**Episode #11**

**Speaker 1** [00:00:01] Welcome to the Cabrera Lab Podcast.

**Speaker 2** [00:00:07] I was thinking about a key distinction the other day that was kind of confusing me.

**Speaker 1** [00:00:12] Like a key, like a...

**Speaker 2** [00:00:13] No, like a critical distinction or an interesting distinction. Somebody was talking to me, I don't know, one of the internet things that they talked to me like Instagram or something, they sent me a message.

**Speaker 1** [00:00:24] Instagram was talking to you.

**Speaker 2** [00:00:25] Somebody on.

**Speaker 1** [00:00:27] Oh, someone on Instagram.

**Speaker 2** [00:00:28] Some person was using some technology to send me a note. I can't remember if it was Instagram or Facebook, or I don't remember. But they were asking me the difference between grit, resilience, and anti-fragility. And I was thinking, that's an interesting distinction. And it's interesting that it was a real life example of how in order to understand one thing, we have to understand the things it's not.

**Speaker 1** [00:00:58] That's a good point.

**Speaker 2** [00:01:00] I mean, I'm starting to see that a lot. People are sending me questions like, what's the difference between this and that? And so I was thinking about grit versus resilience versus anti-fragility. Yes. And it seems like the difference...

**Speaker 1** [00:01:16] You're speaking my love language. I am? I love Crip. These other terms, yes.

**Speaker 2** [00:01:23] So I was trying to, I wanted to answer this question.

**Speaker 1** [00:01:25] They're all very similar but slightly different.

**Speaker 2** [00:01:28] But I took it to heart that somebody was asking me for an answer, and so I sort of thought about it and did my own sort of is-is-not list of three things, two, which is possible. And I kind of came up with this, and I want to hear what you think about it, because I don't know that I'm right. Grit is the ability to push through something, to keep going through adversity. And then I was, in contrast, resilience is the ability to go through something and cope or heal or be okay, like after you've had an event that has been a struggle or a difficulty. I get a little off the rails with anti-fragility because it's a new term in some ways. And to me, I was thinking about anti-frigility was more about using adversity and struggle as a strength rather than a weakness, becoming less susceptible to negative effects of things. I don't know, though. I mean, I'm sort of spitballing it now. But I don't what do you think about all that? Because I was really taking it seriously. Like, what is the difference.

**Speaker 1** [00:02:50] Well, I think in the literature, the big difference is, well, first of all, anti-fragility is kind of a new thing. It's a new word that's describing a lot of old, well-known phenomena. Um, and, uh, but generally speaking, I would say antifragility is talking about the feedback. and the improvement, right? So it has this notion of improvement, whereas grit just has like this idea that you can persevere, right. But not that you're improving per se, you're just persevering. I think that's a kind of a. It's kind of a straw man of grit because obviously, you know, when, I mean, because I was a guide and because I worked for outward bound for so long and still do, you, know, grit is a huge part of what we do and resilience and what's called antifragility now.

**Speaker 2** [00:04:03] Inside of Outward Bound, you mean it's something you try to develop?

**Speaker 1** [00:04:06] It's part and parcel of what Outward Bound was about, right? I mean, the story of Outward Bounds Founding was a guy named Kurt Hahn, and he was a German-born Jew who left Germany, and the way that I sort of turned this into a story for folks to understand. So you know, in the North Sea during the war, the Nazi U-boats were sinking all of Supply Boat. And the supply boats weren't warships, but they were bringing supplies back and forth. So they were pretty critical. Yeah the Nazi boats were sinking, the U-boats were sinking the supply ships, and when they did, the supply ship would blow up and there would be all these guys in the water. And this is in the North Sea. Very difficult conditions, very difficult, very cold, right? And then the ones that lived, which were very few, but the ones who remained alive, You know, we're holding on to pieces of wood and... anything that would float and basically a group of them would be holding on for dear life, right? Maybe four, five, six guys, something like that, holding on to a piece of floating material. And then they would somehow try to, with the currents and with their own effort, try to get back to a Nazi occupied territory, like England or Wales or Ireland or Scotland or wherever, right? And what they noticed was quite surprising.

