

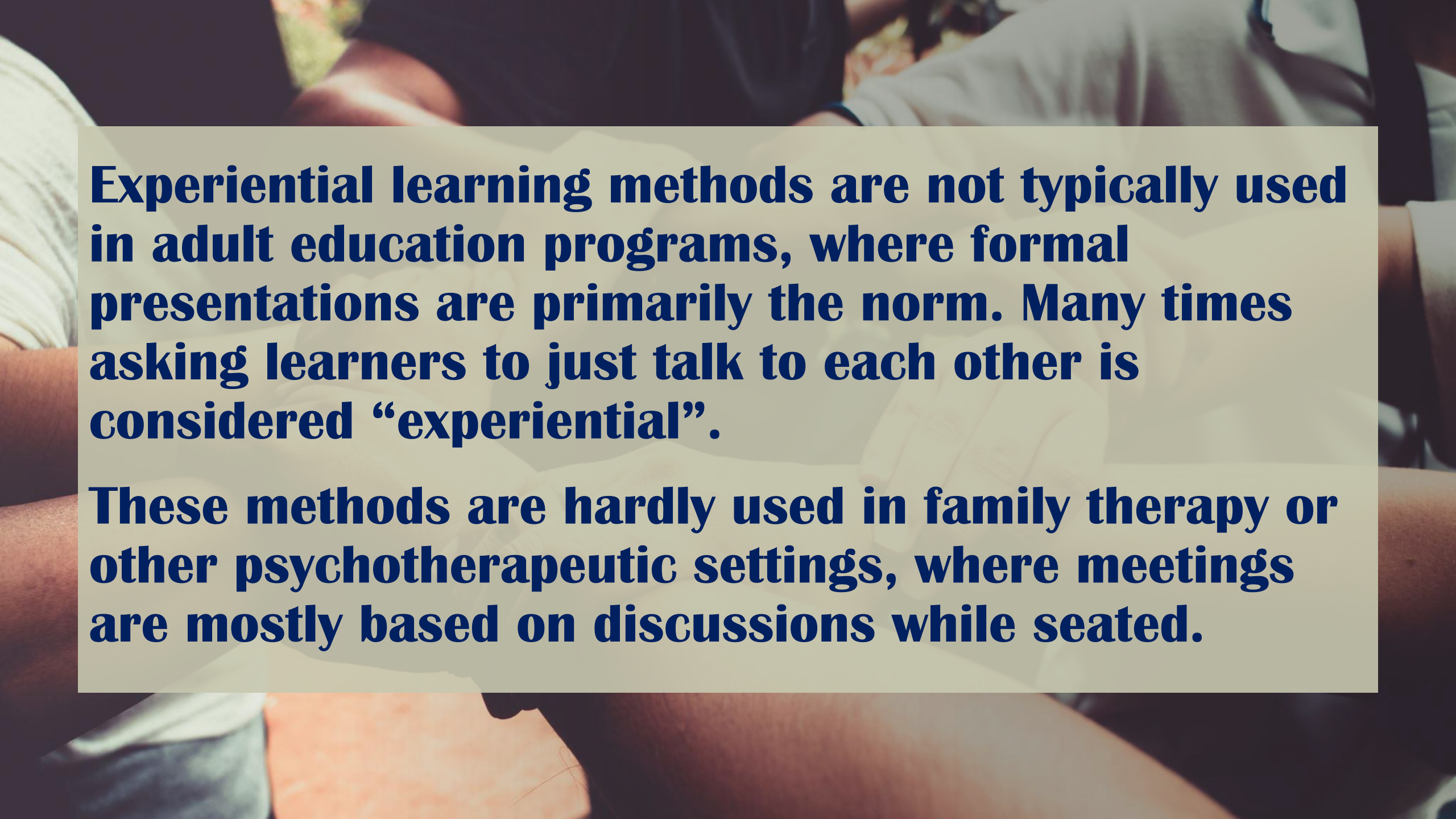
Using experiential methods in adult education and family therapy

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Passion Creativity Growth

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A group of people are seated around a table, engaged in a discussion or meeting. The image is slightly blurred, focusing on the text overlay. The text is in a bold, dark blue font on a light beige background.

