



WSCC TEAM

# TRANSFORMING ENVIRONMENTS

> Training Script



## Transforming the School Environment: Policy, Systems, and Environmental (PSE) Change

### Purpose:

This session is designed to provide educators with the information and resources to implement policy, systems, and environmental changes.

### Objectives:

1. Understand why a policy, systems, environmental (PSE) approach to school health is important.
2. Understand the difference between program, policy, systems and environmental changes.
3. Develop examples of policy, systems, and environmental change targeting school health needs.

### Training Materials:

#### Handout Packet

Handout #1: Key Points and Notes

Handout #2: Definitions

Handout #3: Taking Action

Handout #4: Additional Resources

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## > Training Script

Four pre-made signs that will be taped up on four different walls or areas of the room

- PROGRAM CHANGE
- POLICY CHANGE
- SYSTEMS CHANGE
- ENVIRONMENTAL CHANGE

Slide #	Time	Trainer Script and Directions	Resources Needed
1	1 minute	<p><b>WELCOME</b></p> <p>STATE: Good morning. I'm _____ and welcome to the <i>Transforming the School Environment: Policy, Systems, and Environmental Change</i> session. We often refer to Policy, Systems, and Environmental Change as PSE.</p> <p>We know that students spend a large portion of their day in school, so it only makes sense to ensure that the rules, environment, and resources there support the health, well-being, and the capacity for all students to learn. In short, it's important that we create procedures, expectations, and a culture that supports and encourages the healthy behaviors students are being taught.</p> <p><i>NOTE: If time permits, participants may introduce themselves if they don't know each other. Introductions may include their name, position, and school/district/organization.</i></p>	
2	1 minute	<p><b>AGENDA</b></p> <p>STATE: During this module we will</p> <ul style="list-style-type: none"> <li>• define program, policy, systems and environmental changes.</li> <li>• examine why policy, systems and environmental changes are important.</li> <li>• explore sustainable changes in social health.</li> <li>• practice developing examples of PSE changes.</li> </ul>	
3	1 minute	<p><b>OBJECTIVES</b></p> <p>STATE: By the end of this module, participants will be able to:</p> <ul style="list-style-type: none"> <li>• understand why a policy, systems, environmental (PSE) approach to school health is important</li> <li>• understand the difference between program, policy, systems and environmental changes</li> <li>• develop examples of program, policy, systems and environmental change that target school health</li> </ul>	

Slide #	Time	Trainer Script and Directions	Resources Needed
4	1 minute	<p><b>MATERIALS</b></p> <p>STATE: Let’s quickly review the materials you will be using. Your Handout Packet has four handouts we will use today.</p> <ul style="list-style-type: none"> <li>#1: Key Points and Notes</li> <li>#2: Definitions</li> </ul> <p>You can use both of these documents for taking notes during this training.</p> <ul style="list-style-type: none"> <li>#3: Taking Action is a worksheet we will use later in the session.</li> <li>#4: Additional Resources is a document you can use after this session for more information on today’s topic.</li> </ul>	<p>Handout Packet:</p> <ul style="list-style-type: none"> <li>#1: Key Points and Notes</li> <li>#2: Definitions</li> <li>#3: Taking Action</li> <li>#4: Additional Resources</li> </ul>
5	5 minutes	<p><b>WARM-UP ACTIVITY</b></p> <p>STATE: The Whole School, Whole Community, Whole Child (WSCC) model represents a collaborative approach to learning and health. It emphasizes school-wide engagement as well as community support, which demonstrates the interconnectedness of the education and well-being of the child. As you can see, the model places the student at the center, ensuring that the focus of schools is on students being healthy, safe, engaged, supported, and challenged.</p> <p>With this in mind, turn to Handout #1: Key Points and Notes Pages and answer the following questions:</p> <p><i>If you could make one <b>change</b> in your school to improve the overall health of students and staff, what would it be and why?</i></p> <p>Take one minute to think about this question and write down your response. Be ready to share with the group.</p> <p><i>DO: Give participants 2 minutes to write down their answers.</i></p> <p>STATE: Now let’s hear some of your ideas.</p> <p><i>DO: Bring the group back together and facilitate a discussion. Encourage the group to take notes of other people’s ideas and responses on Handout #1.</i></p> <p>STATE: Great discussion! There were several great ideas and possible positive outcomes shared.</p> <p>As we start to dive deeper into the content of our session, I encourage you to use the Key Points and Notes handout. You will see it includes the main takeaways from this session, and it also will allow you to capture new information and/or your thoughts.</p>	<p>Handout #1: Key Points and Notes</p>

