



# 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 --  
**#OFA**Fellows







# DESIGNING UP-FRONTS AND DEBRIEFS

W/ CHELSEY WININGER

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CLASS REVIEW

# DESIGNING EXPERIENTIAL ACTIVITIES

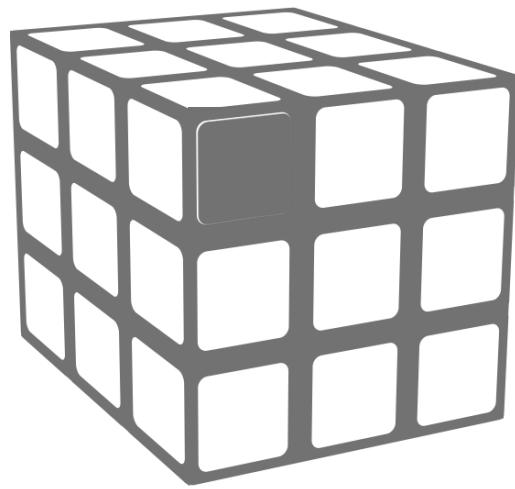
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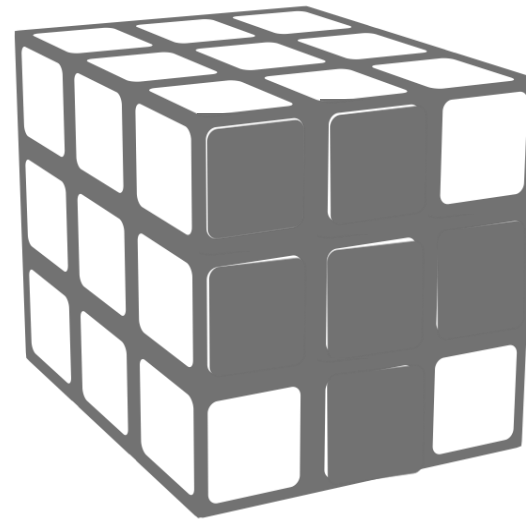


# LEARNING OBJECTIVES: Modules, Learning Journey, Program

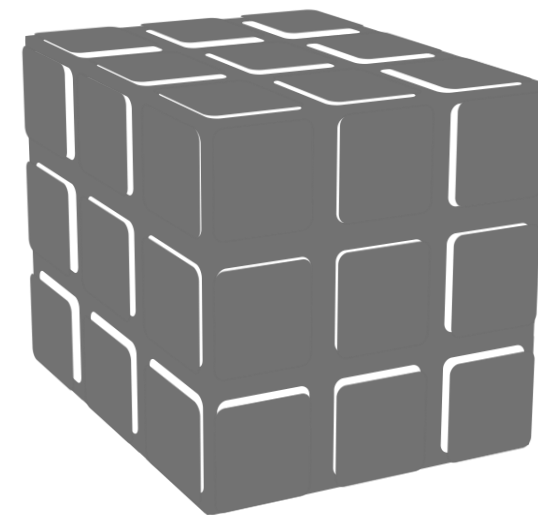
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Training Module



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

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1

**ESTABLISH  
LEARNING  
OBJECTIVES**

2

**DESIGN  
LEARNING  
EXPERIENCE**







What are the characteristics of an experiential activity?



