



OFA TRAINING

**Welcome to today's webinar.
We will begin shortly.**

**For audio, please make sure
to also join the call.**

DIAL-IN HERE

LOGISTICS



We will meet for 75 minutes



This is an **interactive training**.



A recording of this video and call will be available on the **Bookshelf**



It's cool if you Tweet --
#OFAFellows



A woman with short brown hair and glasses, wearing a red top, is looking out a window with horizontal blinds. The scene is warmly lit, suggesting an indoor office or meeting space. The blinds are partially open, allowing light to filter through.

DESIGNING UP-FRONTS AND DEBRIEFS

W/ CHELSEY WININGER



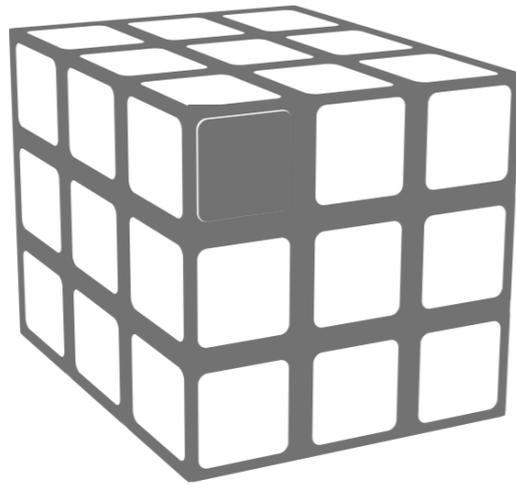
CLASS REVIEW

DESIGNING EXPERIENTIAL ACTIVITIES

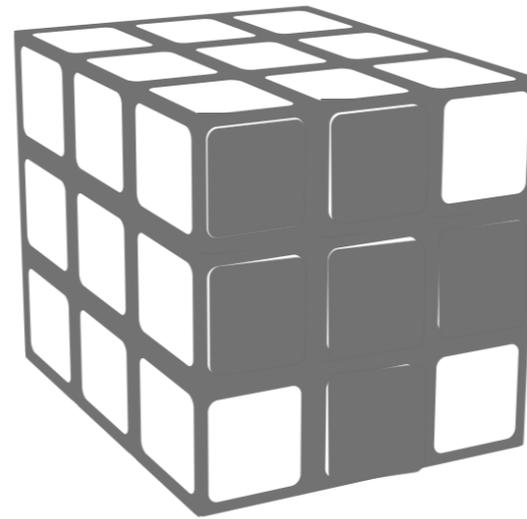
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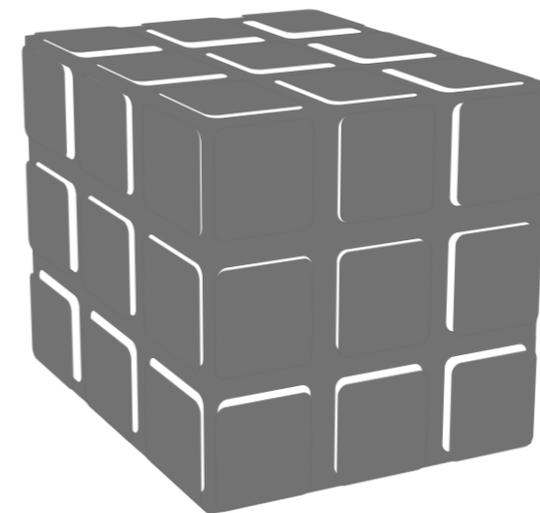
LEARNING OBJECTIVES: Modules, Learning Journey, Program



Training Module



Learning Journey



Training Program



PROCESS TO DESIGN A TRAINING MODULE

1

**ESTABLISH
LEARNING
OBJECTIVES**



3

LEARNING OBJECTIVES

KNOWLEDGE

SKILLS

ATTITUDE



PROCESS TO DESIGN A TRAINING MODULE

1

**ESTABLISH
LEARNING
OBJECTIVES**

2

**DESIGN
LEARNING
EXPERIENCE**





What are the characteristics of an experiential activity?



Press 1 on the phone

OR



Type in chat box





EFFECTIVE EXPERIENTIAL ACTIVITIES

Adults are more likely to retain information when they participate in activities that are both **psychologically** and **behaviorally** engaging



PROCESS TO DESIGN A TRAINING MODULE

1

**ESTABLISH
LEARNING
OBJECTIVES**

2

**DESIGN
LEARNING
EXPERIENCE**

3

**WRITE UP-FRONT
MATERIAL**

4

PLAN A DEBRIEF



A woman with short brown hair and glasses, wearing a red top, is looking out a window with horizontal blinds. The scene is warmly lit, suggesting an indoor office or meeting space. The blinds are partially open, allowing light to filter through.

