



ALL MODULES ■ INSTRUCTIONS

WSCC Team

TRAINING MODULES INTRODUCTION

Whole School, Whole Community, Whole Child Team Training Modules Introduction



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> Instructions

Acknowledgements

The Society for Public Health Education extends appreciation to the 28 school and district staff who agreed to informational interviews and acknowledges the following individuals for their contributions to the training modules.

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Disclaimer: This project was supported by Cooperative Agreement Number NU38OT000315, funded by the National Center for Chronic Disease Prevention and Health Promotion, Division of Population Health, School Health Branch, from the Centers for Disease Control and Prevention. Contents are solely the responsibility of the authors and do not necessarily represent the official views of the Centers for Disease Control and Prevention or the Department of Health and Human Services.

Accessing the Whole School, Whole Community, Whole Child Training Modules

Discover, download, and print the training modules by visiting: <https://www.sophe.org/focus-areas/school-health/>. *Please note:* for best results, print module components slightly reduced (or sized “to fit,” so page edges are not cut off.

How to Use the WSCC Team Training Modules:

Getting Organized

1. Review the WSCC Team Training Modules Introduction
2. Read the training module descriptions (page 6)
3. Decide which training module(s) you plan to use and in what order. Create your OTraining Plan (page 7)

Preparing to Implement and Implementing a Module

4. Read the module training script in its entirety first to get an overall picture of the training topic and content
5. Review the script with the PowerPoint and designated handouts
6. Adapt the training materials based on local needs
7. Prepare all resources for the training
8. Conduct the training
9. Evaluate the training implementation

SPECIAL NOTE: A general time frame for each section of the training is provided as a guide. Sections may take more or less time depending on a number of factors like the size of the group, the interaction and discussion within the group, or the background knowledge of the presenter and group.

For easy implementation, all modules contain the same three documents:

- Training Script
- PowerPoint
- Handout Packet

WSCC Team Training Modules Introduction

A WSCC Team is a school or district-level committee whose members reflect the 10 components of the WSCC model, and whose priorities include using the model to address the needs of the whole child. Schools may already have a committee or subcommittee dedicated to school health such as a wellness committee or a school health team or advisory council. Your WSCC team does not have to be a new team. In fact, it's often better to start with and expand an existing committee. So, consider what is currently available in your school.

WSCC Teams can improve the integration of health and learning at the building/school level or at the district level. Making sure these teams have the knowledge and skills necessary to create meaningful change is an important step for success. These training modules have been developed to help State Education Agencies (SEAs), State Health Departments, school districts, local schools and other organizations support schools and districts in providing in-person professional development for the schools. All schools can benefit from these trainings whether the school already has a working team and wants to strengthen its work or the school wants to begin building a team to focus on the health and education needs of students.

This set of training modules focuses on building capacity at both the school and district levels with a special emphasis on the schools since that is where the students are. District and state officials may find the modules useful as professional development guides for school staff.

Many guides on forming school health teams, school health councils and wellness committees already exist. The training modules expand on the content of those guides and pull together existing and newly developed tools for state, district and school personnel to use in training school staff on how to develop and sustain their team. These training modules include the following titles:

- Whole School, Whole Community, Whole Child (WSCC) Overview
- Making the Case: Building and Sustaining Administrative Support
- Organizing for Success: Establishing Your Whole School, Whole Community, Whole Child (WSCC) Team
- Creating Engaging and Productive Meetings
- Assessing School Health Needs
- Transforming the School Environment: Policy, Systems, and Environmental (PSE) Change
- Using Data to Create a Whole School, Whole Community, Whole Child (WSCC) Improvement Plan
- Communicating School Health Results and Improvements
- Engaging Youth
- Health Equity in Schools

The training modules are one hour in length and are designed to stand alone so that one module is not dependent on another. This allows states, districts and schools to create a personalized professional development plan based on where their schools are in their team development process. There are modules for teams just beginning the process and for teams looking to expand their scope of work with implementing the WSCC model. We encourage states, districts and schools to review the module descriptions and decide which modules and in which order will address the most pressing needs. A planning guide is available below on page 7 to be used to create your own training plan using one or all 10 modules.

