

# Interactive Systems Training Workshops for Healthy Food Environments

*Agenda & Scripts for two online workshops, which can be organised via online video conferencing platforms such as Microsoft Teams or Zoom.*

## Acknowledgements

The original workshop content was developed and delivered by Deakin University, Amsterdam UMC and VU University researchers, through funding from the Australian Prevention Partnership Centre, the Institute for Health Transformation at Deakin University, and the Dutch Heart Foundation. Contact Tara Boelsen-Robinson at [tara.b@deakin.edu.au](mailto:tara.b@deakin.edu.au) for further information.

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# Workshop 1: Interactive Systems Training for Healthy Food Environments - Agenda & Scripts

## Roles for workshops

Roles	Workshop 1	Workshop 2
Opener / Closer	>insert name<	>insert name<
Presenter	>insert name<	>insert name<
(Room) Facilitators	>insert names<	>insert names<
Event Manager*	>insert name<	>insert name<

**\*Event Manger** Ensures recording (if desired and when consent is obtained by workshop participants); Splits participants into “breakout rooms” with a Room Facilitator in each group; Sends time warnings to “breakout rooms” and brings everyone back at end of activity; Monitors the chat function in the “main room” and sends documents via chat to participants; Keeps track of time.

## Outputs

- Connection Circle and preliminary system map for each problem scenario.
- Workshop slides/recordings and a list of resources that can be freely accessed will be provided to participants at the conclusion of Workshop 2.

## AGENDA

Activity	Task Description	Presenter	Time
Welcome	<ul style="list-style-type: none"> <li>• Welcomes participants and acknowledge funders. Extra time allocated to allow for late comers. (5 min)</li> </ul>	Opener/ Closer	5 min
Introductions & consent	<ul style="list-style-type: none"> <li>• Brief overview of workshop agenda (1 min)</li> <li>• Introduce facilitation team (4 min).</li> </ul>	Opener/ Closer	5 min
Activity: <a href="#">Hopes and Fears</a>	<ul style="list-style-type: none"> <li>• Introduce ‘hopes and fears’ activity. (1 min)</li> <li>• Participants write in the chat what they hope to get out of these workshops and things that they’re worried or concerned about. (5 min)</li> <li>• Summarise hopes and fears, acknowledge that we will attempt to deal with them and will review at the end of the workshop. (4 min)</li> </ul>	Opener/ Closer	10 min
Activity	Task Description	Presenter	Time

Introduction to systems thinking & system dynamics	<ul style="list-style-type: none"> <li>Placing systems thinking, systems approaches, and system dynamics</li> <li>What is a system, and healthy food environments and sustainability as a system</li> <li>Why systems thinking / system dynamics</li> <li>Introduction to four systems tools</li> </ul>	Presenter	10 min
Tool 1: Behaviour Over Time Graphs	Introduction to behaviour over time graphs (BOTGs); reference modes; mental models; and example BOTG	Presenter	7 min
Group Activity: <a href="#">Behaviour Over Time Graphs</a>	<ul style="list-style-type: none"> <li><b>Presenter</b> gives instructions for activity (2 min)</li> <li><b>Event Manager</b> sends 'Problem Scenario' pdf in chat and sends everyone into their breakout rooms.</li> </ul> <b>Breakout Rooms (30 min)</b> <ul style="list-style-type: none"> <li>Group introductions – name &amp; interest in workshop</li> <li>Identify <b>Participant Volunteer</b> to give a reflection on activities at the end of the workshop.</li> <li>Introduce the <b>Problem Scenario</b>.</li> <li>Participants draw as many BOTGs as they can.</li> <li>Share BOTGs. Variables are added into <b>STICKE</b>.</li> <li><b>Event Manager</b> brings everyone back to main room.</li> </ul>	Presenter and facilitators	32 min
<b>BREAK</b>			<b>10 min</b>
Tool 2: Connection Circles	<ul style="list-style-type: none"> <li>Brief overview of connection circles</li> </ul>	Presenter	2 min
Group Activity: <a href="#">Connection Circles</a>	<ul style="list-style-type: none"> <li><b>Presenter</b> gives instructions for activity (2 min)</li> <li><b>Event Manager</b> sends everyone into breakout rooms</li> </ul> <b>Breakout Rooms (25 min)</b> <ul style="list-style-type: none"> <li>Build on the <b>STICKE</b> connection circle from previous activity.</li> <li>Participants reflect on the connections and stories between pairs of variables, identifying their direction of cause-effect, and polarity.</li> <li><b>Event Manager</b> brings everyone back to main room.</li> </ul>	Presenter and facilitators	27 min
Group debrief & reflect	<ul style="list-style-type: none"> <li><b>Opener/closer</b> welcomes participants back.</li> <li><b>Participant Volunteer</b> from each group reflects on the discussion from their room.</li> </ul>	Presenter	12 min
Close	<ul style="list-style-type: none"> <li>Briefly review participants' hopes and fears.</li> <li>Acknowledge funders, thank participants for their time, next meeting time/date, invite participants to stay if they have more questions.</li> </ul>	Opener/ Closer	6 min

