

# Designing



the PCE Way

# Day 1

**For Technical Issues Call:**

**Lucky: 916-449-5465**

**David: 916-928-8826**

**NOTE: Additional materials for “Designing the PCE Way” can be found at the following:**

**<http://www.cdph.ca.gov/programs/wicworks/Pages/DesigningthePCEWayTrainingMaterials.aspx>**

# PCE Design Agenda

## **Day 1: June 5**

Warm up, Intros, and VC Logistics

Adult Learning & PCE Principles and Techniques

Pieces of Planning Overview

The 4 “Ps”: People, Purpose, Place, Time Period

Two “A”s ASK: Attitudes, Knowledge, Skill (Content)  
& Aims - Goals

Relationship of Learner/Educator/Designer

SNA – Strength and Needs Assessment

Applying Your Learning – To do for Next Time

## **Day 2: June 12**

Review Your Work

Open Ended Questions in Design

Explore/Offer/Practice/Explore

Made to Stick Concepts:

- Simple
- Unusual
- Credible
- Concrete
- Emotional
- Stories

Applying Your Learning – To do for Next Time

## **Day 3: June 19**

Review Your Work

Engaging Activities – Visual, Auditory, Kinesthetic

Effective use of PowerPoint

Preparing for your Presentations

Design with Respect and Safety in Mind

## **Day 4: June 26**

Your Presentations

Trainer’s Tips

Assessment – Pilot Testing and Evaluation

Review

Next Steps

# RISE - Adult Learning

(from Jane Vella)

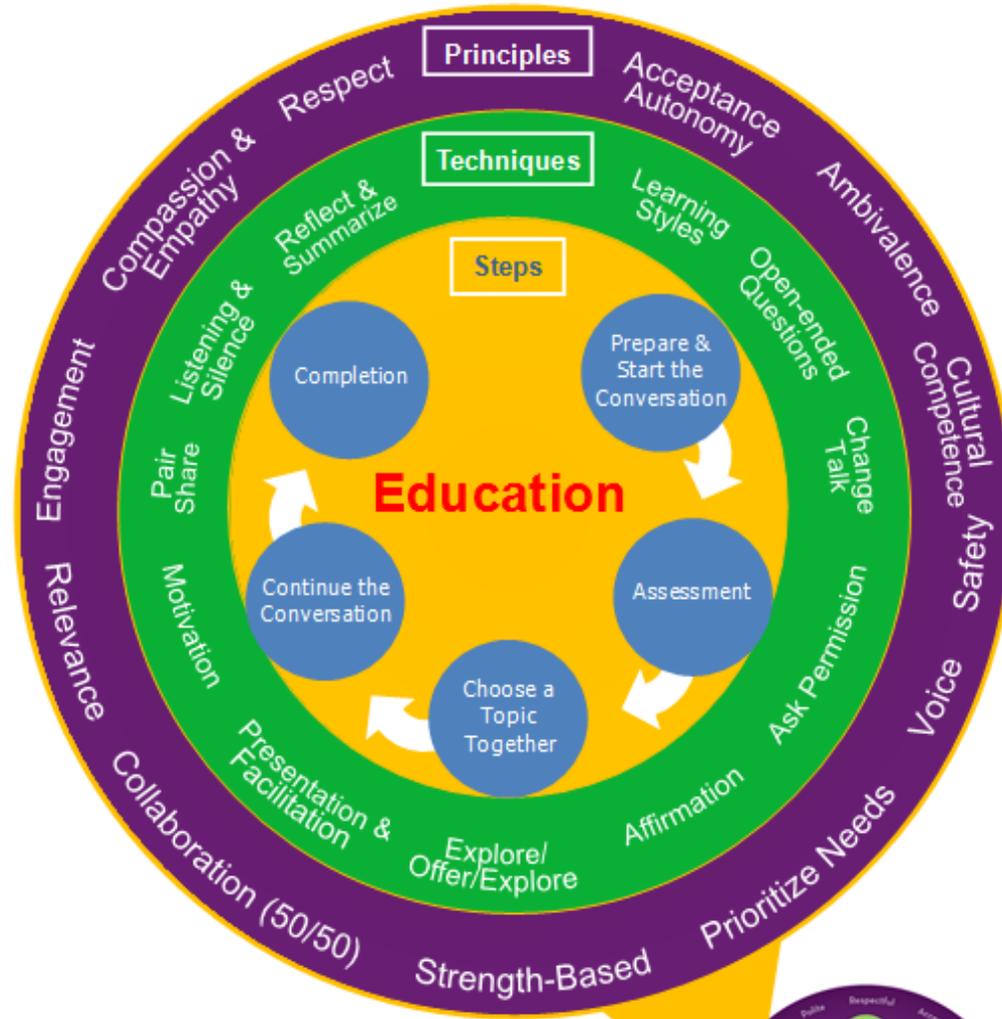
- R**: Respect – Educators/Trainers acknowledge and honor the experience and knowledge adults bring to the session
- I**: Immediate Usefulness (Relevance) – Adults usually focused on the practical application of learning – “How can I use this NOW?”
- S**: Safety – People will not try something new if they feel vulnerable physically or emotionally
- E**: Engagement – People learn when they are actively involved and practicing or rehearsing using new content.

