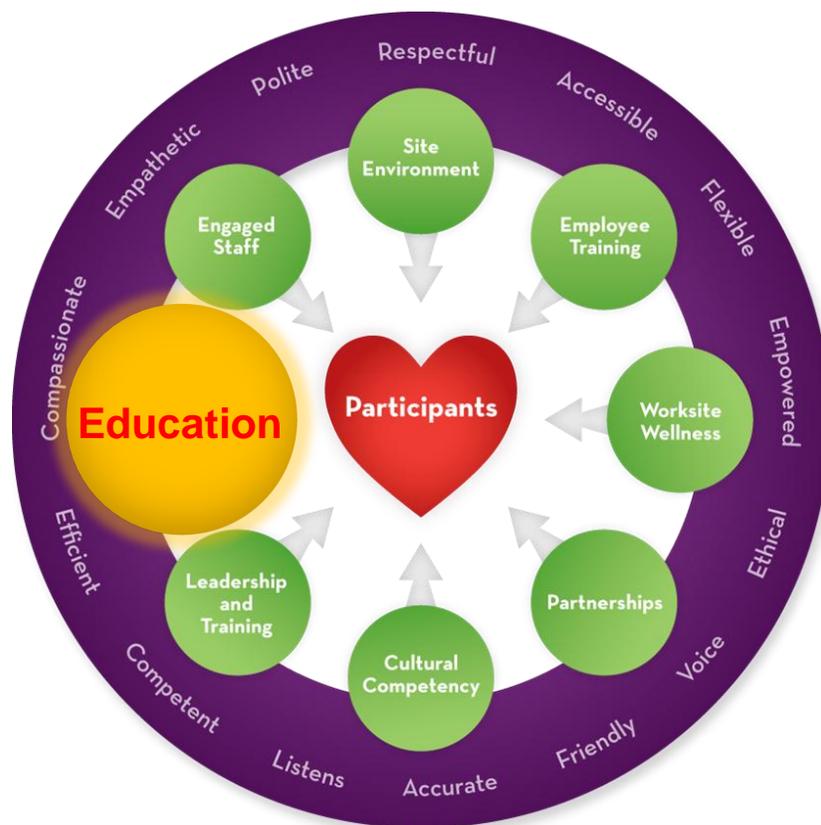


Engagement

Participant Centered Education

Facilitator's Guide



This module is one in a series focusing on Participant-Centered Education (PCE). PCE is a key component of California WIC's effort to offer *Platinum WIC – Participant Centered Services (PCS)*. The California WIC PCS approach puts the WIC family at the center of everything we do and focuses on the strengths of participants, employees and community.

PCE places the participant at the center of the education process. PCE focuses on the participant's capabilities, strengths, and their nutrition, health, and referral needs, not just problems, risks, or unhealthy behaviors. PCE includes working collaboratively, eliciting and supporting motivation to change, and respecting participants as the ones who decide if and when they will learn and/or make a change.

ENGAGEMENT

Participants in PCE learn best when they are engaged in their learning - not just by listening, but also by doing. Adults want to draw on their personal experiences while learning something new. When we allow them to be actively engaged in their learning process, we honor their life experiences and their ability to make decisions. Engagement is a key principle of PCE that can be used throughout the session.

Engagement is related to the PCE principles of collaboration, empathy, relevance, and voice. Several PCE techniques, including learning styles, listening, explore/offer/explore, choosing a topic together, open-ended questions, and reflection can all help engage a participant. Training on these additional topics will help reinforce the learning from this module.

Trainer's Notes

Purpose:

To improve WIC staff understanding that participants need to be actively involved in their sessions, and to identify ways to engage participants in their own learning.

Objectives: By the end of the session, staff will have:

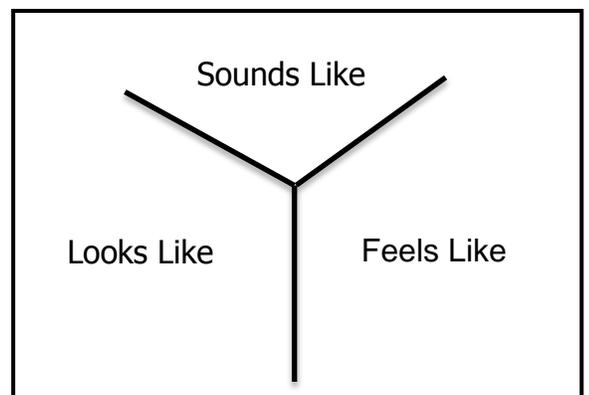
- Reflected times they have been engaged in learning
- Identified ways to actively engage participants in learning

Materials:

- "Engagement" Trainee Workbooks
- Large flip chart with the letter "Y" on it that says, what does it feel like, look like and sound like, when participants are engaged.

