Field trips, interviews with community members, or simple neighborhood observations can bring learning to life. If a field trip isn't feasible, consider virtual field trips using tools like Google Expeditions or online databases.

Embed projects that encourage students to solve local problems, whether environmental, social, or economic. Service learning blends academic content with social responsibility.

- **Prioritize student ownership and choice**

Let students have a voice in what they want to learn and how they approach it. Give them choice in selecting projects, topics, or methods of inquiry. For example, allow students to choose a social issue for a community service project or to select the format in which they present their findings (video, presentation, artwork).

Encourage students to take ownership of their learning. When students feel responsible for a project's success, they're more likely to engage deeply. Have students manage project timelines, assign roles within their groups, or handle real-world logistics (like communicating with a local business for research).

- **Structure the learning process**

Experiential learning can sometimes be overwhelming, especially for students with limited resources. Break projects into manageable steps with clear objectives and deadlines. For

example, in a community-based project, first have students research, then brainstorm solutions, followed by designing, testing, and reflecting.

While experiential learning is student-centered, you should act as a facilitator to guide their exploration. Check in regularly to provide feedback and ensure progress is being made. Use tools like Google Docs for collaborative project management, and schedule regular reflection sessions.

Incorporate structured reflection into the process. This helps students connect what they're doing to what they're learning. After each hands-on activity or project milestone, have students write or discuss their experiences, challenges, and insights.

- **Foster collaboration and communication**

Encourage students to work together on projects. Teamwork fosters communication, problem-solving, and shared responsibility. Use collaborative tools like Trello or Padlet to facilitate group planning and reflection. Students can share updates, resources, and ideas with their peers and you.

Have students present their work to peers for constructive feedback. This builds critical thinking skills and reinforces the importance of revision and improvement. Use platforms like Flipgrid or Seesaw for students to present their work in video format and receive peer feedback.

- **Adapt to students' needs**

Not all schools or communities have equal access to resources. Use what is available locally—community centers, parks, local businesses, or free online tools can all offer valuable learning opportunities. Instead of high-tech simulations, encourage students to explore local wildlife or run a small business project at a school fundraiser.

Adapt tasks to meet the diverse learning styles and needs of your students. For some, hands-on activities may work best, while others might excel in organizing, researching, or presenting. Offer students different ways to demonstrate their understanding, such as writing a reflective essay, creating a visual presentation, or filming a short video.

- **Use technology to enhance learning**

Incorporate technology that enhances the experiential learning process. Tools like Google Workspace, Minecraft for Education, or Canva can support collaboration, creativity, and the practical application of skills. For example, students could use Canva to create promotional materials for a community event they are organizing or Google Forms for surveying the local community.

When physical fieldwork isn't possible, use VR simulations, interactive online environments, or apps to bring experiences to life. Use PhET simulations for scientific experiments or Google Expeditions for virtual field trips to historical landmarks.

- **Emphasize reflection and feedback**

Make reflection a core part of the learning cycle. Encourage students to think critically about their experiences, challenges they faced, and how they overcame them. You can incorporate regular journal writing or video reflections using platforms like Seesaw, where students document their growth and understanding.

Offer regular feedback on both the process and the final product. Ensure your feedback emphasizes growth, learning from mistakes, and persistence rather than focusing solely on the outcome. Use rubrics that focus on skills like problem-solving, creativity, and collaboration. These can be co-created with students to give them a voice in the assessment process.

- **Build community partnerships**

Bring in community leaders, local business owners, or subject-matter experts to enrich the learning experience. This not only provides students with real-world insights but also fosters connections between the school and community. For example, for a project on local sustainability, invite a city planner or environmental activist to speak to the class, offer mentorship, or evaluate student work.

Whenever possible, create projects that directly impact the community. This helps students see the relevance of their learning and increases engagement. Partner with local organizations for service-learning projects where students help address real community needs, such as organizing food drives or running environmental clean-up initiatives.

- **Encourage creativity and risk-taking**

Foster a classroom culture where students feel comfortable taking risks, making mistakes, and learning from failure. Experiential learning should allow for trial and error as part of the process. After an unsuccessful experiment or project, lead a class discussion on what went wrong and how they can adapt their approach in the future. Reinforce that setbacks are learning opportunities.

Encourage students to think outside the box and approach problems creatively. Celebrate innovative ideas and diverse perspectives. Create a “creative corner” where students can showcase unique ideas or problem-solving approaches, even if they didn’t succeed.

- **Assess skills beyond content knowledge**

While the final product or project is important, place emphasis on the learning process—problem-solving, collaboration, and resilience. Use rubrics that assess student growth in areas like teamwork, critical thinking, and reflection, rather than solely grading the final product.

Encourage students to assess their own progress and that of their peers. This not only builds self-awareness but also fosters a deeper understanding of the learning process. After

completing a project, students can fill out a self-assessment and provide feedback to peers, focusing on contributions, collaboration, and learning outcomes.

17. Advantages of using experiential learning

Enhanced engagement

- Experiential learning encourages students to **actively participate** in their learning process, leading to greater engagement and motivation.
- Connecting learning to **real-life situations** makes lessons more interesting and meaningful to students.

Deeper understanding

- Students gain a better understanding of concepts by applying them in **real-world contexts**, allowing for deeper comprehension and retention of knowledge.
- Hands-on experiences encourage students **to think critically** and solve problems in ways that traditional learning may not.

Skill development

- Students develop **practical skills** that are directly applicable to their personal and professional lives, such as teamwork, communication, problem-solving, and time management.
- Experiential learning helps cultivate **skills that can be transferred** across different subjects and real-world situations.

Social and emotional learning

- Working on group projects fosters **collaboration and social skills**, helping students learn how to work effectively with others.
- Successfully completing projects and overcoming challenges boosts students' **self-esteem and confidence** in their abilities.