“The purpose of a class or a workshop is to help the participants develop their own answers and reach solutions that work by applying tools and techniques, tapping into their own resources, and using the resources those of their fellow participants.”

Bob Pike

## NOTES

# PCE Model



# Pieces of Design Planning: 4Ps and 4As

## 4 “P”s

### **People**

Learners, educators, designers and stakeholders and their important characteristics

### **Purpose**

What will make sessions worth all the time/money/effort?

### **Place**

Characteristics of location that may affect a session

### **Period of Time**

Length of time, time of day, dates

## 4 “A”s

### **A.S.K. (Attitudes, Skills, Knowledge): Content**

What the learners or trainers will come away from the session with

### **Aims: Objectives**

Objectives: Outcomes that demonstrate the learners have learned the new attitude, skill, or knowledge

### **Activities**

Methods and materials that help learners interact with the content

### **Assessment**

How to determine if the session meet the objectives

# 4Ps of Planning: People

Generally speaking...		My project		
	<b>Learners, Educators, Designers and Stakeholders and their important characteristics</b>			
Learners	Who they are	Characteristics	Who they are	Characteristics
Educators				
Stake- holders				

## NOTES

# 4Ps of Planning: Purpose

Generally speaking...	My project
 <b>Purpose</b>	What will make sessions worth all the time/money/effort?

# 4Ps of Planning: Place and Time Period



Generally speaking...		My project	
<b>Place</b>	Characteristics of location that may affect a session		
<b>Period of time</b>	Length of time, time of day, dates		

## NOTES

# 4As of Planning: ASK/Content

	<b>ASK/Content: Attitudes, Skills, or Knowledge the learners or trainers will leave the session with</b>	
<b>Examples (...would I say it's attitude, skill, or knowledge?)</b>	<b>My project...</b>	
Identifying the harmful effects of high sugar drinks		
An appreciation of the benefits of breastfeeding		
Being able to calculate the unit price of various foods		
Being able to determine the amount of water needed to prepare a certain quantity of raw grains		
Be familiar with ways vegetables taste when prepared different ways		

## NOTES

# Aims - Objectives



## Strong Objectives are:

**Learner-focused:** They explain what the participants or staff member will do

**Observable:** They say what you will actually see or hear the learner do

**Action-oriented:** They use an action verb, such as the ones below

Action Verbs for Objectives					
Add	Advocate	Choose	Compare	Correlate	Define
Demonstrate	Describe	Design	Determine	Develop	Differentiate
Discuss	Distinguish	Estimate	Evaluate	Explain	Identify
Incorporate	Introduce	List	Name	Obtain	Plan
Place	Prepare	Prioritize	Provide	Purchase	Rank
Rearrange	Select	State	Suggest	Taste	Write