**Speaker 2** [00:06:01] What did they notice?

**Speaker 1** [00:06:01] Well, so at the time, the guys that were on these ships, the guys that in the old days, it wasn't just young guys fighting in the war, it was like everybody, right? So, so that you had, you know, 15 year old kids, all the way to 60, 70 year olds, all in the same boat. Well, what they were finding was in the process of these guys getting back to the mainland, a number of them would slough off and drown and die and things like that. It was pretty epic, gruesome conditions. And so Kurt Hahn was kind of a sociologist, and he was asked to study why it was the that the young guys or dying in a greater proportion than the old guys. Wow. Now why is that, right? You'd expect the opposite to happen. These old guys, they're not as in good shape, you know, blah, blah blah. The young guys are all these strapping young men. Why is it that the young guys are dying, that doesn't make any sense. Interesting. So they asked Kurt Hahn to sort of study the issue, and he did. And he was an educator and, you know, different things. And he basically came to the conclusion that these older guys had all these mental models built from the things that had happened in their life.

**Speaker 2** [00:07:37] You mean previously.

**Speaker 1** [00:07:38] previously, right? So they made it through the potato blight. They made it through the death of a child or the death of their wife or the, you know, the death or their parents or the death of their brother. You know, some kind of event that was difficult in their life. And so as they're clinging on to this, they're saying to themselves, well, you now, I made it though that. I can make it through this. And they also understood the importance serve. teamwork and taking care of each other and You know compassion and all the all these kinds of things, right? Yeah So it was the old guys that were making it back

**Speaker 2** [00:08:18] Because they had the sort of mental toughness to know that they could do it. So a lot of it was sort of...

**Speaker 1** [00:08:28] mental in their mind. Yeah, not just not their bodies, because their bodies weren't, you know, quite as yeah, physically capable in many ways. So the Duke of Edinburgh wanted to start an organization that Kurt Hahn was the founder of to do what at the time they called the moral equivalent of war, meaning they wanted to get these guys trained up really quick because they they needed to put them on boats, and they need to get shipping to here and there and everywhere. So they wanted a training that they could train these guys up really quick and give them these life experiences essentially.

**Speaker 2** [00:09:08] I see.

**Speaker 1** [00:09:08] Right, quick.

**Speaker 2** [00:09:09] without waiting 20, 30, 40 years for it to do it. Right, so you have to wait 20,30 years to wait. What you're saying, in other words, give the mental toughness into the physically tough.

**Speaker 1** [00:09:17] Yes.

**Speaker 2** [00:09:18] younger, more physically tough.

**Speaker 1** [00:09:20] And that was Outward Bound. Outward bound is the name that's given to a ship when it's leaving harbor ships and say, it hit ships and harbor are safe, but that's not what ships are built for. So, Outward-bound and there's a blue Peter flag, which is the flag that a ship sails. It's a Blue flag with a white square in it. That's the symbol of Outward bOund. Literally the term outward-bound, we think of it as the organization name, but our bow means that the ship is. Heading out. Heading Out. It's outward bound, right? And so the outward bound was started for the express purpose of essentially creating grit.

**Speaker 2** [00:10:02] Well, and resilience.

**Speaker 1** [00:10:03] and resilience and anti-pragility. That's interesting. I mean, those terms of anti- fragility. Before those were terms. Before those weren't terms, right.

**Speaker 2** [00:10:11] or before they were widely known.

**Speaker 1** [00:10:12] Well, resilience was one of the original principles of Outward Bound.

**Speaker 2** [00:10:17] Yeah. And it seems to me they're all related. Yes. Right? Like you obviously need grit to become resilient, and then you need the resilience to actually build that anti-fragility.

**Speaker 1** [00:10:25] A lot of it's just more modern marketing, right? Modern marketing. Yeah, it's it's, it is one of the most important and overlooked things today. And I think it is. It's unfortunate that I think kids. Kids don't have as many opportunities to build grit and to have access to grit building activities. or anti-fragility building activities as they may be used to, and I think they know, young people know that they need this.