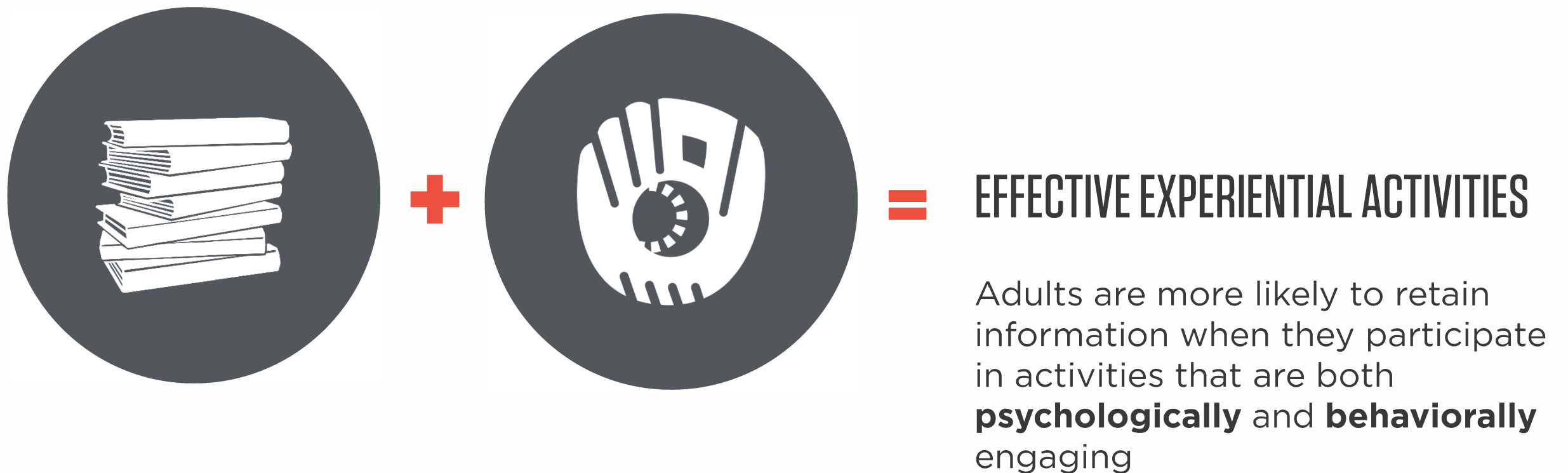
Press 1 on the phone

OR



Type in chat box







# PROCESS TO DESIGN A TRAINING MODULE

---

**1**

**ESTABLISH  
LEARNING  
OBJECTIVES**

**2**

**DESIGN  
LEARNING  
EXPERIENCE**

**3**

**WRITE UP-FRONT  
MATERIAL**

**4**

**PLAN A DEBRIEF**





# DESIGNING UP-FRONTS AND DEBRIEFS

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# CHELSEY WININGER

Deputy Training Director

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# GOALS FOR TODAY

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- 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.









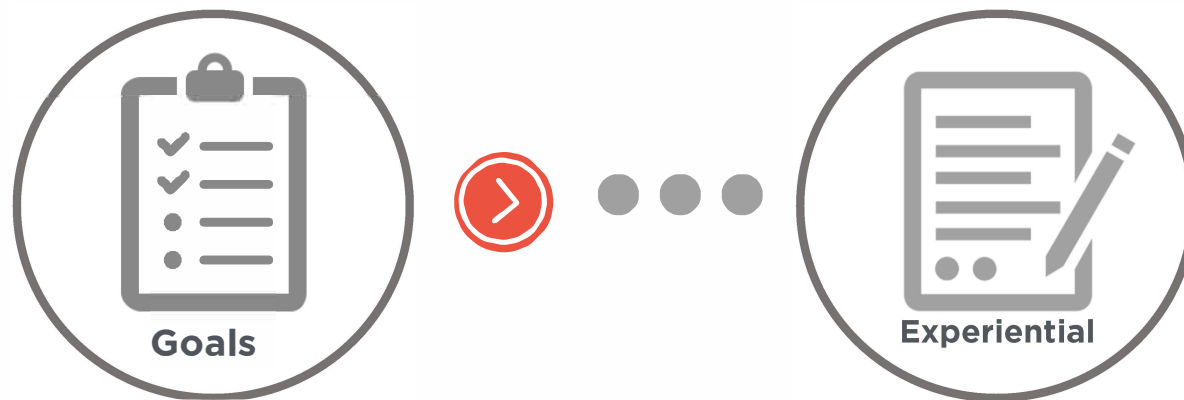
# AGENDA FOR TODAY



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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

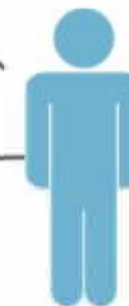
SOLUTION

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

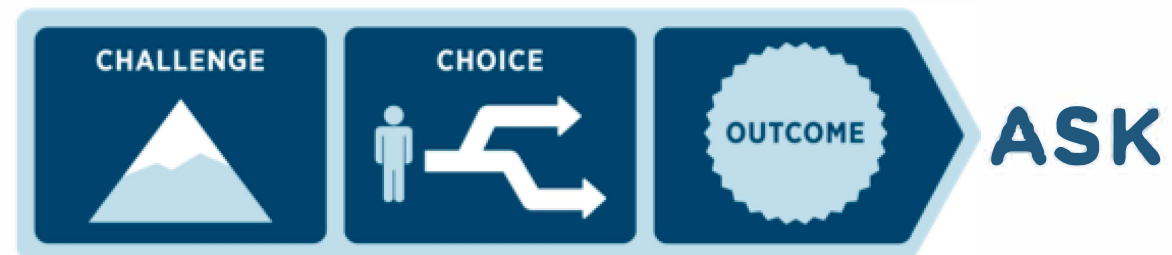
SOLUTION

EXAMPLE

ILLUSTRATE

ANNOTATED AGENDA

## KEY ELEMENTS OF AN ORGANIZING STORY

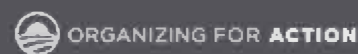


**Challenge:** A critical moment that drives your story

**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 Wininger · 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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**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



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## 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



1. Purpose of an Up-Front
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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



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



GOALS FOR THIS SESSION	KEY TAKEAWAY
<p><b>Understand</b> how up-front content and debrief activities complement your experiential activity</p>	<p>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.</p>



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<p><b>Be able to</b> plan a debrief that helps your learners crystalize their learning</p>	<p>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.</p>
<p><b>Feel confident</b> designing a training module that revolves around the experiential activity</p>	<p>Effective up-front content and debriefs are short enough that allow learners to spend most of their time doing.</p>

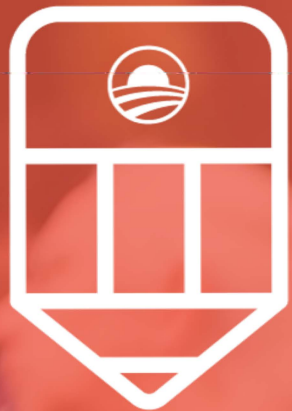






Next week, we are on a Tuesday  
and Thursday schedule.





# OFA TRAINING

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webinar.**

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bookshelf.**

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