Try to avoid these terms for objectives



## How “On Target” Are These Aims/Objectives?

(Objective)	How “On Target” Is This Aim/Objective? What Could Make It More On Target? (Learner-focused, action-oriented or observable)
1. Participants will know ways they can receive breastfeeding support and information.	
2. Students will understand cancer-fighting elements in cruciferous vegetables.	
3. Children will be able to identify a vegetable they can eat at home	
4. The child and parent will identify 60 minutes as the amount of active play needed daily.	
5. By the end of the session, participants will identify factors that cause tooth decay.	
6. Learn at least one eating strategy they plan to change or continue.	
7. Understand how nutritional food labels are read and used on common foods.	
8. Staff will gain a general understanding of the purpose of orientation.	

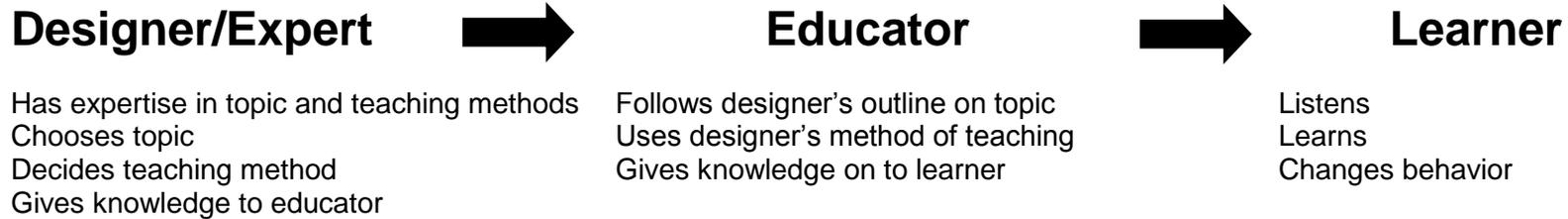
# 4As of Planning: Aims/Objectives

	<b>Aims/Objectives: Outcomes that demonstrate the learners or trainers have learned the new attitude, skill, or knowledge and that the session was on target</b>	
<b>Examples</b>		
<b>Content (Attitude, Skill, Knowledge)</b>	<b>Objective/Aim</b>	
Be aware of the harmful effects of high sugar drinks	The participant will have reviewed a list of potentially harmful effects of high sugar drinks and chosen 1 or 2 that they may worry about for themselves or their families	
Being able to determine the amount of water needed to prepare a certain quantity of raw grains	Participants will have practiced estimating the amount of water needed to make 2 cups of 2 different grains	
An appreciation of the benefits of breastfeeding	The participant will have identified one benefit of breastfeeding that is important to herself	
Be familiar with ways vegetables taste when prepared different ways		
<b>My Project</b>		