**Speaker 2** [00:11:04] Right, which is why they seek out challenge and they want to push themselves. I think it's probably why a lot of kids become both athletes and good students, because it's a way that they're challenging themselves to have sort of the grit to be able to do many things at once well, not just one thing. If you think about outward bound, if you said, what you said was outward bound. The whole point was. lack of a better word, like simulate those kinds of experiences that would build grit, but purposefully. So that younger men, at the time, I'm assuming it was men.

**Speaker 1** [00:11:43] Yeah, it was all men at the time.

**Speaker 2** [00:11:45] younger men would build the skills of grit and resiliency and all of that. Well, I guess that makes me wonder, so what do we need to do outside of outward bound, like maybe in schools, right? Isn't there a lot of talk about like building these skills for younger kids, age appropriate younger kids, like to try to get kids to

**Speaker 1** [00:12:06] Well, certainly, there's not enough talk about it, for sure. It means it's declining, I think, in its use. Why? How so? I think we've lost touch with how important it is. I think We've lost Touch. It's not really in the curriculum. Right. It's, you know, there used to be a time in America where, you, know, many, many kids, many kids. would just assume sort of an hour down experience of some type, some kind of coming of age experience, right? What's called a rites of passage experience, and there are numerous rites and passage in life, but one of them is around that threshold of puberty and then another one later on. how many how many kids really are doing that today?

**Speaker 2** [00:13:02] Well, it seems to me like that rite of passage needs to be in flavor, trying to do something that you don't think you can do, and then actually doing it to build that confidence, to build the experience. This might not be very popular, but like the whole idea, like everybody gets a trophy for participating in something, right? Well, that's great in one sense because it's inclusive and it rewards all participation, but that to me seems the opposite of building grit. Because you don't have to push yourself to do better, to work harder, to compete, right? Like competition actually in a weird way has gotten a bad name now. Yes, true. Because it feels, I guess to some people, exclusive.

**Speaker 1** [00:13:44] competition.

**Speaker 2** [00:13:45] Yeah, I mean, like, what's the impetus to get better if you're not, if you just, if you show up and you get a trophy anyway, like you're not pushing yourself or, you know, things like that.

**Speaker 1** [00:13:55] It's interesting. Certainly more traditional forms of competition are, I don't know how to say it, really, people are more against them than they've been in the past. At the same time, I think it's not like we've gone away from competition. We're just competing in different domains, right? So we're competing to see who can be the most different. we were competing to see who can be the most affected. Some of our students talk about the oppression Olympics and the trauma Olympics. So competition's really something that we all do. We just do it.

**Speaker 2** [00:14:38] Naturally

**Speaker 1** [00:14:40] doesn't take much to be good at those things. Right. So like, we see this on social media a lot. Everybody's competing for more eyes on, more this, more that, and so what does it take? It takes just doing crazier and crazier stuff. Who's ever willing to do the crazier or the most random or the, you know, the most ridiculous. Yeah. things is going to compete, out-compete those who are not willing to do such ridiculous or say such ridiculous things. And so there's competition, it just doesn't seem like there's a lot of skill.

**Speaker 2** [00:15:27] Yeah, I mean, I think that...

**Speaker 1** [00:15:28] involved in the competition.

**Speaker 2** [00:15:29] But I think part of that is, and you know, I could go on forever, but I think that's kind of a downside of what started with reality TV, right? So reality TV was like, we're just going to sit around in a house and see who becomes the most controversial and therefore then the most popular, and then can start their own social media, and they have their own YouTube, and it's like, they become a celebrity.

**Speaker 1** [00:15:53] Just for the sake of becoming a celebrity.

**Speaker 2** [00:15:56] but they don't actually have.

**Speaker 1** [00:15:58] They're not good at anything. A skill.

**Speaker 2** [00:16:00] Right? I mean, I won't name the few that bother me, but people who know me know who they are. I think they have had a very negative effect.

