

Building OFA Modules

Step-by-step guide

OFA follows an experiential approach to trainings, so we build our training modules around the learning activity that will allow the learners to have direct experience with the skills being taught. In order to build experiential learning trainings, we recommend following the below process when developing trainings.

Step 1: What is the goal?

At the end of the training module, what will be the end result on participants? There are three types of goals for each module:

- **Knowledge:** What does the learner know now that they didn't know before?
- **Skill:** What can the learner do now that they couldn't do before?
- **Attitude:** What is the learner's attitude about performing this new skill?

Remember that learning is incremental, and you aren't going to teach everything about a topic in one module. Choose goals that are specific, narrow, and achievable in one module. Then plan the rest of the training so that everything you do moves your learners closer to those goals.

Step 2: What is the learning activity?

After you know your goals, think of a learning activity through which the learners could learn about the topic in an interactive and experiential manner. Experiential learning should account for *at least* 60% of your training time. Some examples of types of experiential learning activities:

Visual	Auditory	Kinesthetic	Reflective
<ul style="list-style-type: none"> • Photos • Watching a fishbowl • Visualizations 	<ul style="list-style-type: none"> • Breakout discussion • Reading aloud 	<ul style="list-style-type: none"> • Role Play • Game • Simulations 	<ul style="list-style-type: none"> • Plan writing • Independent research • Case studies

Step 3: What upfront content do they need?

What information do your learners need so that they'll be able to successfully do the learning activity? This will determine the information you present before the activity. It's very important to set the context of why the learners need to know this material, and how it will be useful for them. You can also present new information in this section. However, remember that adults like learning through solving problems, so there's no need to teach every little skill the learners will need to do the activity. It's rewarding for them to come to some realizations on their own during the learning activity. This section should account for *no more than* 20% of your training time.

Step 4: How will you debrief?

Consider how you will debrief after your learning activity to make sure your participants have gained the knowledge, skills, and attitude you set out in the goals. What questions will you need to ask? How will you make sure all participants are engaged in reflecting upon and understanding what they've learned? Remember that people generally learn more when they are talking than when they are listening to someone else talk. This section should account for *at least* 20% of your training time.

Step 5: How much time do you need?

The final step is determining how much time you should spend on each of these items. Following the 20-60-20 rule, write out an annotated agenda that shows how much time you'll spend on each section of your agenda. If you find that you don't have time for everything you wanted to teach – **don't** cut down on experiential learning. Rather consider how you can cut down on upfront and build more of the information you want to teach into the learning activity itself.

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