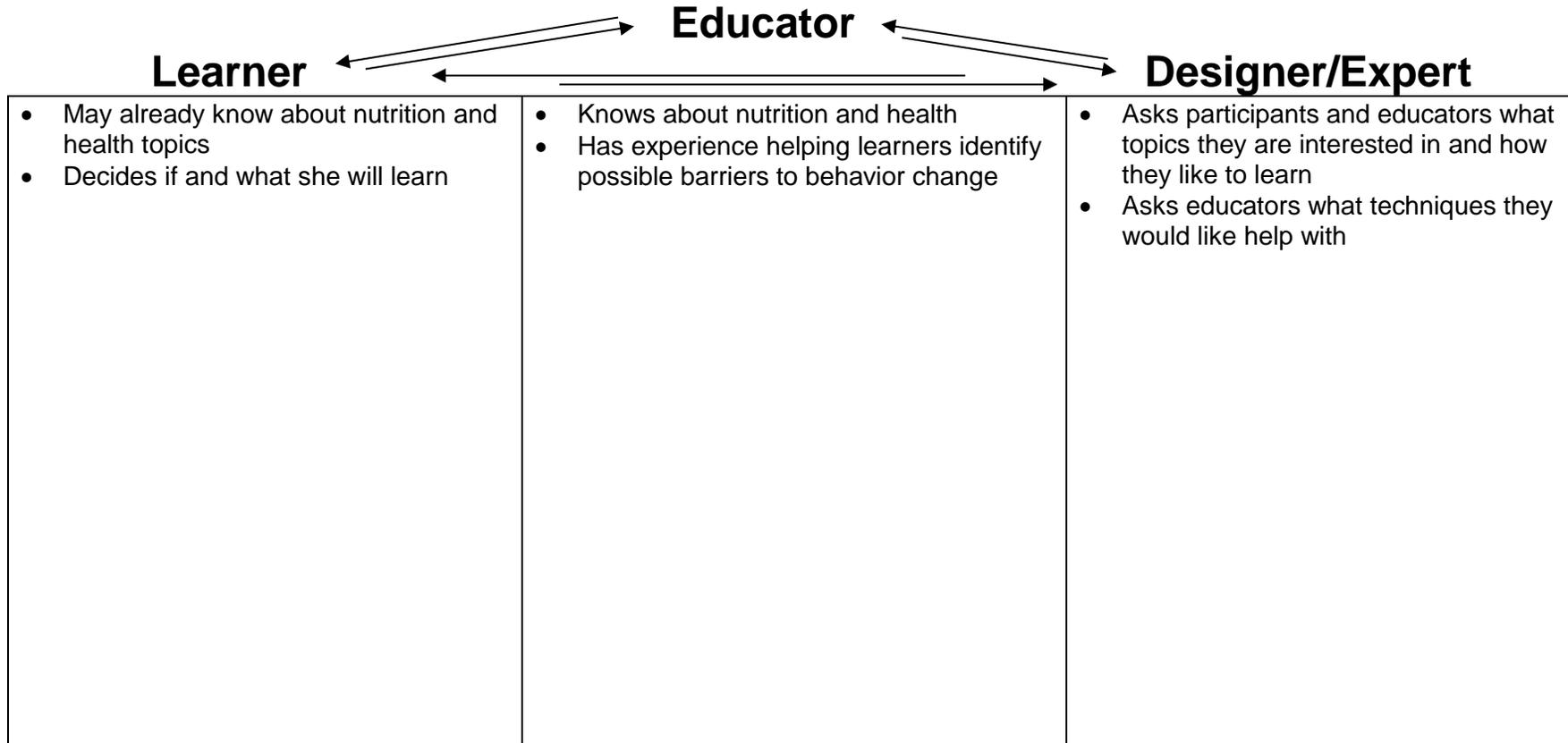
## NOTES

# Roles of Key Players in PCE Sessions

## Traditional approach to nutrition education



## Participant-centered approach to nutrition education



## NOTES

# Strengths and Needs Assessment

*Interview/Observe/Research TOPIC:*

<b>Key Player</b> <small>Learners, Teachers, &amp; Important Stakeholders</small>	<b>Already known strengths</b>	<b>Already known needs</b>	<b>What else (strengths and needs) must I learn about or from them?</b>	<b>How can I find out?</b> <small>Interview, (Survey), Observe, Research</small>
<b>Other information needed</b>				

# Applying My Learning - From Day 1

(to have ready for Day 2)

1. Work on my assessment (SNA) (p21).
  - a. Start by thinking about who are the key players that could affect my session.
  - b. Consider the strengths and needs I already know about them.
  - c. Think about what else I might need to know about these key players and how I can learn these things.

NOTE: Try to do at least some interviews, surveys, research/observations this week.