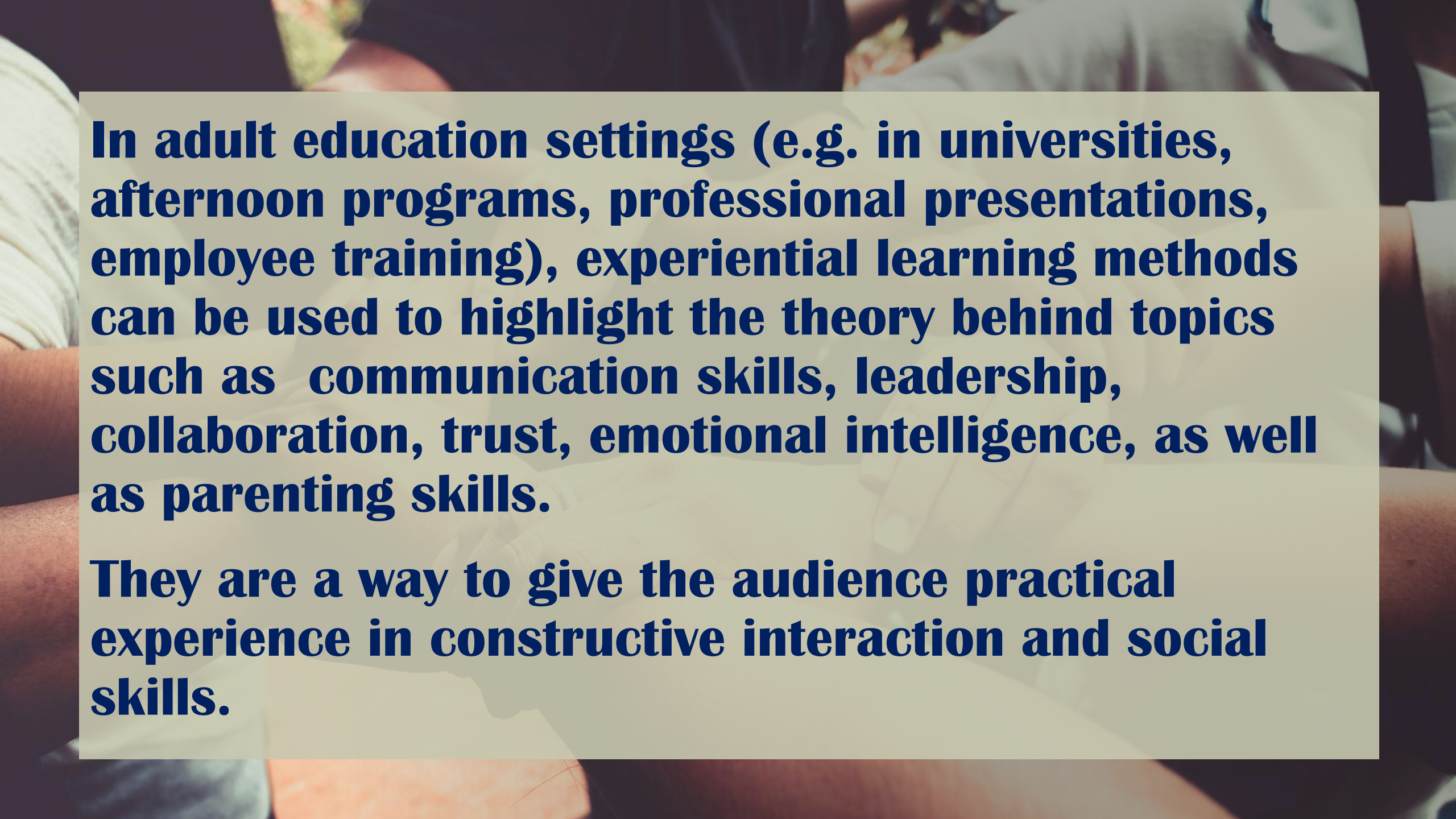
Experiential learning methods are not typically used in adult education programs, where formal presentations are primarily the norm. Many times asking learners to just talk to each other is considered “experiential”.

These methods are hardly used in family therapy or other psychotherapeutic settings, where meetings are mostly based on discussions while seated.

A group of people are seated around a table, engaged in a discussion or activity. The image is slightly blurred, focusing on the text overlay. The text is white and bold, set against a dark blue background.

