

Task VI: Group Education (Class)



- Adult Education
- Preparation and Facilitation of Group Education
- Learner-Centered Principles

List of Competency Evaluations for *Task VI: Group Education (Class)*

Candidate's Name: _____

<u>Competency</u>	<u>Participant Category</u>	<u>Page</u>	Reviewers Initials	Date Review Completed
<i>Candidate Assessment:</i>	☼ <i>All Categories</i>	<i>1</i>	_____	_____
<i>Interview:</i>	☼ <i>All Categories</i>	<i>7</i>	_____	_____
<i>Observations:</i>	☼ <i>All Categories</i>	<i>8</i>	_____	_____
<i>Guidelines for Observing Classes:</i>	☼ <i>All Categories</i>	<i>9</i>	_____	_____
<i>Observation Sheet (Sample):</i>	☼ <i>All Categories</i>	<i>10</i>	_____	_____

Name & Title of Reviewer(s): *(please print)*

 ***(Email (as scanned document) or mail this completed page to the State WIC Program)***

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Candidate Assessment: All Categories	Outcome/Notes
<p>1. List three things to help prepare you to teach a class.</p> <p>_____</p> <p>_____</p> <p>_____</p>	<p><input type="checkbox"/> Incomplete <input type="checkbox"/> Complete</p>
<p>2. Check (✓) all the benefits to presenting nutrition education in a group setting.</p> <p><input type="checkbox"/> Participants can chat with each other while they wait for their appointments.</p> <p><input type="checkbox"/> Participants can share personal stories and can learn from each other.</p> <p><input type="checkbox"/> The educator can share the same information with many people in a limited amount of time.</p> <p><input type="checkbox"/> There is a lot of time for the teacher to give each person individual attention.</p>	<p><input type="checkbox"/> Incomplete <input type="checkbox"/> Complete</p>
<p>3. List three ways adults learn differently than children.</p> <p>_____</p> <p>_____</p> <p>_____</p>	<p><input type="checkbox"/> Incomplete <input type="checkbox"/> Complete</p>

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<p>4a. What are the three main types of learning styles?</p> <p>_____</p> <p>_____</p> <p>_____</p>	<p><input type="checkbox"/> Incomplete <input type="checkbox"/> Complete</p>
<p>4b. Give two examples of active learning methods.</p> <p>_____</p> <p>_____</p>	<p><input type="checkbox"/> Incomplete <input type="checkbox"/> Complete</p>
<p>5a. List the four "RISE" principles of participant-centered education.</p> <p>R _____</p> <p>I _____</p> <p>S _____</p> <p>E _____</p>	<p><input type="checkbox"/> Incomplete <input type="checkbox"/> Complete</p>

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<p>5b. Give a brief explanation and example of each principle.</p> <p>R _____ <i>Example:</i></p> <p>I _____ <i>Example:</i></p> <p>S _____ <i>Example:</i></p> <p>E _____ <i>Example:</i></p>	<p><input type="checkbox"/> Incomplete <input type="checkbox"/> Complete</p>
<p>6. What are some ways you might affirm participants in a class?</p>	<p><input type="checkbox"/> Incomplete <input type="checkbox"/> Complete</p>
<p>7. Why is “pausing for answers” important?</p>	<p><input type="checkbox"/> Incomplete <input type="checkbox"/> Complete</p>

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8. What is the difference between an open-ended question and a closed ended question?	<input type="checkbox"/> Incomplete	<input type="checkbox"/> Complete
9. Reading the following questions, check (✓) which ones are examples of open questions. <ul style="list-style-type: none"> <input type="checkbox"/> What are your feelings about breastfeeding? <input type="checkbox"/> Are you thinking about breastfeeding? <input type="checkbox"/> When is your next Doctor's appointment? <input type="checkbox"/> What are your concerns about your child's weight? <input type="checkbox"/> What points on the handout did you find most interesting? <input type="checkbox"/> Have you started physical activity to help you lose the baby weight? 	<input type="checkbox"/> Incomplete	<input type="checkbox"/> Complete
10. How would you change the following closed-ended questions into open-ended questions? <ul style="list-style-type: none"> • What are some healthy snacks? • Does your husband want you to breastfeed? • Do you have any questions? 	<input type="checkbox"/> Incomplete	<input type="checkbox"/> Complete

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<p>11. What are two advantages of having group participant's work in pairs?</p> <p>_____</p> <p>_____</p>	<p><input type="checkbox"/> Incomplete <input type="checkbox"/> Complete</p>
<p>12. Check (✓) all of the following methods which may be <u>good ways</u> to involve the learner in the learning experience.</p> <ul style="list-style-type: none"> <input type="checkbox"/> Use demonstrations to illustrate your information; for example, actual food preparation. <input type="checkbox"/> In front of the group, tell participants their ideas are bad. <input type="checkbox"/> Use games as icebreakers or openers. <input type="checkbox"/> Arrange chairs in a circle. <input type="checkbox"/> Let one participant talk a lot more than others. <input type="checkbox"/> Leave the room while a video is playing. <input type="checkbox"/> Use case studies to help the group review what they have learned. <input type="checkbox"/> Listen carefully to the comments and questions of each participant. <input type="checkbox"/> Give participants nonverbal signals to encourage them to continue sharing their thoughts and ideas. For example; smile, use eye contact and nodding. <input type="checkbox"/> Encourage participants using words, such as "good idea", or "that's right". <input type="checkbox"/> Thank the participant for sharing. 	<p><input type="checkbox"/> Incomplete <input type="checkbox"/> Complete</p>