2. Review my 4 “P”s planning pieces (pp 8, 10, & 11). Revise as needed based on new or updated information (such as from my SNA) or better insights into your session.
3. Review my ASK/Content and Aims/Objectives (pp13 & 17). Revise as needed.
4. Review page 49, “Giving and Getting Feedback”.
5. Look for a mystery package from us. Do **NOT** open the package until told to do so during our session next week!

Please send any documents (e.g. results from SNA or revised 4 “P”s) to share with the rest of the group to [WICPCE@cdph.ca.gov](mailto:WICPCE@cdph.ca.gov)

DEADLINE: 10:00 a.m. The day **BEFORE** our next session

# Day 2

Review

Open-Ended Questions

Explore/Offer/Practice/Explore

Made to Stick Concepts:

- Simple
- Unusual
- Credible
- Concrete
- Emotional
- Stories

Applying Your Learning – To do for Next Time

# Day 1 Review



**High Points**

**Questions**





# Open-Ended Questions

**Encourage people to think and talk about their:**

**Experiences**

What physical activities did you enjoy as a child?

**Opinions or Values**

How do you feel about the recommendations for limiting screen time?

**Ideas**

What might be a way to encourage your family to drink fewer sweetened liquids?

**Usually start with:**

"How..."  
"What..."  
"Tell me..."

**BUT NOT**

"Is..."  
"Do..."  
"Can..."  
"Have..."

**DO NOT have Right/Wrong answers**

**Avoid Fishing**

for answers –  
instead share information  
and ask for their ideas



# NOTES

# Rate the Questions

How well could this question encourage you or someone else think about the topic or participate in the discussion?

Choose a score (1-4) for each question and place an "X" in the appropriate box:

Score	1	2	3	4
	Not likely to get people to think or talk	Might get a few people to think or talk a little	Could get several people to think or talk	Could get many people to really think and talk a lot
Question 1				
Question 2				
Question 3				
Question 4				
Question 5				

# Using Open-Ended Questions in PCE Designs

<b>Aim/Objective:</b> <i><b>Samples:</b></i>	<b>Open Ended Question(s)</b> <b>Thought provoking and relevant</b>
<b>From Baby Behaviors Class:</b> Identify why babies cry and why crying is stressful	<i>How did hearing the crying baby in the video clip make you feel? How did you want to respond?</i>
<b>From Rethink Your Drink Class:</b> Compare the sugar content of popular drinks	<i>What surprised you about what we demonstrated today?</i>
<b>From Affirmation Training Module:</b> Share their own experiences being affirmed	<i>Think of when someone told you how they appreciated you and one of your strengths. What did they say? How did it make you feel?</i>
<b>Aim/Objective</b> <i><b>My Project:</b></i>	<b>Open Ended Question(s)</b> <b>Thought provoking and relevant</b>

# NOTES



# Activity: Using Explore/Offer/Practice/Explore

	<b>Example 1</b>	<b>Example 2</b>	<b>My Session</b>
<b>Explore</b> (Experience related to topic)	<i>"What do you drink throughout the day?"</i>	<i>"What are your family's favorite fruits and vegetables? How do you prepare them?"</i>	
<b>Offer</b> (Brief critical content)	<i>Info about possible harmful effects of high sugar drinks and how to determine the number of tsp. of sugar in drinks.</i>	<i>Info about ways to prepare fruits and veggies that are kid friendly, easy to prepare and nutritious.</i>	
<b>Practice</b> (Hands on try out the content – A.S.K.)	<i>Practice calculating the amount of sugar in specific popular drinks</i>	<i>Review the suggestions on ways to prepare and enjoy fruits and vegetables – select one you think could work with your family? Share in pairs and then w/the large group</i>	
<b>Explore</b> (How to use this at home/on the job)	<i>"What's one low sugar drink you think you and your family would like to try or drink more of?"</i>	<i>"What's one way to offer more vegetables that you might try with your family in the next week?"</i>	

