

Illinois WIC Talk (Topic Format)

This format was designed to assist in the development of nutrition topics for all types of secondary education. It incorporates strategies that engage the learner and promote behavior change. For more detailed information review the NPS: Effective Secondary Education.

Cover Page (page 1): contains information on the nutrition topic that applies to all types of secondary education.

Topic

- Indicate what topic will be covered.
- May list benefits of the topic to the target audience.

Target Audience

- Identify appropriate categories and/or specific nutritional risk factors.

Key Messages

- Limit to one – three messages that can be used in group, individual education and Self-Study Modules (SSM).
- Make sure the material covered is not too difficult or too easy for the participants.

Handouts / Materials

- List handouts that should be offered to the learner to reinforce the key messages.
- Include a handout or coloring page for children to involve them in the topic.
- Include all materials and props needed to conduct the group session.

References

- Include books, articles and websites where information for topic came from.

Presenter Resources

- List books, websites, articles and other sources of information for further information on the topic.

Evaluation

- Measure knowledge by asking open-ended questions based on key messages.

“What is one new thing you learned today about _____?”

- Measure behavior change by asking open-ended questions to assess readiness to make changes.

“What is one thing you will change about _____?”

“What steps will you take to do this?”

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Topic Overview (page 2):

This should summarize open ended questions used during the group session, including enough information for the experienced trainer to use without details described in the “Methods” section under “Group Education”. This page can also be used for **Individual Education** to facilitate the discussion around the topic. Offer handouts listed on the cover page. Limit to one page.

Group Education (page 3-5):

Methods

Methods must include active learning. Effective secondary education includes activities, facilitated discussion (using open ended questions) and considers participants’ emotions. One way to incorporate emotions is to include these four steps in your lesson plan: 1) “Open”, 2) “Dig”, 3) “Connect” and 4) “Act”.

→ *It is recommended to include the following Gray Boxes into your lesson plans.*

OPEN: Emotion-based education starts with provocative questions, activities or stories that lead to emotion-based conversations, not to an immediate transfer of knowledge.

Tips: Include icebreakers or abstract concepts to draw out conversation and make the group comfortable with each other. Point out the key messages and benefits of the topic. Encourage participants to share what they want to learn about the topic.

DIG: During the "dig" step, the facilitator asks questions to get the learners to open up, share their memories and experiences, and get closer to the topic.

Tips: Use your personality and/or experiences to draw people out; silence is good (it means the learner is thinking); correct misinformation with sensitivity, asking other participants for their thoughts (corrections are often taken better by peers).

CONNECT: During the "connect" step, parents connect the conversation topic with their values, attitudes, beliefs and feelings. The facilitator helps parents reflect on their personal needs and wants and connects them to the health-related behaviors being suggested.

Tips: Reflect on stories, examples and ideas shared by parents emphasizing the importance of all comments. Be sure to summarize the most important points.

ACT: During this “step” the facilitator helps the participants identify specific action steps and build confidence to help them be the parents they want to be.

Tips: Let participants choose what steps to take; wrap up by thanking them for sharing their stories, examples and ideas. Ask permission to share with others.

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Self Study Module (page 6)

Procedures

Agencies must follow State policy as described in the WIC Policy and Procedure Manual (PPM), Section “Nutrition Education”, part 5.2.

Methods *(instructions do not need to be included)*

- Incorporate “Handouts” listed on Cover Page. For example, client can read handout and then complete a worksheet that reinforces key messages for topic (page one).
- Always include an interactive component, to help them connect with what they learned, including a way for the participant to set simple, attainable goals.
- Another way to do a SSM is by creating an interactive bulletin board or a poster display.
- Include a written answer key (if necessary) and steps to follow up by the CHP.