Each module includes a training script connected to PowerPoint slides and a handout packet. All modules include an agenda, objectives, materials list, essential content and interactive activities to engage participants in the information. A handout packet is available for participants and includes a list of additional resources participants can use to expand or continue their learning.

A section on training and facilitation tips, as well as adult learning, is included on pages 8-11 of this document.

Whole School, Whole Community, Whole Child (WSCC) Module Descriptions

The modules are color coded in this chart to serve as a guide for schools not knowing where to start. The yellow-colored modules are for schools exploring or just beginning the use of the WSCC model and team. Green-colored modules are for schools wanting to improve or boost their existing WSCC work.

Module Descriptions

	Training Module Title	Module Descriptions	Module Abbreviated Name
Beginn/Explore	Whole School, Whole Community, Whole Child (WSCC) Overview	Explores the essential elements of the Whole School, Whole Community, Whole Child (WSCC) Model including the five tenets, ten components and community engagement. Participants assess their school's current level of engagement.	WSCC Overview
	Making the Case: Building and Sustaining Administrative Support	Examines the relationship between health and academics and the need for administrative buy in for building and sustaining a high functioning WSCC team.	Building Support
	Organizing for Success: Establishing Your WSCC Team	Provides participants a variety of tools to establish and sustain a successful team. Participants will explore the work of the team and various tools that can enhance the efficiency and productivity of the team.	Organizing Teams
	Creating Engaging and Productive Meetings	Explores several components of meeting planning and implementation including agenda design, group norms, and roles and responsibilities of team members. Participants will develop an action plan to utilize the components that make meetings action-based and move school health efforts forward.	Conducting Meetings
	Assessing School Health Needs	Offers participants a variety of school health assessment resources that can be used to prioritize school health work. Participants will review assessment tools and identify tools that best meet the needs of the school.	Assessing Needs
Improve/Boost	Transforming the School Environment: Policy, Systems, and Environmental Change	Helps participants move from implementing short term projects or programs to longer more sustainable changes. Participants will examine the differences between program, policy, systems and environmental changes and how these changes can be used to sustain school health and education work.	Transforming Environments
	Using Data to Create a Whole School, Whole Community, Whole Child (WSCC) Improvement Plan	Provides participants with information and tools to create meaningful, data-driven action plans. Participants will learn to determine and analyze relevant data, prioritize areas for improvement, and develop a plan for improvement using SMART goals.	Using Data
	Communicating School Health Results and Improvements	Shares steps to create effective messaging and compelling stories. Participants will gain information and strategies for creating and distributing school health results and improvements.	Communicating Results
	Engaging Youth	Focuses on the purpose and benefits of youth engagement in school health work and how to achieve authentic youth engagement. Participants will assess their current level of youth engagement, develop strategies for working with youth and identify the next steps for improving youth engagement in school health work.	Engaging Youth
	Health Equity in Schools	Engages participants in an understanding of health equity, health disparities, and health equality. Participants will assess their knowledge, look at data related to health equity and its impact on students and identify actions that they can take to promote health equity in their school.	Addressing Equity

Training Plan

After you have reviewed the module descriptions and content, create your Training Plan by considering your school's needs and selecting the modules that will best meet their needs. Using the Training Plan, write down the name of the modules you plan to use in the order in which you will deliver.

Module Name

Module Name

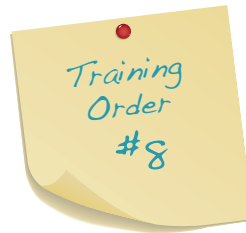




















Training and Facilitation Tips

Best practices and techniques to ensure participants are actively engaged and involved in the learning process.