**Speaker 1** [00:16:11] the Kardashians.

**Speaker 2** [00:16:12] on on the I didn't say it on the you on the youth on the use of the youth I mean you think kids all the time like you ask them what they want to be like I want to be a vlogger yeah you know I want to be somebody who literally just

**Speaker 1** [00:16:24] Did I say blogger?

**Speaker 2** [00:16:25] Is it vlogger?

**Speaker 1** [00:16:26] Vlogger

**Speaker 2** [00:16:27] Like a vlogger.

**Speaker 1** [00:16:28] blogger.

**Speaker 2** [00:16:29] No, a vlogger, a video blogger, like somebody who sits in and says their opinion about a video as you're watching it.

**Speaker 3** [00:16:35] Yeah, yeah, that's no-

**Speaker 2** [00:16:37] What is a vlogger? Oh, well, so then there's the vloggers and there's the commentators.

**Speaker 1** [00:16:45] Commentators, yeah.

**Speaker 2** [00:16:46] I don't know what their names are, what you call them, but the people that literally comment on a video as a video, like they make a video of them commenting on a video. I mean, you know, you could be, you, you can stretch it and say they're good at marketing themselves and self-promotion and, and also you could say they are good that sort of soundbites.

**Speaker 1** [00:17:09] Yeah, I mean, that's what I mean by competition. They are doing something that, obviously, lots of people want to achieve, and they're not able to achieve it. So the question is, they must be doing something that has some skill involved or whatever. Maybe we just don't see it.

**Speaker 2** [00:17:28] Yeah, but I also think we've shied away from, I think we shied a way writ large sort of societally and educate, like, our institutions reflect our new social norms, and we have a new norm that's sort of moved away from pushing people to strive, to compete, to better themselves.

**Speaker 1** [00:17:49] See, you think it started with the reality TV, but I think reality TV actually started with Survivor. Oh, really? I think that was, yeah, Mark Burnett started, I think, that's his name. Yeah, it is Mark Burnet. Yeah, he started Survivor, and when Survivor first started, it was pretty real. It was hard. Now it's way not as hard. They have more food and they've cut it in half in terms of days and they're constantly

**Speaker 2** [00:18:26] They're finding ways to give them food, challenges, rewards, yeah.

**Speaker 1** [00:18:29] you know, so just the grit, the if we're measuring grit or resilience or antifragility on the on the survivor scale, it's gone down for sure. Yeah. And but the social game has gone through the roof, right? I mean, like, if you're a strong, yeah, physically strong player, you're not going to make it to the end.

**Speaker 2** [00:18:53] Because if you keep winning the physical competitions, they'll turn them both up. So that means by the end, the person who has won is not always...

**Speaker 1** [00:19:03] the strong.

**Speaker 2** [00:19:04] the sort of, what do you call it? Like the triple threat. Yeah. Social, physical. What's the third one? Outlast. Outlast

**Speaker 3** [00:19:10] Class outwit and outplay.

**Speaker 2** [00:19:13] That's interesting, because I think that is like an indicator species of everything, if you think about it. Like think about when we were kids. We had to do the presidential fitness stuff. And you had to literally struggle to do push-ups in front of every person in your grade and fail miserably publicly and literally be told in front everybody, you've failed. Not that I'm reliving a childhood memory.

**Speaker 1** [00:19:37] It seems like you're really moving.

**Speaker 2** [00:19:39] But like, I could not do, not pushups, pull ups.

**Speaker 1** [00:19:41] Pull ups, yeah.

**Speaker 2** [00:19:42] Right, so for girls pull-ups are a little harder in some ways and and you think now if somebody did that now

**Speaker 1** [00:19:48] They're not harder, you're just not inculturated into them. Girls can do pull-ups.

**Speaker 2** [00:19:53] We can do pull-ups, yeah, but we're not...

**Speaker 1** [00:19:55] You're not, you're not expected to.

**Speaker 2** [00:19:57] When I was younger, we were not encouraged to develop pull-ups.

**Speaker 1** [00:20:00] Exactly, but you have the absolute ability but we were tested on them. I mean some of the best rock climbers in the world

**Speaker 2** [00:20:06] Yeah, yeah, now, but...

**Speaker 1** [00:20:08] Yeah, I'm saying it's not enculturated.

**Speaker 2** [00:20:10] Like I was discouraged from math, from science.

**Speaker 1** [00:20:14] No, I'm saying it's not girl's fault.

**Speaker 2** [00:20:16] I'm just saying, oh, so I'm saying if we did that today, if a school district did that where they actually ran the presidential fitness test and the kids had to perform in front of all the other kids and they verbally out loud passed or failed them in front of all of the kids, that school would be in hot water.