Slide #	Time	Trainer Script and Directions	Resources Needed
6	1 minute	<p><b>POLICY SYSTEMS AND ENVIRONMENTAL (PSE) CHANGE</b></p> <p>STATE: A natural tendency in schools is to address health needs with a new program (health fair, assembly, mini-lesson). For example, a school feels students need to be more physically active, so they host an assembly with professional athletes to get students excited and motivated to be more active. This one-time event gets students and staff excited for the day or even the week, but the results aren't always sustainable. Plus, the assembly takes a lot of planning and sometimes extra funds.</p> <p>So why not put that time and effort into more sustainable efforts . . . actions that will make it easier for children and staff to be active during the school day every day.</p> <p>As you can see, focusing on policy, systems, or environmental changes can create the environment to support ongoing or sustainable change that focuses on the whole school or community. It has a broader impact. On the other hand, a program's impact may not be as far-reaching or long-lasting.</p>	
7	1 minute	<p><b>WHY FOCUS ON PSE CHANGE?</b></p> <p>STATE: The policy, system and environmental change approach typically impacts a larger portion of the population, and utilizes strategies that are long term, sustaining and are integrated into existing infrastructures. These approaches typically involve people in decision making positions (advocates, legislators, policy makers, administrators) which is why administrator buy-in and engagement in your team is important.</p> <p>The PSE approach ties to the white ring of the WSCC model that calls for the need to coordinate policy, processes and practices for improving learning and health.</p>	
8		<p>STATE: Let's take a moment to become familiar with the definition of each of the four approaches. You can use Handout #2: Definitions to follow along and take notes.</p>	Handout #2: Definitions
9	4 minutes	<p><b>DEFINITIONS</b></p> <p>STATE: A <u>Program Change</u> is an activity or event that targets individuals or select groups in order to bring about a short-term change in their knowledge or behavior. Programs tend to have a specific beginning and an end. Programs definitely have their purpose. They can help raise awareness, help build buy-in, and result in short-term behavior change. However, we know that awareness alone does not result in sustainable health behavior change.</p>	Handout #2: Definitions

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		<p>Some examples of a program in a school or district would be:</p> <ul style="list-style-type: none"> <li>• a taste-testing demonstration</li> <li>• “Biggest Loser” or Biggest Winner staff wellness challenge</li> <li>• Red Ribbon week</li> </ul> <p><i>DO: Ask the participants for one or two examples and have them explain why each example is a program.</i></p>	
<b>10</b>	4 minutes	<p>STATE: A <u>policy change</u> is a written statement of an organizational position, decision, or course of action at the legislative or organizational level.</p> <p>In schools, these changes can come from the federal, state, school district, or school level.</p> <p>Policies are important because they set the context for widespread change. They create the conditions in which systems changes and environmental changes can flourish.</p> <p>You can think of policy change as a written rule. Some examples of school health policies include:</p> <p>Federal level – Local education agencies are required to create a local wellness policy to establish a school environment that promotes students’ health, well-being, and ability to learn by supporting healthy eating and physical activity.</p> <p>District level – School system requires no tobacco use on school property and during school events.</p> <p>School level – School policy prohibits fund-raisers that incorporate unhealthy food.</p> <p>Policies at lower levels can influence policies at higher levels over time if they are promoted. For example, in Georgia, health-related fitness assessments were being conducted in many school districts across the state, which made the passing of a state-wide rule easier.</p> <p><i>DO: Ask participants to think of one or two examples and ask them how they determined it was a policy.</i></p>	