# SCRIPTS

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## Hopes and Fears

### Objectives:

- An initial icebreaker to get participants involved and thinking about the workshop.
- To identify what participants' hope/expect to get out of the workshop, and any concerns they may have e.g. not being able to understand the material

### Outputs:

- Hopes and fears identified by participants will be reviewed at the end of the workshop to see if hopes have been met, and fears have been addressed.

<b>Duration</b>	<b>10 minutes</b>
<b>Materials</b>	Teams / chat function
<b>Roles</b>	<b>Opener/closer</b> will introduce and run the activity
<b>Steps</b>	<ol style="list-style-type: none"><li>1. Participants will be given 5 minutes to write in the chat function what they hope to get out of these workshops and things that they're worried or concerned about (fears).<ul style="list-style-type: none"><li>○ Keep thoughts to a few words or a short phrase.</li><li>○ Write hopes and fears separately</li></ul></li><li>2. Summarise hopes and fears, acknowledge that we will attempt to deal with them and will review at the end of Workshop. (5 min)</li></ol>

## Behaviour Over Time Graphs

**Objectives:** To initiate mapping by generating multiple variables as potential drivers of the problem; begin to generate rich narratives explaining the current community conditions, based on historical trends, and; elicit hoped and feared trends for future system behaviour.

**Outputs:** Generates variables for Connection Circle activity

<b>Duration</b>	<b>30 minutes</b>
<b>Materials</b>	<ul style="list-style-type: none"><li>• Teams video conferencing platform or Zoom with breakout room capability</li><li>• Participants will need a note-taking device (paper or electronic) to draw their behaviour over time graphs</li><li>• <a href="#">STICKE</a></li></ul>
<b>Roles</b>	<ul style="list-style-type: none"><li>• <b>Presenter</b> who will introduce the activity and do a demonstration</li><li>• <b>Facilitators</b> (1 per breakout room) to work with the group and guide discussion / act as modeller entering variables into <b>STICKE</b></li><li>• <b>Event Manager</b> to manage administration of multiple breakout rooms</li></ul>
<b>Intro</b>	<ul style="list-style-type: none"><li>• <b>Presenter</b> introduces BOTGs: reference mode and mental models and provides the activity instructions.</li><li>• <b>Event Manager</b> sends participants the <b>Problem Scenario</b> pdf in chat.</li><li>• <b>Event Manager</b> sends everyone into their breakout rooms.</li></ul>