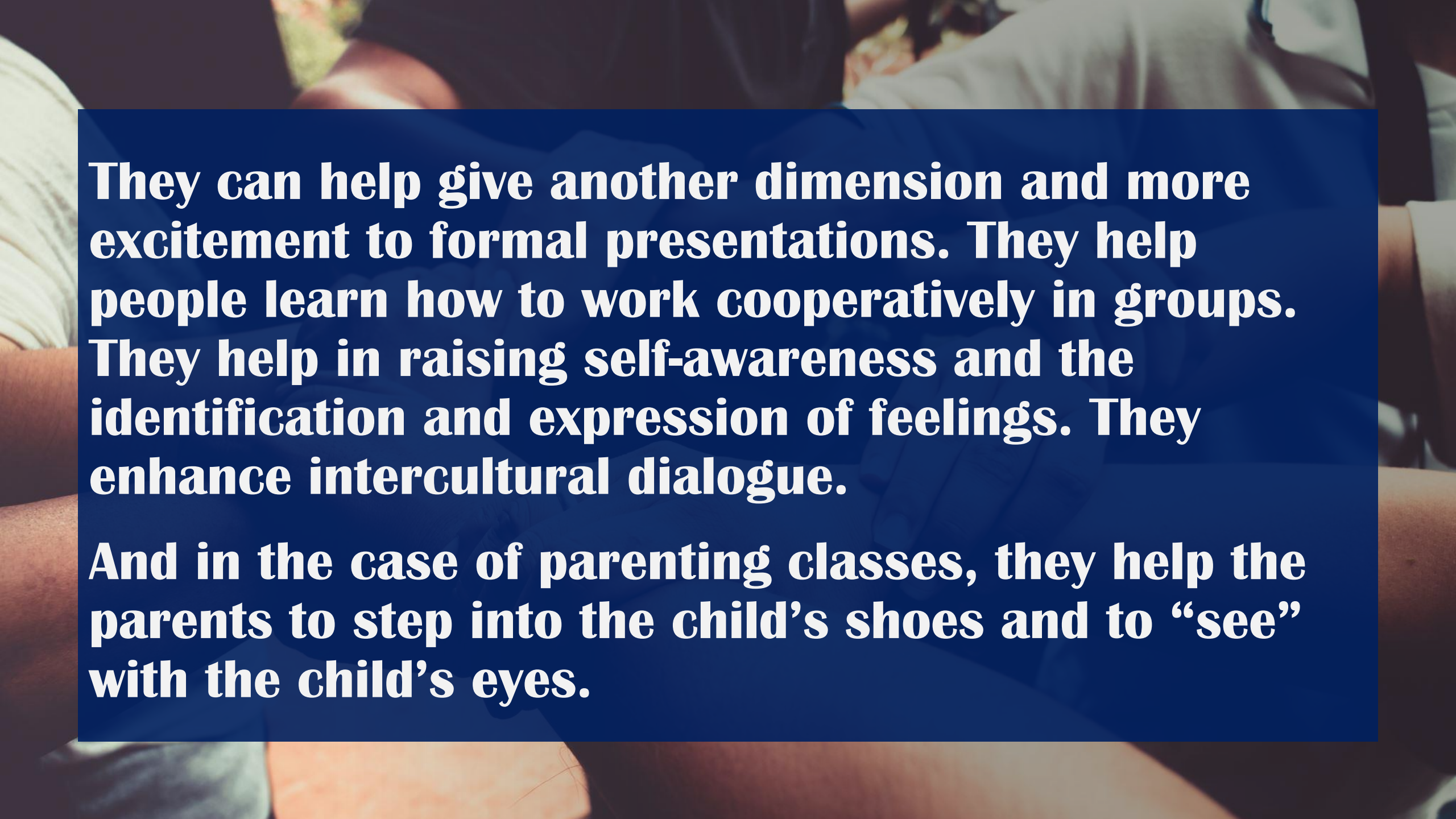
Experiential learning methods are activities which actively engage learners and service users, through talking, moving and reflecting.

They can be used to help people get to know each other better, to warm up, to increase their attentiveness, to build the feeling of trust and safety, to network, to problem-solve, to develop their relationships and to create art jointly.

The background of the slide shows a blurred scene of people in what appears to be a meeting or a classroom. Some individuals are wearing white lab coats, suggesting a professional or educational environment. The overall tone is professional and collaborative.