Room Set Up:

- Staff seated at tables or in small groups



Engagement: Adults learn more when they are actively involved in their learning



ACTIVITY 1

What does this quote mean to you?

Tell me and I'll forget. Show me and I may not remember. Involve me and I will understand.

ACTIVITY 2

Engaging the Participant in an Individual Education Session

Reflect on an educational experience you have had in which you felt very involved in the learning process.

Experiences And Effects	What was it about the situation that made you feel engaged?
	What effect did being engaged have on your overall learning experience?
Engagement at the WIC site	What have you noticed at your site that lets you know the participant is engaged in learning?
	<p>What does it look like, sound like, and feel like? Fill in this chart.</p>

1. Engagement - How Adults Learn: Activity 1

Instruction: Read the following Chinese saying:

Say: *Tell me and I'll forget. Show me and I may not remember. Involve me and I will understand.*

Invite staff to discuss at their tables or with a partner what this quote means to them.

Instruction: Allow 2 – 3 minutes to write in their workbooks

Say: *Next we will hear thoughts from a few tables.*

Say: *This saying captures the potential power of using active learning strategies to increase participants' engagement in PCE.*

2. Engaging the Participant in an Individual Education Session: Activity 2

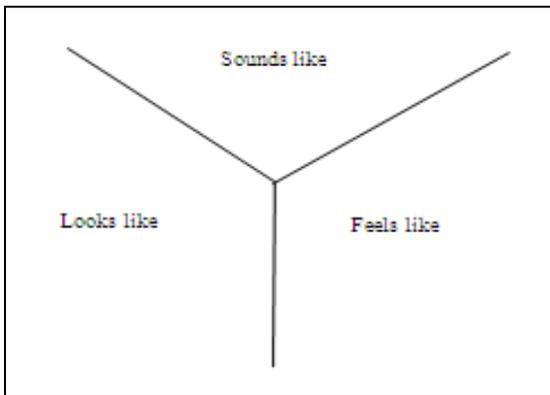
Ask: *Think back on an educational experience where you felt involved in the learning process.*

Say: *What was it about the situation that made you feel engaged?*

Say: *What effect did being engaged have on your overall learning experience?*

Instruction: **Say:** *Write your ideas in your workbook under the section titled "Experiences and Effects."*

Instruction: Allow 2 – 3 minutes to discuss answers at your table group, or with your partner
Say: *Next we will hear thoughts from a few tables.*



3. Engaging Our Participants: Activity 3

Ask: What lets you know the participants are engaged in learning?

Possible answers:

- questions from participant
- participant talks
- smiles and laughter
- participant not wanting to end session

Say: *We will hear thoughts from a few tables.*

Instruction: On the large flip chart with the "Y"

Say: *What does it look like, sound like, and feel like, when a participant is engaged in learning? Record your ideas on the Y-chart in your workbook. You can work in groups or alone.*

Say: *We will hear thoughts from a few tables.*

4. Ways to Engage Participants: Activity 4

Ask: *What do you already do to engage participants?*

Say: *We will hear thoughts from a few tables.*

Say: *Next we will brainstorm ways you can get participants actively involved in learning when conducting an education session. Our goal is to find ways to get participants talking and sharing information.*

ACTIVITY 4

Brainstorm ways to engage the participant in a learning session:

ACTIVITY 5

Identify your plan to promote engagement in participant sessions:

I will _____

Instruction: Activity 4

Say: *Write down the ideas in your trainee workbook on page 4 as we brainstorm in a large group.*

Possible answers:

- Use circle charts, either with or without pictures
- Use a variety of learning styles
- Use open ended questions
- Reflect what the participant says
- Using explore/explore
- Choose the topic together

5. Next Steps: Activity 5

Say: *Based on what you learned today about the benefits of engaged learners: What is one thing you plan to do to support engagement in your education sessions?*

Instruction:

Allow staff one or two minutes to write down their plans in their workbooks.