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11	4 minutes	<p>STATE: A <u>systems change</u> typically focuses on a change to the infrastructure or on instituting a new process or procedure to ensure a healthier site. A systems change is part of an organization's norms and expectations. Systems changes alter how the organization or network of organizations conducts business.</p> <p>Some examples of systems change are:</p> <ul style="list-style-type: none"> <li>• procurement of locally grown produce for school meals (Farm to School)</li> <li>• providing all staff and students with two 10-minute physical activity breaks during the day</li> <li>• all students and staff are trained in conflict resolution skills</li> </ul> <p><i>DO: Ask the participants for one or two examples and ask them how they determined it was a systems change.</i></p>	
12	4 minutes	<p>STATE: An <u>environmental change</u> involves a physical or structural change that is typically visible or observable. An environmental change can also be economic or social.</p> <p>An economic environmental change might include the presence of financial disincentives or incentives to encourage a desired behavior.</p> <p>A social environmental change is a positive change in attitudes or behaviors about policies that promote health or an increase in supportive attitudes regarding a health practice.</p> <p>Examples of these environmental changes would include:</p> <ul style="list-style-type: none"> <li>• purchasing Grab-n-Go carts to provide breakfast to students in the morning (physical)</li> <li>• increase in acceptance of on-site school health clinic (social)</li> <li>• charging higher prices for less healthy vending machine drink or food items (economic)</li> </ul> <p><i>DO: Ask participants to think of one or two examples and ask them how they determined it was an environmental change.</i></p>	
13	4 minutes	<p>STATE: Let's use drinking water throughout the day to illustrate different strategies we can use to improve this health behavior.</p> <p>An example of a program change would be to have an assembly or week-long campaign on the importance of drinking water. While this is important, its impact is short lived. The program may generate enthusiasm, but what happens after the assembly or campaign? Support for making water consumption a regular habit is important. This is where PSE strategies come in.</p>	

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		<p>A policy change might be language about access to clean, safe, and free water throughout the school day written into the local wellness policy so that ALL schools in the district ensure students have access to water every day.</p> <p>A systems change might entail the school allowing all students to bring drinking water from home in clear, capped water bottles to drink throughout the school day, while staff are encouraged to model the drinking of water. This changes the procedures or the infrastructure in a school at a low cost since students and staff are providing their own water bottles.</p> <p>An example of an environmental change might be using community funding to install water bottle refilling stations throughout the school with signage reminding students and staff to drink plenty of water. This work—along with the visual reminders to drink water—results in physical changes to the environment that makes drinking water more accessible and time efficient.</p> <p>Most of us know that drinking water throughout the day is an important health behavior, but many of us still don't do it. Integrating all of these approaches creates norms, rules, and the environment to support and model what we know needs to be done.</p>	
<b>14</b>	13 minutes	<p>STATE: Now that we know the definitions for PSE changes, we are going to put that knowledge to use.</p> <p>Look at this slide. It provides some hints aligned with the different types of changes we have just discussed.</p> <p>You'll see that I've placed four signs up around the room. I'm going to read an example of a program, policy, systems, or environmental (PPSE) change. You are to decide which type of change it is and walk over to the sign that displays your answer. Once there, discuss with the other individuals at the sign why you feel the example is that type of change. We will quickly process after each example as a large group so we can hear different perspectives.</p> <p><i>DO: Read off a number of examples from the list. Allow individuals to change their placement based on what they learn during the processing if they want.</i></p>	<p>Four pre-made signs (already taped on four different walls or areas of the room)</p> <p>PROGRAM CHANGE;</p> <p>POLICY CHANGE;</p> <p>SYSTEMS CHANGE;</p> <p>ENVIRONMENT CHANGE</p>