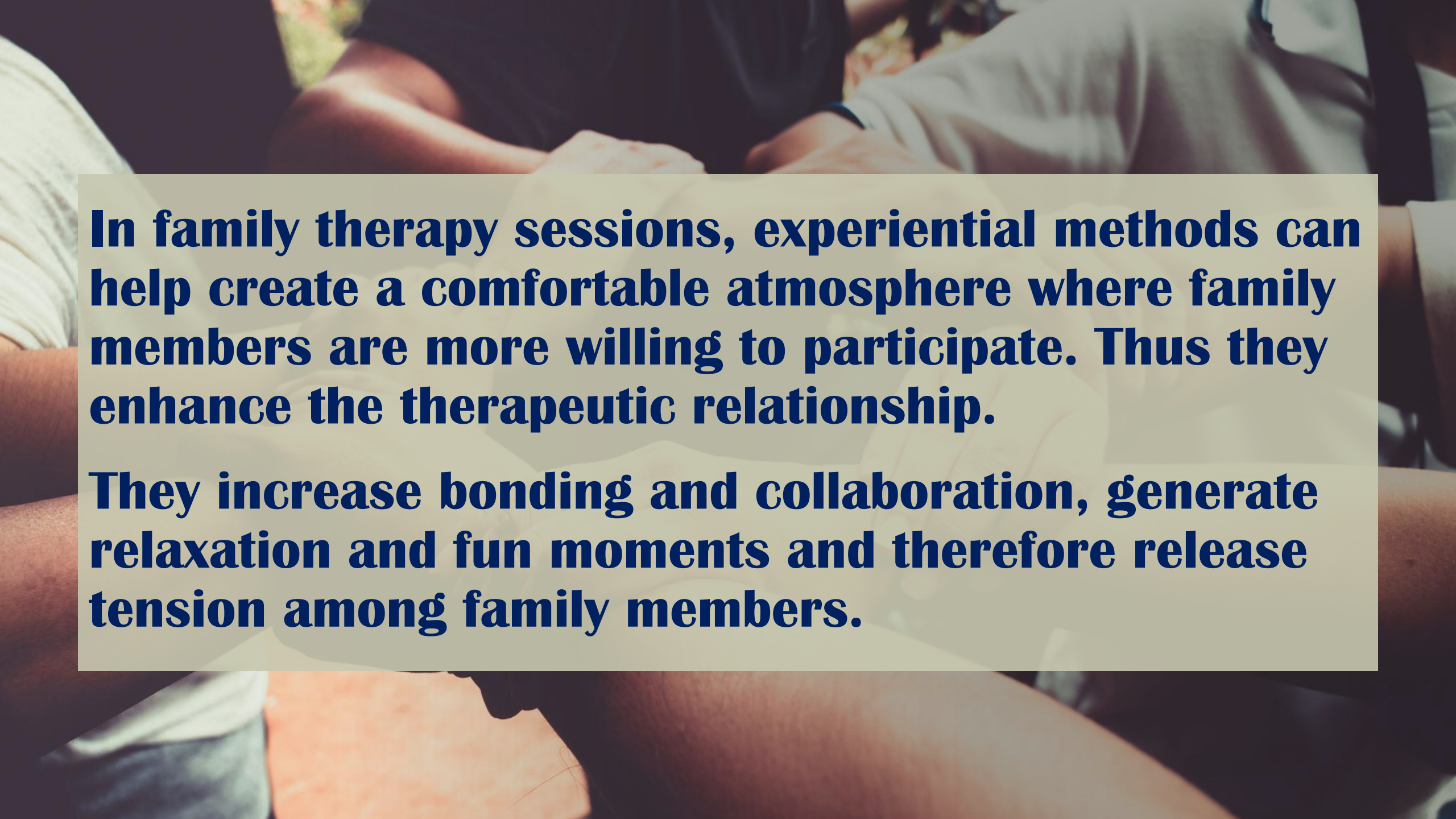
In adult education settings (e.g. in universities, afternoon programs, professional presentations, employee training), experiential learning methods can be used to highlight the theory behind topics such as communication skills, leadership, collaboration, trust, emotional intelligence, as well as parenting skills.

They are a way to give the audience practical experience in constructive interaction and social skills.



They can help give another dimension and more excitement to formal presentations. They help people learn how to work cooperatively in groups. They help in raising self-awareness and the identification and expression of feelings. They enhance intercultural dialogue.

And in the case of parenting classes, they help the parents to step into the child's shoes and to "see" with the child's eyes.

A group of people, including children and adults, are sitting in a circle on the floor, holding hands. They are dressed in casual clothing like t-shirts and jeans. The scene is brightly lit, suggesting an indoor setting. The text is overlaid on a semi-transparent white box in the center of the image.