**Speaker 3** [00:20:36] Yeah, probably.

**Speaker 2** [00:20:36] Because it would be not seen as healthy competition building grit and resilience. It'd be seen as a bunch of stuff.

**Speaker 1** [00:20:47] Yeah, I think I think what I was gonna say is I think that might have been reality TV, but it very well could have been positive psychology.

**Speaker 2** [00:20:56] Oh, yeah, that's interesting.

**Speaker 1** [00:20:58] I'm not against positive psychology anymore than I'm against negative psychology per se. I just think they're both biased. I think we should do reality therapy if we're gonna do, you know, anything. And so reality therapy is that you don't have to put good and bad on everything, it just is. It just is the way it is, and you know. I like that. But I think positive psychology was a wave that taught parents and taught educators that you have to always be positive. And I think that's not healthy. I think people need to hear real feedback from the real world. You're doing well. You're not doing well, you're comparing it.

**Speaker 2** [00:21:47] I like the way that we started talking in sort of pros and grows. Like here's where you have strengths and here are places where you could develop, right? And it's not really positive or negative, it's like here's the reality, here's reality of where you're at. And that actually puts the agency on the person in some ways.

**Speaker 1** [00:22:09] I think that's a, pros and grows are a good one. That's what we use at Outward Bound, things like that. I always loved Jim, the trustee of Cornell there, Jim.

**Speaker 2** [00:22:21] Morgan.

**Speaker 1** [00:22:22] Morgan, he has a great book and saying that Is it bad? Bad news is good news. Good news. no news and no news is bad news. Right. And I think that's pretty accurate.

**Speaker 2** [00:22:44] Yeah, meaning you're going to only learn from.

**Speaker 1** [00:22:46] not only but but like you know finding out all the things you're doing well isn't gonna have i mean it's gonna have an effect sure you can continue to do the things that you're doing well i'm not saying that we shouldn't give positive reinforcement about good things but you know bad news is good news like getting feedback like hey this didn't go so well cut it off your game on that because you can improve you can improve that

**Speaker 2** [00:23:14] can grow.

**Speaker 1** [00:23:15] And then no news is the worst kind of news. That's the part that I think a lot of folks need to hear. No news is bad news.

**Speaker 2** [00:23:25] Why? Because then that means...

**Speaker 1** [00:23:27] If nobody's giving you fear, I used to have a football coach who used to say, Cabrera, I wouldn't yell at you if I didn't like you.

**Speaker 2** [00:23:35] You mean, if you didn't have potential to change, right? Yeah. You can waste the time.

**Speaker 1** [00:23:39] Yeah, like if you're not getting any feedback from people, that's bad.

**Speaker 2** [00:23:43] It's about.

**Speaker 1** [00:23:44] That's bad. If your product is not getting feedback, if nobody's saying anything, if that's not good, you should take that as not good. And you should have bad feedback. Yeah, you shouldn't look for feedback. You should look for a feedback.

**Speaker 2** [00:23:59] purposefully look for it. I mean, that's why they started doing like 360s and stuff, right? So I could check my self-perception against everybody else's. That's like a whole new way of feedback, right? Because then you don't realize where there's a mismatch between what you think your strengths are and weaknesses, and then what other people. So I don't know, so how do we fix it?

**Speaker 1** [00:24:23] Develop grit. anti-fragility, develop resilience. And I think there's really a formula for doing that. It's pretty simple. You know, I think you challenge is change. Yes. You're not gonna change in any way if you don't challenge yourself. So you've gotta challenge yourself and you gotta get better every day. That's why our, that's our kind of motto. better every day. So you're constantly improving. You see it as an incremental thing, not a not a I'm gonna, you know, make it all at once. That's a big mistake people make is I'm going to I'm to be great. You know, right now I'm terrible at it. But by tomorrow, I'm going to be perfect.

