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:

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

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.

Source: Adapted from Theory at a Glance: A Guide for Health Promotion Practice, U.S. Department of Health and Services, National Institutes of Health