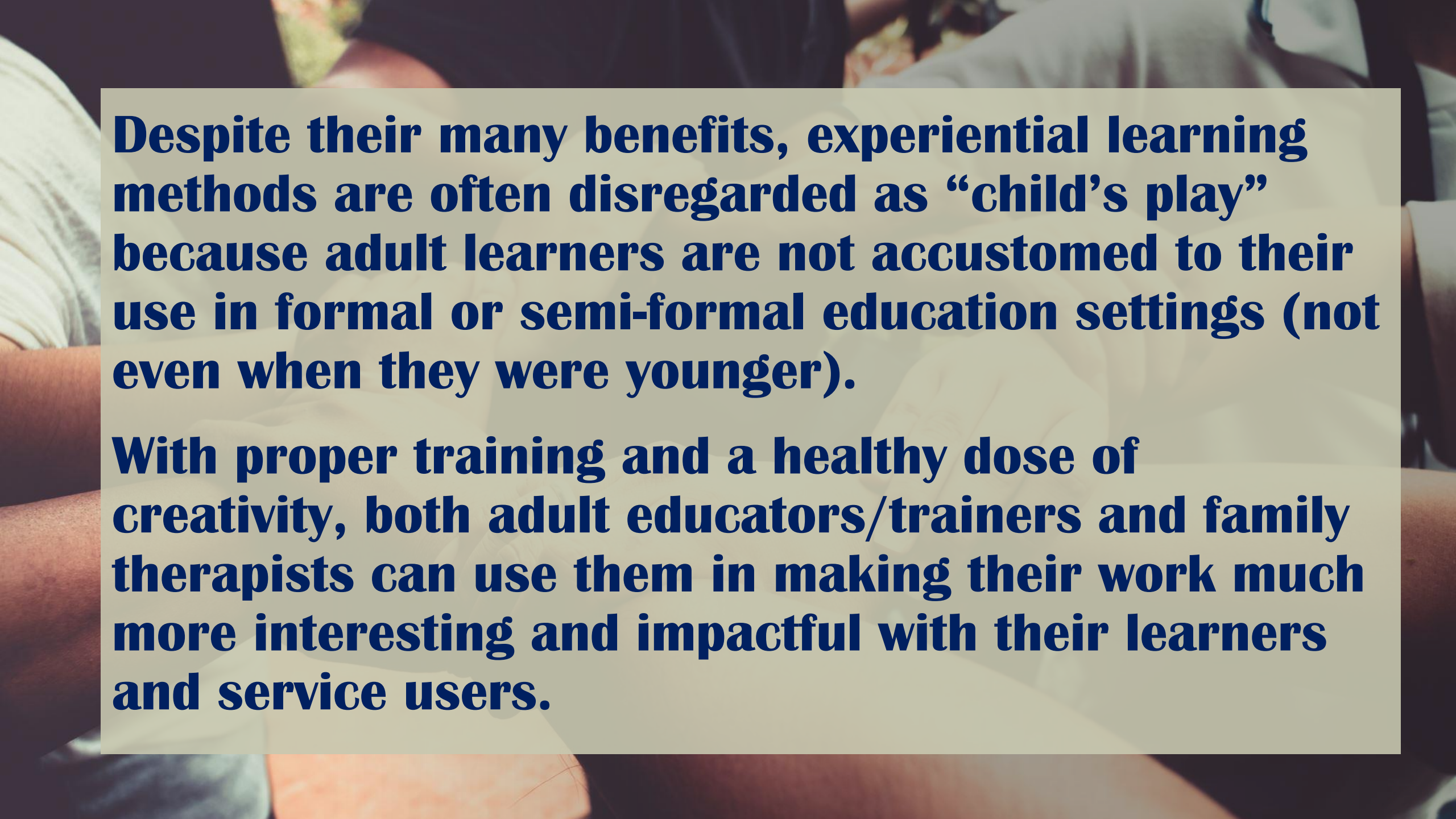
In family therapy sessions, experiential methods can help create a comfortable atmosphere where family members are more willing to participate. Thus they enhance the therapeutic relationship.

They increase bonding and collaboration, generate relaxation and fun moments and therefore release tension among family members.



By creating a more playful atmosphere, they help parents and children come closer and create a stronger sense of togetherness.

The positive experience of family action also includes much needed, indirect and direct physical touch.

A background image showing a group of people in a meeting or workshop setting. They are seated around a table, and some are looking towards the camera. The image is slightly blurred and has a warm, golden-brown color palette. A semi-transparent white box is overlaid on the image, containing the text.

Despite their many benefits, experiential learning methods are often disregarded as “child’s play” because adult learners are not accustomed to their use in formal or semi-formal education settings (not even when they were younger).

With proper training and a healthy dose of creativity, both adult educators/trainers and family therapists can use them in making their work much more interesting and impactful with their learners and service users.