

Choosing Appropriate Activities

Going beyond knowledge in nutrition education means choosing activities that motivate clients toward healthy behaviors, as well as providing opportunities for them to practice skills and/or gain support. Since people learn differently, WIC lessons involve a variety of teaching strategies and methods to engage different learners (view module 2, Adult learning, how people learn and learning styles). A client-centered approach usually includes some group discussion elements in addition to specific activities that enable hands-on learning. It is a good idea to practice the learning activity before presenting the lesson for the first time.

Choosing a Learning Activity

When choosing a learning activity, ask the following question: What do clients need to do in order to demonstrate that they have met the learning objective? In other words, there needs to be a clear link between the stated learning objective and the selected learning activity.

Examples of Learning Objectives and Learning Activities:

Learning Objective	Learning Activity
Client will demonstrate two basic cooking skills used in preparing brown rice	A brown rice cooking demonstration including the “how to” information.
Clients will list two physical activities they can do together as a family.	A video segment of families engaging in physical activity combined with a discussion of family physical activities.
Clients will share a new way to prepare raw vegetables.	A taste test of several raw vegetables combined with a discussion on “how to” prepare them.

Learning Activities Should Be:

- Fun
- Feasible
- Relevant
- Intellectually challenging
- Useful

When Planning Activities, Keep in Mind:

- What people know, think and feel affects how they act.
- Knowing the facts is important, but not enough for most behavior changes.
- “Why to” knowledge is different from “how to” knowledge.
- Perceptions, emotion and personal motivation influence behaviors.