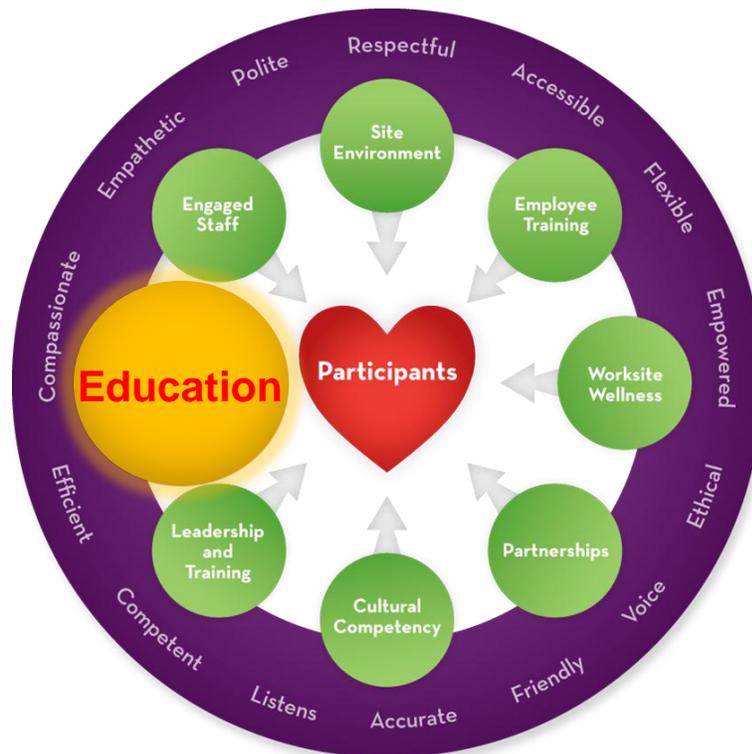


# Voice

## 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.

## **VOICE**

Voice is one of the foundations of PCE. Adults make decisions every day in all aspects of their lives. When we acknowledge their voice as decision makers in their learning process, we honor their life experiences and ability to make decisions for themselves and their families. Voice is a principle that can be used throughout an education session, and is closely related to other PCE techniques such as listening, silence, open-ended questions, reflection, and explore/offer/explore. Training on these topics will reinforce the learning from this module.

### **Trainer's Notes**

#### **Purpose:**

To increase WIC staff understanding that the participant is the one who will decide what to do and what is best for herself and her family.

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

- Explored their own personal experience with voice.
- Identified ways they can involve participants in their own learning and behavior change.

#### **Materials:**

- Handout: "Voice" Trainee Workbooks

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

- Staff seated at tables or in small groups



## 1. When was my voice heard?: Activity 1

**Say:** *Voice is one of the foundations of participant-centered education. We hear the participants' voice when we honor their life experiences and their ability to make decisions for themselves and their families.*

**Say:** *Think of a time when your voice was heard. How was it heard, and what difference did it make?*

**Instruction: Allow** staff two or three minutes to write down their thoughts.

**Say:** *Now share your experience with a partner.*

**Instruction: Allow** staff one or two minutes to share. Then ask a few staff to **share** their experiences in the large group.

**OR**

**Say:** *Think about a time when someone assumed you didn't know something or that you had nothing to contribute. How did that make you feel?*

**Instruction: Allow** staff two or three minutes to write down their thoughts.

**Instruction: Allow** staff one or two minutes to share. Then ask a few staff to **share** their experiences in the large group.



## 2. Hearing the Participant's Voice: Activity 2

**Instruction:** Invite trainees to **read** along as you **review** pages 2 and 3 of the workbook.

**Ask:** *What are some decisions your participants make at the WIC site?*

**Instruction:** Allow staff one or two minutes to write down their ideas.

**Instruction:** Hear from a few.

**Ask:** *What are some ways to involve participants in their learning by honoring their experience and their ability to make decisions?*

**Instruction:** Allow staff one or two minutes to write down their ideas.

**Instruction:** Hear from a few staff.

**Say:** *Based on the ideas you heard today, what is one thing you would be willing to try with your participants to help them decide if, when, and how they will make a change?*

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

### Activity 2: Hearing the Participant's Voice

List the decisions participants make at your WIC site.


### Activity 2: continued

List different ways you can involve participants in their learning.


Which one of these are you willing to try with your participants?