Setting the Stage

Create an environment for learning by:

Setting up in advance	Conveying preparation	Setting group agreements	Creating clear expectations
<ul style="list-style-type: none"> • Set up your training space before participants arrive – a conversation circle or horse-shoe shape is more conducive to a participatory learning environment. • Test and ensure all AV and technical issues are addressed (e.g. Internet connectivity, sound, etc.). • Prepare participant packets with needed materials to minimize passing out paper. 	<ul style="list-style-type: none"> • Greet participants as they enter the room. • Ensure body language is relaxed and confident. • Communicate with the appropriate volume, tone, and pace. • Engage your audience with eye contact, appropriate gestures, and movement. 	<ul style="list-style-type: none"> • Set agreements at the beginning of the training. • Propose sample agreements to stimulate thinking. • Allow participants to co-create agreements. • Ask for clarifications and ensure group consensus. • Revisit, as needed. 	<ul style="list-style-type: none"> • Review the objectives, agenda, and materials. • Elicit expectations from participants. “Do you have any other expectations for the training?” • Discuss if you can meet the shared expectations or if they will be need to be discussed at a later time or future meeting.

Designing Effective Materials

- **PowerPoints:** Limit text on slides - aim for no more than 5 lines per slide; 5 words per line.
- **Show, don't tell:** Utilize graphics and visuals to appeal to emotions and inspire action.
- **Formatting:** Ensure readability (font size, sufficient contrast against background) and consistency of font type and size throughout the presentation.

Reading and Adapting to Your Audience

Set up an environment that is conducive for learning through the following:

- **Be realistic with your time:** Less is more. Do not cram in your content. Create space for introductions, transitions, questions, and the unexpected.
- **Incorporate varied processing styles:** Create opportunities to process individually, in pairs, in small groups, and as a full group.

- **Engage multiple intelligences:** Diversify facilitation techniques by utilizing movement (kinesthetic); art (visual or spatial); networking and sharing (interpersonal); individual reflection (intrapersonal); problem solving (logical); storytelling and verbal delivery (linguistic); etc.
- **Take time to reflect and process:** Provide time to process the information presented by asking reflective questions about activities or content, particularly after large sections of content. Ideally, reflection should take place approximately every 18 to 20 minutes.
- **Build in stretch breaks and brain boosters:** Encourage participants to stretch, walk, or move after periods of sitting; build in movement and physical activity into training activities; incorporate energizers or brain boosters to prevent or address waning energy (i.e. a brief activity aimed at increasing energy in a group through physical activity, laughter, problem-solving, etc.).
- **Use adult learning principles:** Adult learning principles should guide your trainings and meetings for maximum engagement and learning.
- **Utilize effective closures:** An effective closure is the wrap up at the end of the meeting or training that helps participants synthesize and summarize new knowledge or learnings.

Utilizing a Variety of Facilitation Techniques

The following is a sampling of facilitation strategies, grounded in adult learning theory:

Activity	Description
Brainstorming	As a group, a question or topic is posed, and participants generate ideas quickly, without editing themselves or each other. There are no bad ideas in a brainstorm, so quantity of ideas over quality is emphasized. Refinement occurs at a later stage. Ideas are charted on a flipchart.
Round Robin (also known as World Café or Carousel Brainstorming)	Around the room are multiple flip charts with different headings, topics, or questions. Participants are broken up into small groups (typically matching the number of flipcharts). Each group starts at one flipchart and is given time to record ideas. After some time, small groups rotate to the next flipchart and add new ideas not already recorded. The process repeats until all groups contribute their ideas to all flip charts.
Open Space Technology	Open space technology enables participants to engage in conversations around topics that matter to them. As a large group, participants brainstorm topics of interest. Then, individual participants volunteer to lead discussions around specific topics that resonates with them. Those who want to join that discussion can freely do so. Throughout small group discussions, people can move between groups as they desire using the Law of Two Feet: <i>If you find yourself in a situation where you are not contributing or learning, move somewhere where you can contribute or learn.</i>
Barrier Busting	Participants identify challenges or barriers that they face within a topic area of focus. In small groups, participants then take on one of the barriers and brainstorm strategies to address their assigned or chosen barrier. This facilitation technique utilizes peer expertise and experiences to solve problems or challenges faced by other participants.
Think Pair Share	Participants think about the content posed, then work together or reflect on that same content with a neighbor or another partner. Pairs share back their work or reflections with the larger group.
Small Groups	Participants are separated into small groups to complete an activity. Participants can be broken up with the aim of concentrating or dispersing expertise, allowing for networking among and blending of participants, and/or to allowing for smaller group processing.
Straw Poll	Participants vote (via hand raising, dot voting, etc.) to decide on the next activity or content focus.
Action Planning	Participants practically apply learnings to their work by identifying realistic goals, objectives, action steps, timelines, and roles or responsibilities.
Teach Backs	In small groups, participants practice and present back material they learned in the larger group. Teach back content sections or scenarios should be prepared in advance and participants should be given enough time to prepare their presentations.
Role Plays	Participants are given an imaginary scenario that reflect real-life situations, and individuals take on and act out specific roles with one another. Role plays can be prepared in advance or done on the spot.
Reflection or Processing	Through guided open-ended questions, participants periodically reflect upon the content or activities conducted throughout the training and think about how they can apply learnings to their own work or context.