"Having information by itself doesn't accomplish anything. Something is accomplished only when the learner uses that information to do things." Julie Dirksen

# NOTES



# Activity: Made To Stick

Concept	Generally speaking...	My Project
<p data-bbox="239 264 375 305">Simple</p>  <p data-bbox="233 456 382 483">The “core”</p>		
<p data-bbox="191 849 417 889">Unexpected</p>  <p data-bbox="218 1081 396 1219">Get people’s attention &amp; keep their interest</p>		

Concept	Generally speaking...	My Project
<p data-bbox="218 126 396 167">Concrete</p>  <p data-bbox="218 402 401 505">Can be seen or sensed <i>Not abstract</i></p>		
<p data-bbox="226 764 388 805">Credible</p> <p data-bbox="184 813 413 899"><b>Consumer Reports</b></p> <p data-bbox="218 911 401 976">Info sources learners trust</p>		

<b>Concept</b>	<b>Generally Speaking...</b>	<b>My Project</b>
<p data-bbox="239 126 420 167"><b>Emotions</b></p>  <p data-bbox="197 386 457 456">What do they care about?</p>		
<p data-bbox="260 709 396 750"><b>Stories</b></p>  <p data-bbox="197 1013 457 1049">Simulate &amp; Inspire</p>		

## NOTES

# Applying My Learning - From Day 2

(to have ready for Day 3)

1. Start planning my Activities using:
  - Explore/Offer/Practice/Explore (p 30), AND
  - the 6 Concepts of Made to Stick (pp 32-34)
2. Continue to review and revise my S.N.A and 4 “Ps” as needed
3. Continue to work on A.S.K. (content) and Aims (objectives).
4. For next time: bring a laptop and any material I need to work on my design.  
(There will be a bit of time toward the end of the session for this)

Please send any documents to share with the rest of the group to: [WICPCE@cdph.ca.gov](mailto:WICPCE@cdph.ca.gov)  
DEADLINE: 10:00 a.m. The day **BEFORE** our next session

# Day 3

Review

Engaging Activities –

- Visual
- Auditory
- Kinesthetic

Effective use of PowerPoint

Design with Respect and Safety in Mind

Preparing for your Presentations

# Day 2 Review



**High Points**

**Questions**



## NOTES



## Activities Auditory, Visual and Kinesthetic

Engaging... What makes an activity engaging?		
Generally speaking...	Visually...	Kinesthetically...

## NOTES

# Making PowerPoint Effective

<b>3 Keys to Effective PowerPoint</b>	<b>Tips</b>
<p data-bbox="191 391 352 427"><b>1) Visual</b></p> <ul data-bbox="285 440 1236 646" style="list-style-type: none"><li>• Let the images do the talking - try thinking of your content in images</li><li>• Limit text to 5 – 10 words ideally (The more words, the less learning)</li><li>• Don't read text on a slide</li></ul> <p data-bbox="191 740 422 776"><b>2) Emotional</b></p> <ul data-bbox="285 789 1199 911" style="list-style-type: none"><li>• The POWER in PowerPoint is to appeal to emotions.</li><li>• Ideally learners will feel your point before they cognitively understand it</li></ul> <p data-bbox="191 1005 365 1040"><b>3) Simple</b></p> <ul data-bbox="285 1053 1188 1214" style="list-style-type: none"><li>• One point/slide – if needed you can make additional slides</li><li>• Simple templates or no template</li><li>• Only 1 or 2 fonts</li></ul>	<p data-bbox="1289 440 1854 516">When possible make the image fill the screen</p> <p data-bbox="1289 570 1801 646">Use good quality non-pixelated images</p> <p data-bbox="1289 699 1829 776">Consider using white lettering on dark backgrounds</p> <p data-bbox="1289 829 1745 865">Use large fonts (at least 40)</p> <p data-bbox="1289 919 1839 995">Use animation sparingly – only to make a key point or for surprise</p> <p data-bbox="1289 1049 1906 1157">Use handouts if people need to take away written info or you must share a lot of text</p>

## NOTES

# PowerPoint Examples

How might I improve these slides?