<p><b>Breakout rooms</b></p>	<ol style="list-style-type: none"> <li>1. <b>Facilitator</b> welcome participants to their breakout room and dedicate the first couple of minutes to a quick round of introductions among participants. (3 min)</li> <li>2. Ask for a <b>Participant Volunteer</b> to give a 2-minute summary of the main themes and insights from the end of the workshop. (1 min)</li> <li>3. Introduce participants to the <i>problem scenario</i>, with its reference mode.</li> <li>4. Ask participants to read out the <i>problem background, behaviour seen</i> in the graph, and <i>hopes and fears</i> from the <a href="#">Problem Scenarios</a> pdf sent in the chat (3 min)</li> <li>5. <b>Facilitator</b> read out the <i>question for the group activity</i>.</li> <li>6. Allow 1 minute for any questions.</li> <li>7. <b>Facilitator</b> ask participants to draw as many BOTGs as they can for things they think affect their <i>problem scenario</i>. Return to the reference mode slide if needed. Participants may use any notetaking or drawing materials they have at hand, with one variable per template that they draw (i.e. one graph per variable). Participants are given up to 10 minutes to work individually.</li> <li>8. <b>After 6 minutes have passed</b>, ask participants to spend the next 4 minutes finishing off any last graphs and thinking about which of their graphs they consider most important. Instruct participants to put their graphs in order from most to least important e.g. make a pile or number their graphs.</li> <li>9. When the full 10 minutes is up, tell participants that we are now going to capture the most important variables as a whole group. <b>OPEN STICKE</b>.</li> <li>10. Lead one round of sharing, calling out each participant in turn to share their top variable (just one). If a participant's variable has already been mentioned, tell them to go to their next variable. If their variable has already been identified, BUT, their interpretation of past trend, hopes/fears is different, ask them to tell their story (briefly).</li> <li>11. As participants call out their variable name, add it (verbatim) into STICKE (projected via screen sharing) in preparation for connection circles. Do NOT make any connections at this point or get into too much detail on variable behaviour.</li> <li>12. If you exhaust everyone's graphs you can ask if people can think of any other factors that might be a part of your problem scenario and add these in.</li> <li>13. <b>Event Manager</b> sends a <b>5-minute</b>, and <b>1-minute</b> warning to each group and at the end of the activity brings everyone back to the main room.</li> </ol>
<p><b>Original Script</b></p>	<p>See "Graphs Over Time" script Adapted from GMB online script developed by GLOBE for the Enliven Obesity GMB Series in 2020.  <a href="https://en.wikibooks.org/wiki/Scriptapedia/Graphs_over_Time">https://en.wikibooks.org/wiki/Scriptapedia/Graphs_over_Time</a></p>

## Connection Circles

**Objectives:** Links up individual variables identified in the BOTGs to show relationships. It is the step between the identification of variables and the development of a system map.

**Output:** A visual representation of all the variables identified by participants. The beginning of the system map. Participants will be provided with a PDF copy of the connection circle and initial system map. Group maps will be combined before the second workshop to form one system map.

<b>Duration</b>	<b>30 minutes</b>
<b>Materials</b>	<ul style="list-style-type: none"> <li>• <b>Teams</b> or equivalent platform with breakout room capability</li> <li>• STICKE with 'Connection Circle' (without links) from previous activity</li> </ul>
<b>Roles</b>	<ul style="list-style-type: none"> <li>• <b>Presenter</b> who will introduce the activity and do a demonstration</li> <li>• <b>Facilitator</b> (1 per breakout room) with experience facilitating groups and some experience with building systems maps in STICKE</li> <li>• <b>Event Manager</b> to manage administration of multiple breakout rooms</li> </ul>
<b>Intro</b>	<ul style="list-style-type: none"> <li>• <b>Presenter</b> welcomes participants back and introduces the theory of connection circles with examples.</li> <li>• <b>Event Manager</b> sends everyone into their breakout rooms.</li> </ul>
<b>Breakout rooms</b>	<ol style="list-style-type: none"> <li>1. Remind the <b>Participant Volunteer</b> that they will give a 2-minute summary of the main themes and insights to the whole group after this activity.</li> <li>2. Open the group <b>Connection Circle</b> in <b>STICKE</b> and clarify with participants the nature of the relationship between the variables (direction and polarity). Draw the appropriate connections.</li> <li>3. Continue to ask for connections, focusing on extending the story captured in the first connection. <i>Prompt: "We have just made a connection between A and B – what else do we know about this story – is there anything that contributes to A, or can we think of anything that changes because of B?"</i></li> <li>4. Once participants have run out of connections for the initial story, or if a particularly meaningful story moves the discussion onto another pair of variables, return to the prompt above for the new story.</li> <li>5. You may pause to reflect any feedback loops that become apparent during the activity or to show participants how stories are emerging from the discussion.</li> <li>6. In the last 5 minutes of the activity, wrap up work on the connection circle and remind the <b>Participant Volunteer</b> that they will give a 2-minute summary from the activity when you re-join the main room.</li> <li>7. You can switch into 'Map' view in the final minutes of the activity, to give participants a preview of what we will work on in the next workshop.</li> <li>8. <b>Event Manager</b> sends a <b>5-minute</b>, and <b>1-minute</b> warning to each group and at the end of the activity brings everyone back to the main room.</li> </ol>
<b>Original Script</b>	<p>See "Creating Causal Loop Diagram from Connection Circles" script: Adapted from GMB online script developed by GLOBE for the Enliven Obesity GMB Series in 2020.</p> <p><a href="https://en.wikibooks.org/wiki/Scriptapedia/Creating_Causal_Loop_Diagram_from_Connection_Circles">en.wikibooks.org/wiki/Scriptapedia/Creating_Causal_Loop_Diagram_from_Connection_Circles</a></p>