Adapted from: CDC Healthy Schools

Adult Learning Principles

Adult Learning Principles	Implications
<p>1. Tell Me Why</p> <p>Adults will spend more time and energy if they see a reason for learning.</p>	<ul style="list-style-type: none"> • Use needs assessment data to connect learning objectives to learners’ needs. • Establish motivation during the training introduction. • Create conditions and provide tools for helping learners discover their “need to know.” • Structure learning strategies to address different learner expectations. • Relate content and materials to the participants’ daily work.
<p>2. Understand What Makes Me Unique</p> <p>Adults need learning approaches that match their background and diversity.</p>	<ul style="list-style-type: none"> • Provide learning opportunities that accommodate individual differences in experience, education, learning style, and interest. • Select a variety of strategies and techniques to maximize learning and contextualize content. • Allow for varying rates of learning.
<p>3. Use My Experience</p> <p>Adults bring valuable experience into a learning setting that can be built upon.</p>	<ul style="list-style-type: none"> • Relate new material to what learners already know. • Identify, acknowledge, and validate learners’ past experience. • Establish a learning climate that provides opportunities to share experiences and adequate processing time to integrate new learning. • Use experiential strategies that incorporate the learners’ past experiences. • Encourage learners to discuss how the new knowledge fits into what they already know. • Help learners make meaning of new knowledge by applying it to their individual work setting.
<p>4. Let Me Practice</p> <p>Adults are practical and eager to apply new knowledge to solve challenges they face.</p>	<ul style="list-style-type: none"> • Provide opportunities to discuss and apply training concepts to real-life situations. • Build skills and retention through hands-on or “brains-on” practice. • Identify themes that capture the range of challenges reported by learners. • Build a learner-centered environment. • Include problem-based learning strategies.
<p>5. Let Me Self-Direct</p> <p>Adults need to be actively involved in the learning process and often prefer to control their own learning.</p>	<ul style="list-style-type: none"> • Encourage a spirit of mutuality between facilitator and learners as joint inquirers. • Provide choice. • Engage learners in self-diagnosis of their learning needs and allow them to take ownership of their own learning. • Provide a participatory learning environment.
<p>6. Give Me a Safe Environment</p> <p>Adult learners can focus on learning when they feel psychologically and physically safe.</p>	<ul style="list-style-type: none"> • Allow time for learners to get acquainted and form connections at the start of the training. • Focus on the success of each learner, not on competition or exposing weaknesses. • Support the learners’ self-esteem and ensure that interactions during the training are positive and constructive. • Create a welcoming, comfortable, and accessible physical environment.
<p>7. Provide Constructive Feedback</p> <p>Adult learners want to know how they are doing and how to improve.</p>	<ul style="list-style-type: none"> • Allow time for experimenting with new ideas and skills. • Provide ongoing reinforcement. • Give feedback that is specific, immediate, and constructive.

Adapted from: Friesen, Kaye and Associates, Instructional Techniques Workshop (2013) RMC Health — Bryan, R. L., et. al., (2009). Health Promotion Practice, 10,557-563.