## Example #1



### Meats and Fats

- Most sausage, bacon, and hot dogs have a lot of fat, sodium, and calories, so consuming too much can lead to future health problems.
  - Look for lower fat baked options and serve the high fat versions less often.
- French fries and chicken nuggets are also high in saturated fat and calories.
  - Kids will also enjoy lower fat foods like baked potatoes and baked chicken.
- Consider occasionally replacing meat with beans for a low fat option with lots of fiber and protein.



## Example #2

### What is HDL Cholesterol?



- About 1/3 of blood cholesterol is carried by HDL.
- HDL tends to carry cholesterol away from the arteries and back to the liver, where it's passed from the body.
- HDL removes excess cholesterol from plaques and thus slows their growth.
- HDL cholesterol is known as "good" cholesterol because a high HDL level seems to protect against heart attack.

# PCE Design Activity Planning Template

Open Ended Question(s):

<b>A.S.K. (Content)</b> <b>Aims (Objectives)</b>	<b>Images</b>	<b>Materials/Props</b>	<b>Activities</b> <i>Include: Explore/Offer/Practice/Explore</i> <i>Check for RISE (Respect, Immediately Useful, Safe, Engaging)</i>
<b>A.S.K.</b>			
<b>Aims</b>			

## NOTES

**Safety and Respect ... What makes an activity safe and shows respect?**

Generally speaking...

My project

*For Participants?*

*For Educators?*

## Preparing for My (10 min) Presentation (to have ready for Day 4)

1. Decide what parts of my projects I would most like feedback about.
2. Continue, as needed, to review and revise my S.N.A. 4 “Ps”, ASK/Content, Aims/Objectives, at least 1 activity
3. Add any additional engaging components to my activities
4. Develop any sample materials I’d like to share
5. For the presentation, please share:
  - The 4 “P”s
  - An **brief** overview of all the pieces you have so far of your project
  - **Details** of at least one activity, including
    - The A.S. or K. (Content)
    - The Aim/Objective
    - Explore/Offer/Practice/Explore
    - An Open-ended Question

Sign up for times for presentations will be done by Doodle - the link will be sent via e-mail.

Please send all documents to: [WICPCE@cdph.ca.gov](mailto:WICPCE@cdph.ca.gov)

DEADLINE: 10:00 a.m. The day **BEFORE** our next session

# Giving and Getting Feedback

## In General:

We'll start w/the positive and then add possible suggestions  
Fellow trainees will offer feedback first, and then the trainers

Note: Fellow Trainees are encouraged to neatly record comments on the feedback sheet and send them to the State. We will package up the comments and send them back to each presenter.

<b>To Fellow Trainees</b>	<b>To Presenters</b>
<p>Start with positives Be specific and brief For suggestions – use phrases like:</p> <ul style="list-style-type: none"> <li>• “You may consider...”</li> <li>• “You might like to...”</li> <li>• “You could think about...”</li> <li>• “How about...?”</li> </ul> <p>Please don't repeat what others have said</p> <p>Remember: feedback is a gift – try to give it in the spirit of appreciation for and support of the presenter.</p>	<p>Please respond to comments with a “thank you” or “I appreciate that”. We won't have time now to have a back and forth discussion, but you can contact the commenter later if you like.</p> <p>Remember: feedback is a gift – if it's not your style or doesn't fit, you don't have to keep it.</p>