**Speaker 2** [00:25:11] Yes. And the reason that's not good is because it's not reality based.

**Speaker 1** [00:25:14] It's not reality. So you're going to get better every day a little bit. Make progress. A little tiny bit of progress over a lot of days and you're gonna see improvement. So you are constantly getting out of your comfort zone, challenging yourself, right? You got to get out of you comfort zone. For sure. That's what a challenge is. Yeah. And that will lead to growth and change. You want to do it every day. you wanna do it on a systemic level, what I call the Truvian. Same-er. Well, what you're inevitably gonna realize when you try to do any kind of improvement is that everything's kind of interconnected, right? Everything's kind, you and your life are an ecology, right? So if you try and work on your physical, you're gonna realize, oh, I gotta up my mental game too. I see. If you try work on you mental game, you're going to realize, boy, my mental games a lot sharper if my physical game's going well.

**Speaker 2** [00:26:13] So you're saying don't just focus on one area, do all.

**Speaker 1** [00:26:18] Yeah, mental, social, emotional, you know, yeah, Vitruvian is, you know, at the very least you're mental, you're emotional, you're social, you are physical, and you're motivational, you know, those are the big ones. But then there's little ones underneath. Like, if you're lifting weights, you are going to realize you better start stretching. And the more you stretch, you go lift. and you want to be doing plyometrics. You know, you want it, you wanna balance it out. You always want to systemic, even inside of each one of those, you're gonna find out, you know, that over-reliance on any one thing is gonna kind of imbalance you. And here's the most important part. Reflection, metacognition. Okay. So the thing that people don't understand, and this is super important. Outward Bound made this mistake for a long time and then, and has, and, Outward bound was really very instrumental in, in developing what we today is called experiential education and is used in, you know, K-12 schools all over the country, all over, the world. But Outward-bound kind of was the, one of the, one of, the founding, you, know, forces pioneers, I would say, maybe not founding, but pioneers of experiential education. There's a huge mistake that people make is that the experience, I mean, just think of the word, the experiential, they think the experience is the thing. Yes. The challenge, the experience. It's, we don't learn from experience.

**Speaker 2** [00:28:00] That's counterintuitive.

**Speaker 1** [00:28:01] People are going to be like, oh, he's crazy, what do you mean we don't learn from experience? We don't. We dont learn from the experience per se. And if you want to test that out, just look at the number of people who have the same experiences over and over again and never learn the lesson.

**Speaker 2** [00:28:19] and they get in these patterns.

**Speaker 1** [00:28:20] Yeah, we see them all the time. We learn from reflecting on experience. We learn when we're metacognitive about experience, when we are aware of what's going on with that experience. So we learn when challenge ourselves to get outside of our comfort zone in a systemic, Vitruvian way. And then we reflect on that. We're metaccognitive on that, so that's the equation. Challenge yourself out of your comfort zone, get better every day, do it every day. Do things every day that get you out of you comfort zone. Right? Challenges change. Do it in a systemic way. Vitruvian.

**Speaker 2** [00:29:04] meaning across all facets.

**Speaker 1** [00:29:05] And yeah, across as many facets as you decide you need to do the thing that you're trying to do. metacognition reflection on the challenge.

**Speaker 2** [00:29:18] And I think a way to sort of tie that back to what you were saying earlier is, if you think about learning from experience, outward-bound, you go and you experience some challenge or something in nature. You climb a mountain, you cross a river, whatever it is, and that is the experience. But the way you sort of are developing the grit and the resilience is the self-reflection on what you are able to do from that experience, right? So that's exactly why. You're saying the reflection is the key piece to the change.

**Speaker 1** [00:29:52] Yeah, because I mean, part of the reason why today I'm so, you know, my whole career and everything is focused on mental models, my research. is because for so many years I saw we would go climb a mountain and then we'd come back and talk about it and everybody had a different version of what happened. Everybody had, some people didn't even think about it. Really? Yeah. They just, they were done and they were moving on to the next thing.