# PROBLEM SCENARIOS

## Scenario 1: Declining engagement in the Healthy Neighbourhood project

### Problem background

Over the past 30 years, **obesity rates** have disproportionately increased, especially in **socially disadvantaged neighbourhoods in urban areas**. Most food retailers and food outlets provide predominantly **unhealthy food products**.

To combat the rising rates of obesity, the municipality introduced the 'Healthy Neighbourhood project' to work with food retailers and outlets in order to **shift their product availability** towards an **increased availability and promotion of healthier products**.

### Behaviour seen

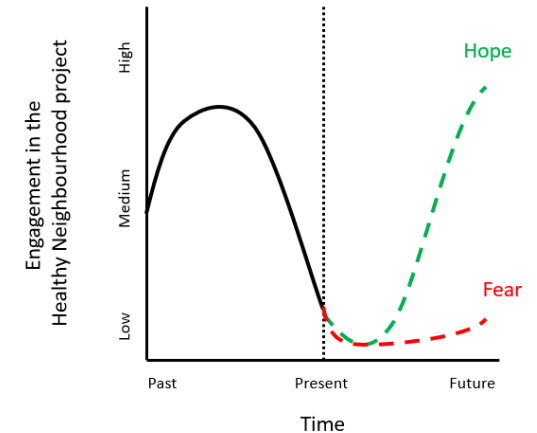
Retailers saw the value of creating healthier food environments and were at first **enthusiastic** to engage in the project. Retailer **engagement increased** initially before **rapidly dropping** off as retailers became **resistant to change** due to concerns on **revenue, staff shortages, rising energy costs, and fear of new COVID-lockdowns** which leads to a **low priority** for creating healthier product availability in practice.

### Hopes and fears

The municipality **hopes** to increase the number of retailers engaged in the project, but the **fear** is engagement will continue to drop and the Healthy Neighbourhood project will fail.

### Question for group activity

We want to identify the best approach to **motivate** the current retailers to **make changes** and demonstrate **how these changes could benefit them**. To do this we first need to identify what factors are / could affect the level of engagement in the healthy neighbourhood project, i.e. what factors are responsible for the behaviour seen in the reference mode?



## Scenario 2: Increasing purchase of unhealthy convenience foods in a local supermarket

### Problem background

A **local food retail** entrepreneur located in a relatively poor neighbourhood in the north of the Netherlands observes that **unhealthy convenience foods sales keeps rising** since the opening of the store, now 30 years ago.

The retailer wants to **contribute to the vitality of the community**, by starting to promote the healthy food purchases for example via additional placements of healthy products.

### Behaviour seen

Although the food retailer is making good money, the retailer is frustrated to see that an **increasing number of customers** choose **unhealthy convenience foods**. The retailer believes this is perhaps due to the fact that more and **more convenience products are entering the market**, and people are **less used to home cooking** fresh meals. Also, more recently, inflation may push customers to the more **cheaper convenience products**.