# Day 4

Your Presentations

Designers' Tips

Assessment – Pilot Testing and Evaluation

Review

Next Steps

# PCE Designer's Tips

 <p><b>Most Memorable Moments</b></p> <p><b>FIRST</b></p> <ul style="list-style-type: none"> <li>• Sets the tone</li> <li>• Can make BIG impression</li> <li>• Start on positive</li> <li>•</li> </ul> <p><b>LAST</b></p> <ul style="list-style-type: none"> <li>• Most indelible</li> <li>• End on an “up”</li> <li>• Save for what’s important</li> <li>•</li> </ul>	 <p><b>Build Easy to Hard Familiar to Unknown</b></p>  <ul style="list-style-type: none"> <li>• Provides safety</li> <li>• Adults need to see how new material fits in to their existing understanding</li> <li>• Honors learners’ experiences</li> <li>•</li> </ul>	<ul style="list-style-type: none"> <li>• Helps with confidence</li> <li>• Encourages further involvement</li> <li>• Don’t dumb it down</li> <li>•</li> </ul>  <p><b>Ensure Early Success</b></p>
 <p><b>Warm-ups invite them to talk early</b></p> <ul style="list-style-type: none"> <li>• Changes mindset (from pre-session to the topic)</li> <li>• Paves the way to future participation</li> <li>•</li> </ul>	<p><b>My Tip...</b></p>	<ul style="list-style-type: none"> <li>• Non-experts are easily overwhelmed</li> <li>• Too much content reducing learning</li> <li>• “Nice to Know” vs. “Need to Know”</li> <li>•</li> </ul>  <p><b>Less is More</b></p>
 <p><b>Chunk: 7 +/- 2</b></p> <ul style="list-style-type: none"> <li>• Organize information into small groups</li> <li>• Most people’s limit is 7 items</li> <li>• Telephone #, SSNs,</li> <li>•</li> </ul>	<p><b>Repetition Builds Retention</b></p>  <ul style="list-style-type: none"> <li>• 1 exposure = 10% retention</li> <li>• 6 exposures = 80% retention</li> <li>• The key to advertising</li> <li>• Vary it up!</li> <li>•</li> </ul>	 <p><b>People Don't Argue With Their Own Data</b></p>

## NOTES



# Assessing Your Session – Pilot

Place \_\_\_\_\_ Time \_\_\_\_\_

People	Learners	Educators
<u>A.S.K./Content</u> Aims/Objectives	Activities	Assessment
A.S.K.		
Aims		



## Assessing Your Session – Evaluation

Place \_\_\_\_\_ Time \_\_\_\_\_

People	Learners	Educators
<u>A.S.K./Content</u> Aims/Objectives	Activities	Assessment
A.S.K.		
Aims		

## NOTES

## ***My Next Steps Are:***

**1.**

**2.**

**3.**

## NOTES

# References:

## Adult Learning Theory and Application:

*Learning to Listen, Learning to Teach.* Jane Vella, 2002

*From Telling to Teaching: A Dialogue Approach to Adult Learning,* Joye Norris 2003

[http://wn.com/Adult\\_Learning\\_Principles#/videos](http://wn.com/Adult_Learning_Principles#/videos)

## Training Design and Other Learning Principles

*Creative Training Techniques Handbook: Tips, Tactics, and How-To's for Delivering Effective Training* Robert Pike 2003

*Design for How People Learn:* Julie Dirksen 2012

*Made to Stick: Why Some Ideas Survive and Others Die* : Chip Heath and Dan Heath, 2007

*101 Ways to Make Training Active:* Mel Silberman, 1995

## Effective use of PowerPoint

- *Presentation Zen*, Garr Reynolds, 2008.
- *Why Bad Presentations Happen to Good Causes*, Andy Goodman, 2006.

Web Sites:

- Andy Goodman, <http://www.agoodmanonline.com/about/index.html>
- *Beyond Bullet Points*, Cliff Atkinson, <http://beyondbulletpoints.com/>
- *Presentation Zen*, Garr Reynolds, <http://www.presentationzen.com/>
- *Top Ten Tips for Better Visuals*, Garr Reynolds, <http://www.garrreynolds.com/Presentation/slides.html>