Cultural awareness and empathy

- Engaging with diverse communities and real-world issues promotes cultural awareness and empathy, helping students understand and appreciate **different viewpoints**.
- Students often engage in projects that address social issues, fostering a sense of **responsibility and commitment** to their communities.

Motivation and self-directed learning

- Experiential learning often sparks **intrinsic motivation** as students are more invested in their learning when they can see the impact of their efforts.
- By allowing students **to take ownership** of their learning, experiential education promotes self-directed learning and personal initiative.

Adaptability and resilience

- Experiential learning environments encourage students to adapt to new challenges and **think creatively** when faced with obstacles.
- Students learn that failure is a part of the learning process, helping them develop **resilience and perseverance**.

Holistic learning experience

- Experiential learning integrates **knowledge from multiple disciplines**, allowing students to see connections between subjects.
- The approach nurtures **not only academic skills** but also social, emotional, and physical development.

Enhanced retention of knowledge

- Engaging in hands-on activities and real-world applications helps solidify learning, leading to **better retention of information** compared to traditional methods.

Immediate feedback

- Students receive **immediate feedback** on their actions and decisions during experiential learning activities, allowing for quick adjustments and improvements.

Encouragement of lifelong learning

- By emphasizing discovery and inquiry, experiential learning fosters a love for learning and encourages students to **seek knowledge beyond the classroom**.

In summary, experiential learning offers numerous advantages that can lead to a more effective, engaging, and meaningful educational experience for students. It prepares them not only academically but also personally and socially, equipping them with the skills and mindset needed for success in the real world.

18. Disadvantages and challenges that educators may encounter when implementing experiential learning

Resource intensive

- Designing and implementing experiential learning activities can be **time-consuming**, requiring significant planning and organization by teachers.
- Many experiential activities require materials, facilities, or field trips that may not be readily **available or affordable** for all schools.

Variability in student experience

- Students from disadvantaged backgrounds may have varying levels of access to resources, leading to **disparities in the quality** of experiential learning opportunities.
- Students' **prior experiences may vary significantly**, which can affect their engagement and understanding of the material.

Assessment challenges

- **Assessing student learning** in experiential environments can be challenging, as traditional grading methods may not capture the depth of student understanding or the skills developed.
- Group work and collaborative projects may lead to **discrepancies in grading**, as individual contributions can be difficult to measure objectively.

Classroom management issues

- Hands-on activities can lead to behavioral issues or distractions if not managed properly, requiring **additional classroom management skills**.
- Students may **progress at different rates**, making it challenging for teachers to ensure that all students are kept on track.

Resistance to change

- Some educators, parents, or administrators may be **resistant to moving away from traditional teaching methods**, viewing experiential learning as less rigorous or structured.
- Some students may **feel uncomfortable** with hands-on or collaborative learning methods, preferring traditional lecture-based formats.

Safety concerns

- Activities that involve physical engagement or field trips can pose **safety risks**, requiring careful planning and supervision to mitigate potential hazards.
- Schools may face **liability concerns** regarding student safety during off-site learning experiences.

Lack of structure

- Experiential learning may lead to **less structured environments**, making it difficult for some students to stay focused or motivated.
- Without clear guidance, **students might stray from learning objectives** during hands-on activities.

Limited curriculum alignment

- It can be challenging to **align experiential learning** activities with standardized curriculum requirements and assessment benchmarks.

- Teachers may **feel pressured** to cover a specific amount of content, making it difficult to incorporate experiential learning effectively.

Potential for inequity

- Students from different backgrounds may enter experiential learning situations with varying levels of preparation, leading to **inequities in learning outcomes**.
- Unequal participation in group projects can create **tension among students**, especially if some group members dominate or others do not contribute.

Sustainability of programs

- Maintaining experiential learning programs can require **ongoing commitment** from educators and administration, which may be difficult in under-resourced schools.
- **Teachers may face fatigue** from constantly seeking innovative experiential learning opportunities, leading to burnout.

In summary, while experiential learning can significantly enhance student engagement and understanding, it also presents challenges that educators must navigate. By being aware of these disadvantages, teachers can work to mitigate potential issues and create a more effective and inclusive experiential learning environment.

CONCLUSION



As educators and facilitators, we hold a unique and powerful role in the lives of young people—especially those who face added challenges due to disadvantage. Through this Handbook, we have explored how experiential learning can serve as both a method and a mindset for creating transformative learning environments that meet young people where they are and help them grow into who they are becoming.

Experiential education goes beyond academic achievement. It fosters:

- Self-awareness and confidence
- Social and emotional intelligence
- Critical thinking and decision-making skills
- Resilience and adaptability
- A sense of direction and purpose

These qualities are not only essential for personal success, but also for active, responsible participation in society.

The tools, examples, and reflections presented in this guide are designed to be adapted. There is no single formula—only principles that can be applied flexibly and creatively. As you implement this approach, remember to stay attuned to the unique strengths and challenges of your learners. Listen deeply. Reflect often. Celebrate progress. And always hold space for growth.

The Handbook is one of many possible frameworks to structure personal development for youth. You are invited to use it, modify it and create your own activities inspired by its spirit. The goal is not to follow a script, but to facilitate learning that is alive, grounded, and empowering.

As you take the insights from this Handbook into your own context, we hope it strengthens your confidence, enriches your practice, and fuels your commitment to inclusive, human-centered education. Together, we can walk alongside young people as they rise to their full potential—on their feet and with their futures in hand.





Co-funded by
the European Union



ON MY FEET

SUPPORTING DISADVANTAGED CHILDREN TO
DISCOVER THEIR STRENGTHS AND THRIVE IN LIFE