**Speaker 2** [00:30:22] without even thinking about it.

**Speaker 1** [00:30:23] Didn't even think about it. Didn't think about the experience, didn't take anything away from the experience.

**Speaker 2** [00:30:28] They just literally thought they climbed a mountain and that was it.

**Speaker 1** [00:30:31] Yeah, it was like a dog went up the mountain and came back down the mountain.

**Speaker 3** [00:30:36] Well, you know.

**Speaker 1** [00:30:37] That's interesting too, but I'm saying everybody had a different experience. And so when you process that, when you kind of get a little bit metacognitive about, oh, okay, well, what did it mean to you? What did it meant to you, oh then you're like, oh, I didn't think about that, that's interesting. It was about teamwork, I don't even think about serving my fellow team members on the way up. I was mostly worried about myself and how big of a headache I had or whatever. you realize how important those mental models that are built, because the next week, the climb isn't gonna be with that person. One week from that climb. What's gonna be with that that person is the mental model they took away.

**Speaker 2** [00:31:22] Right, which is why the guys in the water did fared better because they had prior mental models that they learned, prior experiences that they learn from by reflecting, realizing their skill sets, their ability to be resilient and know with confidence that they could get through this thing. because it's It's a different challenge on its face, but it's the same skill set that they need to get through it, right?

**Speaker 1** [00:31:52] And that's really important is like a week from today, if we climb a mountain on a Tuesday, the next Tuesday, you're not gonna have a climb with you. The climb is in the past. But what's in the present is the mental model you built about the climb. That's what you're gonna have with you a week from then and two weeks and five weeks and years. So the reflection, the mental that you take away, whatever that is, we have to try to develop better. So we want to have young people engage in these experiences that are challenging on multiple dimensions, on Vitruvian dimensions. By Vitruvia, I just mean the Vitruvean man.

**Speaker 2** [00:32:34] Across all domains.

**Speaker 1** [00:32:35] Yeah. And so, you know, we want them to have those experiences, process those experiences metacognitively, reflect on them, and then take those away with them.

**Speaker 2** [00:32:47] Well, it seems to me, then, the role of educators or experiential leaders like outward-bound instructors, summer camp coaches, is to purposely build in that reflection as an exercise because we don't always do it naturally. I mean, we should try to do it, naturally, but in the absence – like, say, a third grader. Yes. Well, they're not going to necessarily reflect.

**Speaker 1** [00:33:12] No, most people aren't.

**Speaker 2** [00:33:12] They just think they just did something fun.

**Speaker 1** [00:33:15] That's absolutely right. So what we want to do is actually not only build in the desire and the wonder lost for experience, but also the familiarity with processing that experience and making meaning out of the experience, right? And in that sense, we don't want people to just go and have an experience and then be done. We want people to have challenges in their regular everyday lives to think of their day as a format for challenge. And even to think of little microchallenges, little micro-winds that you can have along the, you know, this is why ice plunge is so great, because it's like a micro-challenge. It's like nobody wants to do that. Every day. Every day I look at that go.

**Speaker 2** [00:34:04] No.

**Speaker 1** [00:34:06] Your body's like, nah, you know, I don't want to do that. But you do it and then you're like, I feel great, you know.

**Speaker 2** [00:34:12] Yeah, and you get that little tiny reward that you did something you didn't think you could do or didn't want to do. You did it. You succeeded. And you get the little reinforcement that you can do things that are hard or that you don't want do. And that builds that sort of resilience, that grit, the grit to push through, the

**Speaker 1** [00:34:32] and the antifragility of the sort of long-term betterment of getting better every day. So if we make challenge equals change better every day, that's the first principle. Second principle that I think is critically important is a systemic principle of the Vitruvian, doing that at a Vitruvinian level, right? Because some people do it on one track. And I think that can get you myopic. And then the third thing is build in the metacognitive ability to make meaning of this challenge, experience, and the systemic change that you're bringing about. Yeah. That'll build. That'll get there. That'll built grit, that'll build resilience, that'll built, and frankly, that's what our schools should be. That's, this shouldn't be a program that we go through. This shouldn't like a. you know, a thing that schools do. This should be the thing that school's do.