DESIGNING UP-FRONTS AND DEBRIEFS

W/ CHELSEY WININGER





CHELSEY WININGER

Deputy Training Director

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GOALS FOR TODAY

- K** **Understand** how up-front content and debrief activities complement your experiential activity
- S** **Be able to** write an up-front that gives learners just enough information to complete the experiential activity
- S** **Be able to** plan a debrief that helps your learners crystalize their learning
- A** **Feel confident** designing a training module that revolves around the experiential activity



AGENDA FOR TODAY



- 1. Purpose of an Up-Front**
2. Writing Up-Fronts
3. Purpose of Debriefs
4. Writing Debriefs
5. Debrief and Close



ADULT LEARNING THEORY: ADULTS LEARN BY DOING

THE 20-60-20 RULE

20%
Up-Front
Content

60%
Experience

20%
Debrief

LEARNING HAPPENS HERE





An up-front gives just enough information to be able to complete the activity.

Learners will learn the rest by doing.



Remember this activity?



Your Turn!



Experiential Activity #2
20 Minutes

You and your partner are working on a survivor training for tourists visiting a mysterious island in the Caribbean.

Write a SKILL objective, and design an experiential activity that helps island visitors survive their visit.

PRO-TIP: It takes many skills to survive. Only focus on one skill.

[ACCESS WORKBOOK](#)



What we said.

Adults learn when they are both psychologically and behaviorally engaged with the material.

Adults learn by doing.

Experiential activities must align with the skill goal of your training.

What you learned.





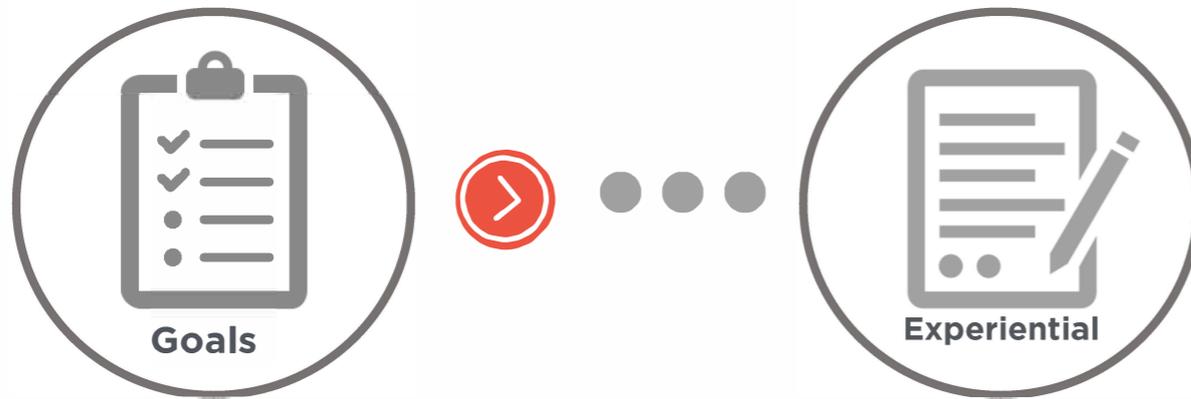
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- 2. Writing Up-Fronts**
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Ready for your Up-Front?



4 Designing an effective Up-Front STEP PROCESS



DESIGNING UP-FRONTS

1

PROBLEM

SOLUTION

EXAMPLE

ILLUSTRATION

State the problem in a single sentence or two.



DESIGNING UP-FRONTS

1

PROBLEM

SOLUTION

EXAMPLE

ILLUSTRATION

ANNOTATED AGENDA

STORIES CONNECT US



 ORGANIZING FOR ACTION

 ORGANIZING FELLOWS

Trainer's Notes: Stories connect us. When we are able to explain who we are, why we care about an issue, and why someone else should, we are able to bring in new people into our organizing.



DESIGNING UP-FRONTS

PROBLEM

2

SOLUTION

EXAMPLE

ILLUSTRATION

Offer your training as **a solution to**
the problem.



DESIGNING UP-FRONTS

PROBLEM

2

SOLUTION

EXAMPLE

ILLUSTRATE

ANNOTATED AGENDA

KEY ELEMENTS OF AN ORGANIZING STORY



Challenge: A critical moment that drives your story

Choice: The decision you made in response to the challenge

Outcome: The result of the decision

Ask: Make an ask that gets the audience involved



Trainer's Notes: Sharing your personal story following this structure helps you connect with new prospective volunteers.