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Candidate Assessment: All Categories	Outcome/Notes
<p>13. Check (✓) all of the following examples which show a participant may be willing to learn.</p> <ul style="list-style-type: none"> <input type="checkbox"/> Has poor eye contact. <input type="checkbox"/> Tells a personal story about a class topic. <input type="checkbox"/> Has trouble paying attention. <input type="checkbox"/> Says she or he is not going to make any changes. <input type="checkbox"/> Asks thoughtful questions about the topic being discussed. <input type="checkbox"/> Comes late to class and/or has to leave early. <input type="checkbox"/> Describes some positive changes she or he is willing to make. <input type="checkbox"/> Asks when she or he can attend class again. <input type="checkbox"/> Nods head. 	<div style="display: flex; justify-content: space-between;"> <input type="checkbox"/> Incomplete <input type="checkbox"/> Complete </div>
<p>14. List three ways to keep participants interested.</p> <hr style="border: 0; border-top: 1px solid black; margin-bottom: 10px;"/> <hr style="border: 0; border-top: 1px solid black; margin-bottom: 10px;"/> <hr style="border: 0; border-top: 1px solid black;"/>	<div style="display: flex; justify-content: space-between;"> <input type="checkbox"/> Incomplete <input type="checkbox"/> Complete </div>
<p>Candidate Assessment: All Categories COMPLETED</p>	<p>Date:</p>

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INTERVIEW: All Categories <i>(Reviewer asks the candidate)</i>	Outcome/Notes
1. How would you handle each of the following situations during a class you are leading?	<input type="checkbox"/> Incomplete <input type="checkbox"/> Complete
a. Participants have active children in the room.	<input type="checkbox"/> Incomplete <input type="checkbox"/> Complete
b. One participant is very talkative and dominates the discussion.	<input type="checkbox"/> Incomplete <input type="checkbox"/> Complete
c. No one is participating in the class.	<input type="checkbox"/> Incomplete <input type="checkbox"/> Complete
d. A participant is sharing information contradicting class information?	<input type="checkbox"/> Incomplete <input type="checkbox"/> Complete
INTERVIEW: All Categories COMPLETED	Date:

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OBSERVATION of 2 classes For each class, designate <i>Outcome</i> : ✓=complete 0=incomplete	<i>Type of Class (if appropriate)</i> _____	<i>Type of Class (if appropriate)</i> _____	NOTES
All Categories <i>(Reviewer observes the candidate):</i>	Use the sample observation form and “tips for observers” included (or one from your own agency).		
1. Participate in a group education session lead by someone else in your agency. Complete a group education observation sheet and discuss with your reviewer. (include skills you would like to develop which you observed in your coworker)			
2. Have your reviewer participate in at least one class you teach. Complete a group education observation sheet and discuss with your reviewer.			
OBSERVATION: All Categories COMPLETED		Date: _____	

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Guidelines for Observing Classes

Here are a few suggestions to help both reviewers and teachers get the most from class observations.

Before the Session:

Have a 10 minute meeting with the teacher:

1. Check how s/he feels about the observation now – when might be a better time?
2. Review the observation form together. Ask the teacher what s/he would like you (the reviewer) to pay special attention to (i.e. particular kinds of feedback s/he is interested in).
3. Decide how you or s/he will introduce yourself to the group, if you think that is necessary.
4. Explain what your role will be in the class (see below). You may choose to be a participant rather than reviewer.

Remember the “uncertainty principle” – we change what we observe simply by observing it! So, ask yourself: How do I expect my presence might affect the session, participants’ learning or the facilitator’s safety? How can I minimize this effect?

During the Session:

Consider being a participant, rather than the reviewer; Participating is often the best way to really see what the class is like, to appreciate the strategies being used by the facilitator and to “feel” what other strategies you might suggest to him/her.

Keep all your papers and materials out of the room. Watch, listen, and participate only. You can make notes (i.e. on the observation form or notebook) as soon as the class is over.

Minimize attention on yourself.

Resist the temptation to fill silences by commenting or asking a question. Resist “helping” the facilitator (unless s/he asks for it in advance or they appear to be stuck.)

Make sure you are smiling when you can – the facilitator will be looking your way frequently.

After the Session:

Meet, in private, with the facilitator as soon as possible after the session. Begin by listening to them. Guide him/her to focus on the positives then make suggestions for improvement themselves.

Say what you liked. Offer your suggestions only with a voice of sincere affirmation.

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Steps to Take in Education	Viewed	Comments
1. Prepares classroom by: <ul style="list-style-type: none"> • arranging chairs • making sure room is clean and neat • having handouts and other class materials ready • having any other equipment ready 		
2. Opens the class with: <ul style="list-style-type: none"> • greeting participants • introducing self • explaining what the class will cover and time frame • starting on time (per agency protocol) 		
3. Leads class activities: <ul style="list-style-type: none"> • following the class outline • using class materials appropriately • so participants can follow 		
4. Gives information which: <ul style="list-style-type: none"> • is clear and appropriately paced • is presented in a way easy to understand • is accurate • follows the class outline • uses equipment and teaching aids effectively 		
5. Engages participants through: <ul style="list-style-type: none"> • good use of voice (enthusiasm in tone) • body language • open-ended questions • pausing • appropriate use of eye contact 		
6. Ensures participants feel safe and comfortable by: <ul style="list-style-type: none"> • paying attention to the participants • encouraging questions and comments • answering questions effectively • addressing needs and concerns • handling interruptions and disturbances politely and effectively • acknowledging participation 		
7. Concludes class by: <ul style="list-style-type: none"> • summarizing • ending on a positive note • being available for questions • taking care of the room, materials and equipment 		

What did you like best about this class presentation?

How do you think this class presentation can be improved?

Name: _____ Date: _____ Class Title: _____