**Speaker 2** [00:35:36] Well, yeah, and I was...

**Speaker 1** [00:35:37] all day long.

**Speaker 2** [00:35:38] And I would say not just schools, but it should be something that we as a society embrace as a process that all humans should be going through. So parents, educators, social norms, all of that should be focused on that. And then we would be better off for it.

**Speaker 1** [00:35:52] And there's great programs out there, but they're declining in popularity, which is sad to see. But whether it be our bound or Knowles or the conservation corps movement is a fantastic movement, or really any kind of challenge of any kind in any systemic, ecological, Vitruvian way that has a reflective, metacognitive component that's bringing that meaning to the experience.

**Speaker 2** [00:36:26] But you're in control of that, as a person. You're in the control of being metacognitive or not.

**Speaker 1** [00:36:33] Sometimes it's hard. Imagine, for example, that I just took kids, like teenagers, and I just jumped them out of planes all day long, right? And then we repelled off of cliffs all day. And then, you know, we just, like, cranked the dopamine all day along. We're just doing extreme stuff, right, and then we go home. And then then we come back the next day and I jump them out at 10 planes and I Propel them off at 10 Cliffs tonight. You know, do 10 cliff dives and then we, you know, maybe do wing suit and, you know, let's just see how then we maybe go do some roller coasters and, you know challenge.

**Speaker 2** [00:37:17] not necessarily change.

**Speaker 1** [00:37:18] Well, what you're going to end up doing is you're going to create a person who gets addicted to the dopamine. Yeah, the rush. And then just constantly has to outdo the thing and just is looking for more, and more, and more and more of that. That's not really what we're talking about. No. That's an extreme. I'm showing you that extreme of what could be done. That is not what I'm talking about that has these three components.

**Speaker 2** [00:37:51] In other words, you're doing those things, you know, the cliff dive, the rappelling to sort of in the micro teach them you can do something that's hard. You have the mental and physical strength to do it.

**Speaker 1** [00:38:05] You stood at the edge of a cliff. You have a fear of heights. You faced it. You faced that fear. You overcame the fear. You were rational about the fear, you trusted your person, you trusted your equipment, you checked your equipment. You double checked it. You were careful. You took a calculated risk and you stepped off that cliff. and you were able to enjoy it on the way down, you were to stop your belay device and look around and it was okay, something that you thought was not gonna be okay. And then you, you know, that's the process that you take them through. Which is different than, repel off this cliff, get the dopamine rush, and like, we're onto the next thing, and we're on to the next and we are on to the next.

**Speaker 2** [00:38:59] because you want them to take away. I faced something that was hard or that I was afraid of. I thought it through. I did it.

**Speaker 1** [00:39:06] What does that mean the next time I face something that I'm afraid of? What other things am I afraid of that I could think more about that maybe I don't need to be afraid of, or what things should I be afraid? Being afraid of heights is a very natural and evolutionarily protective thing. We want to know what are actual risks, what are perceived risks, how do I interact with those real versus perceived risks and how do i navigate those.

**Speaker 2** [00:39:39] And once you can navigate those, you can navigate anything, really. Huh. Interesting. So grit, resilience, anti-fragility, they're all related. And they all come down to what you were talking about, like challenging yourself to change, reflecting on the experience to take away what you're trying to build in terms of what you want to do.

**Speaker 1** [00:40:00] and better every day. Seeing that as not like a once-in-a-lifetime thing, seeing that as a way of living.

**Speaker 2** [00:40:08] a lifelong.

**Speaker 1** [00:40:09] Yeah, a lifelong thing where you're constantly evolving.

**Speaker 2** [00:40:12] Interesting. Well, I think that's a wrap.

**Speaker 1** [00:40:15] That's a wrap.

**Speaker 2** [00:40:15] I think it's a wrap. I think actually we've answered the question. Good. What are they? What's the difference? Why do we know how and why? I think that's what we set out to do maybe. Nice. What do you think? Here, let's do a... We did it.