Slide #	Time	Trainer Script and Directions	Resources Needed
		<p><i>NOTE: Use as many or as few as needed to ensure understanding and that time will allow. If you are short on time, just have participants respond verbally or indicate their response by using their fingers. Hold one finger up for program, two fingers for policy, three fingers for systems, and four fingers for environmental.</i></p> <p>List of PPSE EXAMPLES for the Activity and Answers</p> <ul style="list-style-type: none"> <li>• school district communicates in writing to schools and parents that teacher will NOT use food as incentives (POLICY)</li> <li>• assembly program on bullying (PROGRAM)</li> <li>• conduct taste-testings each week that highlights different fruits and vegetables being served during lunch (SYSTEMS)</li> <li>• district regulations for local food procurement (POLICY)</li> <li>• establish a salad bar for high schools (ENVIRONMENTAL)</li> <li>• health fair or screening event (PROGRAM)</li> <li>• implement a process to involve youth in all school health efforts (SYSTEMS)</li> <li>• improvements in layout or display of food in lunchroom (ENVIRONMENTAL)</li> <li>• develop a relationship with local farmer to set up a farmers market weekly in school parking lot (SYSTEM)</li> <li>• establish healthy concession stand requirements for vendors (POLICY)</li> <li>• implement the National School Lunch Program across the school district (SYSTEMS)</li> <li>• before school 12 week yoga class for staff (PROGRAM)</li> <li>• a human resources mandate requiring healthy foods be served at all meetings (POLICY)</li> <li>• grade-level teachers decide water bottles are allowed in classrooms (SYSTEMS)</li> <li>• add bike racks or storage for bicycles (ENVIRONMENTAL)</li> </ul> <p>We will quickly process after each example as a large group so we can hear different perspectives.</p> <p><i>DO: Allow for individuals to change their placement based on what they learn during the processing.</i></p> <p><i>NOTE: If the location and size of the group is not conducive to moving to different areas of the room, the facilitator can use movement. For example, for program change, participants do jumping jacks; for policy change, participants do punches; for systems change, participants do squats; and for environmental change, participants run in place.</i></p>	



Slide #	Time	Trainer Script and Directions	Resources Needed
15	10 minutes	<p><b>TAKING ACTION</b></p> <p>Look back to Handout #1: Key Points and Notes Page and the change you wanted to see in your school.</p> <p>Now turn to Handout #3 and record the change in the box under the example.</p> <p>Next, apply what we have learned and craft some PSE changes you might propose to address that change. Try to think of an example of each of the different approaches—program, policy, systems, and environment—for your change. Record your responses on the chart. Feel free to work with a partner and review your notes. Be ready to share your ideas.</p> <p><i>DO: Allow participants 10 minutes for individual or partner work. Then in groups of two or three, allow the groups to share their product for 5 minutes. Encourage individuals to provide feedback and add any good ideas they hear to their Key Points and Notes handout.</i></p>	<p>Handout #1: Key Points and Notes</p> <p>Handout # 3: Taking Action</p>
16	3 minutes	<p>STATE: Thank you for sharing.</p> <p>It is important to remember that depending on the change approach, it may be important to engage others like district administrators, site level administrators, parents, education and health partners, other stakeholders, and community members in the process. By fostering these partnerships and coalitions, PSE changes will be easier to implement. Let me share an example.</p> <p><b>SUCCESS STORY</b></p> <p>In Ohio, <a href="#">School as a Hub for Health</a>, a project of the Athens Creating Healthy Communities Coalition, implements PSE changes within schools with the goal of achieving improvements in physical, mental, and social health. Examples of changes made through the program include: healthy vending machine options; integrated mental health services; community health clinics and dental services, school-based community gardens, and a food pantry.</p> <p><i>DO: Have participants indicate on their Key Points and Notes some of the partners/stakeholders and community groups that would be assets to their efforts for change.</i></p>	

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<b>17</b>	1 minute	<p><b>REVIEW</b></p> <p>STATE: We covered several key components that will help your team move forward in bringing about stronger and sustainable health improvements:</p> <ul style="list-style-type: none"> <li>• the difference between program and policy, systems, and environmental changes</li> <li>• ideas for moving from programs to policy, systems, and environmental approaches</li> <li>• ideas for PSE changes that address specific school health needs</li> </ul> <p>Shifting from programs to PSEs is important for schools, and now you have the knowledge to do so.</p>	
<b>18</b>	1 minute	<p><b>CLOSING</b></p> <p>STATE: Does anyone know where this quote comes from? It is a Harry Potter quote from Albus Dumbledore. How do you think the quote applies to what we have learned?</p> <p>Changing policies, systems and environments is not always easy, but it is the right thing to do for the students in your building today and for years to come.</p>	
<b>19</b>	1 minute	<p>STATE: Thank you all for your input and work today.</p> <p>My contact information is listed here should you need it.</p> <p>Please complete the training evaluation.</p>	

**TIME RECOMMENDATIONS:**

It is not recommended that this module be shortened.

**REFERENCES:**

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