DESIGNING UP-FRONTS

PROBLEM

SOLUTION

3

EXAMPLE

ILLUSTRATION

Exemplify the solution by giving
concrete examples – **“for example.”**



DESIGNING UP-FRONTS

PROBLEM

SOLUTION

3

EXAMPLE

ILLUSTRATION

ANNOTATED AGENDA



Chelsey Winger @cbwinger · 10 Oct 2013

.@OFALaux's leg might be broken, but not as broken as Congress. She's had enough of the #TeaPartyShutdown



ORGANIZING FOR ACTION

ORGANIZING FELLOWS

Trainer's Notes: For example, if I would not have built a personal relationship with Cheryl by sharing our personal stories, she would not have done this.



DESIGNING UP-FRONTS

PROBLEM

SOLUTION

EXEMPLE

4

ILLUSTRATION

Illustrate the solution or idea with a picture, diagram, metaphor, or analogy – **“it’s like...”**



DESIGNING UP-FRONTS

PROBLEM

SOLUTION

EXAMPLE

4

ILLUSTRATION

ANNOTATED AGENDA

Say you do not know me and asked you for money, would you lend me some money?



 ORGANIZING FOR ACTION

 ORGANIZING
FELLOWS

Trainer's Notes: It is like if I asked you, a stranger, for money. You are more likely to give it to me if you know me; if you have a connection with me.





Your Turn!



Experiential Activity #2 15 Minutes

Your Training Director asks you to produce a training on one-on-one meetings, since some field organizers are not following the one-on-one agenda effectively.

During the experiential activity, learners will role-play a one-on-one meeting with one another following the one-on-one agenda.

Design an up-front content that will prepare learners for the role-play following the framework: PROBLEM, SOLUTION, EXAMPLE, ILLUSTRATION.

[ACCESS WORKBOOK](#)



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LEARNING HAPPENS HERE





Debriefs help adults crystalize what they learned in the training session, why it matters, and how they will use the knowledge.



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WHAT

The “What” helps participants reflect about they learned during the session



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SO WHAT

This type of question asks participants to reflect about the importance of what they learned



Debriefs help adults crystalize what they learned in the training session, why it matters, and how they will use the knowledge

WHAT

The “What” helps participants reflect about what they learned during the session

SO WHAT

This type of question asks participants to reflect about the importance of what they learned

NOW WHAT

This type question asks participants to identify next steps in their learning, and make a plan to implement what they have learned



DESIGNING UP-FRONTS

PROBLEM

SOLUTION

EXAMPLE

4

ILLUSTRATION

Not debriefing is like....



AGENDA FOR TODAY



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Your Turn!



DEBRIEF

WHAT:

SO WHAT:

NOW WHAT:



Press 1 on the phone

OR



Type in chat box



AGENDA FOR TODAY



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GOALS FOR THIS SESSION

Understand how up-front content and debrief activities complement your experiential activity

KEY TAKEAWAY

Your training revolves around the experiential activity, but an effective up-front prepares the learner to complete the activity, and the debrief helps him/her crystalize the lessons.



GOALS FOR THIS SESSION

Understand how up-front content and debrief activities complement your experiential activity

Be able to write an up-front that gives learners just enough information to complete the experiential activity

KEY TAKEAWAY

Your training revolves around the experiential activity, but an effective up-front prepares the learner to complete the activity, and the debrief helps him/her crystalize the lessons.

There is so much you can tell people. But adults learn by doing—not by listening to you talk. The up-front should provide just enough information to complete the experiential activity.



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Debriefs help learners crystalize what they learned by processing what they learned, its importance, and how they plan to use the knowledge after the training.



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Feel confident designing a training module that revolves around the experiential activity

KEY TAKEAWAY

Your training revolves around the experiential activity, but an effective up-front prepares the learner to complete the activity, and the debrief helps him/her crystalize the lessons.

There is so much you can tell people. But adults learn by doing—not by listening to you talk. The up-front should provide just enough information to complete the experiential activity.

Debriefs help learners crystalize what they learned by processing what they learned, its importance, and how they plan to use the knowledge after the training.

Effective up-front content and debriefs are short enough that allow learners to spend most of their time doing.





**Next week, we are on a Tuesday
and Thursday schedule.**





OFA TRAINING

Thank you for joining today's webinar.

Find the materials we covered, including a video and audio recording of the webinar on the bookshelf.

SEE BOOKSHELF