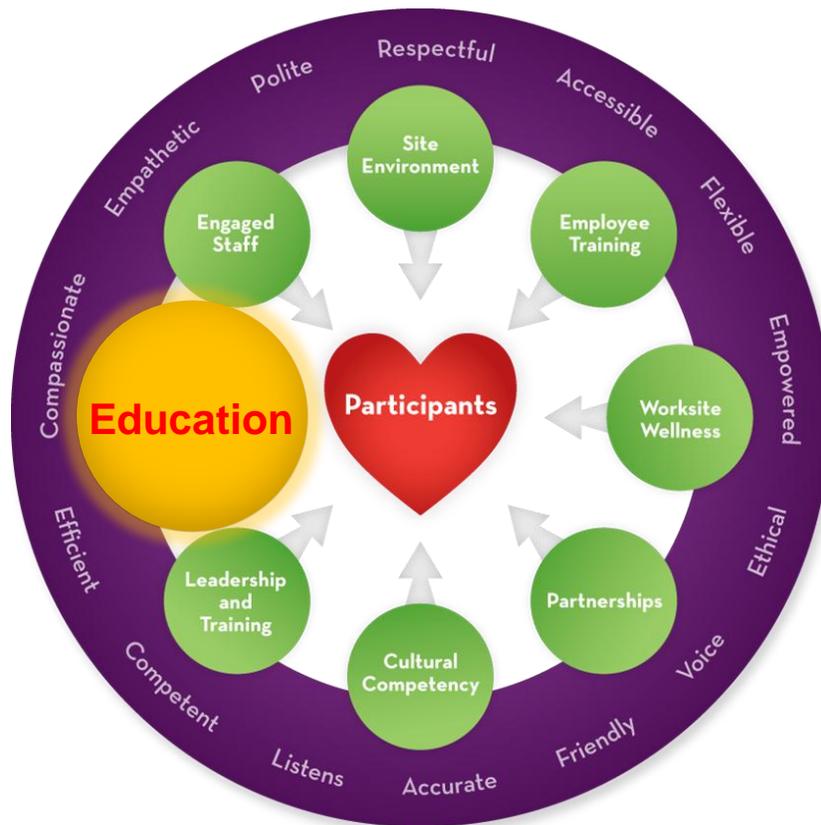


# Relevance

## 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.

## RELEVANCE

Education must be relevant and immediately useful for learning to be effective; in other words, learners must be able to apply the information to their lives right away. Relevance is one of the foundations of PCE, and should be applied throughout a session.

### Trainer's Notes

#### **Purpose:**

To improve WIC staff appreciation of the value of relevance, and for staff to consider how WIC education may (or may not) be immediately useful for participants.

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

- Reviewed the concept of relevance
- Identified situations where WIC education seems relevant for participants
- Identified how to improve situations where WIC education may not be as relevant

#### **Materials:**

- None (this module does not have a corresponding Trainee Workbook)

#### **Room Set Up:**

- Staff seated at tables or in small groups

### Additional notes about Relevance:

*Note for agencies that offer group education:* Many staff may be able to apply the concept of relevance to their individual education more easily than to the group sessions they lead. The person who designs the class often determines the relevance of what is learned during class. The agency should be aware that staff may have suggestions during this in-service about the topics or content of classes offered by the agency.

Some examples of learning in WIC that may NOT be immediately useful:

- Scheduling parents of infants to attend classes for preschoolers.
- Focusing on breastfeeding techniques for a woman who has not yet decided to breastfeed.
- Offering suggestions about certain foods that a particular ethnic group may not eat, or that may not be available where many WIC participants live.



## 1. What is Relevance? Activity 1

**Instruction:** **Explain** that this in-service will focus on **relevance** - a key component of participant-centered education.

**Say:** *Think back to when you were a **child in school**. Think of some things you were supposed to learn, but never ended up using.*

*In **small groups**, discuss some of the things you were supposed to learn, but didn't end up using.*

**Instruction:** **Offer an example** of something you yourself were supposed to learn in school, but never ended up using.

Allow groups to talk for a few minutes.

Then invite a **few people to share** with the large group some of the things they discussed.

**Ask:** *Imagine that now as an adult you had to go to a class to learn these same things. How might you feel?*

**Instruction:** Invite a few staff to **share** their thoughts in the large group.

**Say:** *In general, adults do not like it when they are expected to learn about things they cannot use right away. They may feel that it is a waste of time.*

*Also: Unless someone gets to practice what they have learned after the class or the session, they will probably forget it.*



## 2. Examples of Relevance: Activity 2

**Ask:** *What are some things that WIC helps participants learn about - that they can use in their lives right away?*

*Again, in your **small groups**, discuss things that WIC participants can use in their lives right away, and how WIC may help them learn these things.*

**Instruction:** Allow groups to talk for a few minutes.

Then invite the large group **to share all the ideas** they came up with.

**Ask:** *What are some ways you can see that education in WIC may **not** be relevant for participants?*

*Think first about how this may happen during individual education. How can the learning be made more relevant?*

**Instruction:** Invite staff to **discuss this topic in the large group**. You may want to offer an example to get the conversation started.

*Now, think about how this may happen during group education. Again, how can the learning be made more relevant?*

**Instruction:** Again, invite staff to **discuss this topic in the large group**.

**Ask what questions** staff may have about what was discussed.

**Summarize** the discussion for this activity, including ways to make the learning more relevant.