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| **EXPERIENTIAL ACTIVITIES, UP-FRONTS, AND DEBRIEFS** |
| **DUE DATE: Monday, August 3rd EOD** |
| **PROF. FELLOW NAME:** |

Now that you have established the learning objectives for your training module, you are ready to design the experiential activity, up-front, and debrief. On Tuesday, you will learn how to package your module. Meanwhile, complete this activity to finish outlining your training.

Please review the materials available to you on the [**Bookshelf**](https://docs.google.com/spreadsheets/d/1VsaG42PN4rTDXhl29NxIWoSx2cU5q3hiRYmddSmtQmI/edit#gid=1496810796) to make sure you follow the structure, process, and theories Chelsey Wininger presented in class.

**Submit your completed assignment to** [**Fellows@BarackObama.com**](mailto:Fellows@BarackObama.com) **by Monday, August 3rd EOD.**

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| **LEARNING OBJECTIVES** |
| Review your training modules learning objectives. |
| Knowledge: |
| Skill: |
| Attitude: |

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| **KEY TAKEAWAYS** |
| Review your key takeaways. |
| 1. |
| 2. |
| 3. |

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| **EXPERIENTIAL ACTIVITY** |
| Adults learn by doing. Design an experiential activity that aligns with the learning objectives of your training, particularly your skill goal. For instance, if your skill goal is: be able to lead a one-on-one meeting using a one-on-one agenda, your experiential activity would then be a role-play using the one-on-one agenda. Keep in mind that effective experiential activities allow learners to engage on a perceivable outcome on which the trainer can provide feedback. So, role-playing a one-on-one meeting allows the trainer to watch and listen and hence provide active feedback. But silently reflecting or reading does not allow the trainer to provide feedback. |
| **Describe your experiential activity:** |
| **How does this activity align to your learning objectives?** |
| **What is the perceivable outcome on which you, the trainer, can provide feedback?** |

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| **UP-FRONT INFORMATION** |
| Up-front content prepares adult learners to complete the experiential activity. However, since the real learning happens during the 60% experiential, your up-front should only provide just enough information to complete the activity. Follow the up-front structure to design your training’s up-front. |
| **What is the problem your training will solve?** |
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| **What is the flushed out solution to the problem? We know the solution to the problem is the skill we are going to train on during the experiential activity. We need to present the structure, steps, and/or knowledge they will need to complete the activity. For instance, if my training seeks to solve this problem: FO’s do not know how to make an effective volunteer ask, then my solution is: use a hard ask, which follows this structure (then insert the hard ask steps they need to know, which sets them up to practice the steps during the experiential activity). Let your experiential activity dictate your solution to the problem.** |
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| **Provide an example of your solution. For instance, if your solution is using the Hard Ask, role-play a Hard Ask for your learners.** |
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| **Provide an Illustration of your solution. Illustrations can be images, graphs, or metaphors that further explain why your solution is effective. For instance, your can show a metaphor illustrating what happens when an FO does not follow the Hard Ask – “It is like asking someone to go on a date with you without explaining what’s in it for them.” This drives home why the skill you’re training on is important.** |
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| **DEBRIEF** |
| Debrief activities help adults crystalize what they learned during their training. While debriefs should answer three specific questions, they can be more than a conversation. They can be activities on their own. Design your debrief by conceptualizing your three questions and an activity through which they will respond to the questions. |
| **WHAT:** |
| **SO WHAT:** |
| **NOW WHAT:** |