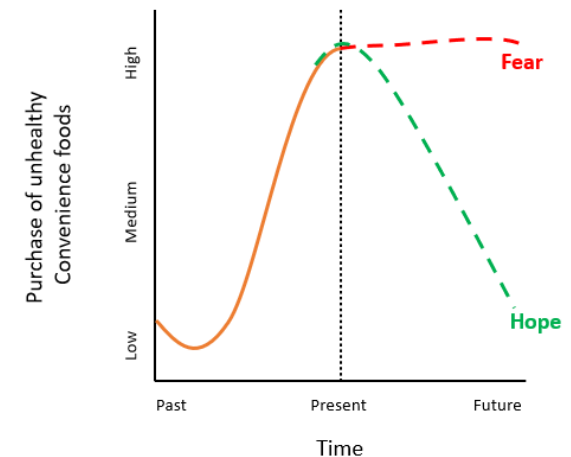
### Hopes and fears

The retailer **hopes** that customers will appreciate extra promotion on healthier products and that they start to purchase more of healthier products, but the **fear** is that customers may disapprove and that they will do their grocery shopping elsewhere, harming his business revenue.

### Question for group activity

We want to identify the best approach to **promote healthier product purchases** in such a way that is **approved/accepted by customers** and there are **no harms for retailer revenue**.

We therefore need to identify what factors are / could affect customer behaviour and opinion, i.e. what factors are responsible for the behaviour seen in the reference mode?





## Scenario 3: Declining sustainable food sales in the company canteen

### Problem background

Food production and consumption is a major burden on natural resources such as fresh water and it contributes to climate change. Therefore, a **sustainability manager** at a large employer in the area of Utrecht is tasked with **promoting sustainable employee behaviours** across the organization, and this includes **sustainable food consumption**. An **independent food service company** runs the **canteens**.

Last year they ran **organization-wide campaigns** to promote **sustainable food consumption**.

### Behaviour seen

The organization-wide campaigns to promote sustainable food consumption initially led to **increased sales** of sustainable foods. However, current canteen sales data suggest a **decrease in sustainable food consumption** now that housing, food and energy **prices are on the rise**.

Furthermore, the **canteen staff believe** that sustainable foods are simply **not in sufficient demand**, and therefore **commercially unviable**, which seemingly leads to **resistance to these changes** and **limited promotion** of sustainable products among employees.

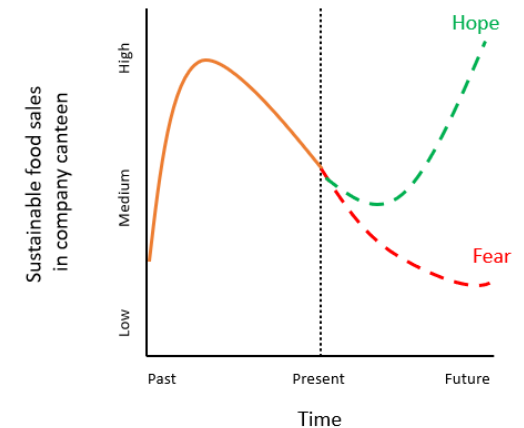
### Hopes and fears

The sustainability manager **hopes** that by identifying and addressing the barriers for sustainable food sales the decline in sustainable food sales can be halted and turned towards increased sales. The **fear** is that without addressing these barriers, sustainable food sales will continue to decline.

### Question for group activity

We want to identify the best approach to **make sustainable food choices** in the canteens **easier** for the employees **and thus more common**.

We therefore first need to identify what factors are / could affect employees purchase behaviour, i.e. what factors are responsible for the behaviour seen in the reference mode?



## Scenario 4: Increase in snack purchases from other food outlets around school

### Problem background

**Unhealthy dietary intake** among **adolescents** is a major public health threat, especially with the rising obesity rates.

Therefore, a **high school director** aims to promote **healthier dietary choices** among the **students**.

Last year they implemented **healthier foods and beverages** provided by the **school canteen** at **affordable price rates**.

### Behaviour seen

At first, after implementation of healthier foods and beverages provided by the school canteens, students were **enthusiastically trying the new products**. Yet, after some weeks, students shifted their purchases towards **increased purchase of snack foods from other food outlets and retailers** around the school. This may be due to the novelty of the new products wearing off, relative lower perceived tastiness of the healthy products or the high availability of unhealthy and cheap but tasty snack foods around the school.

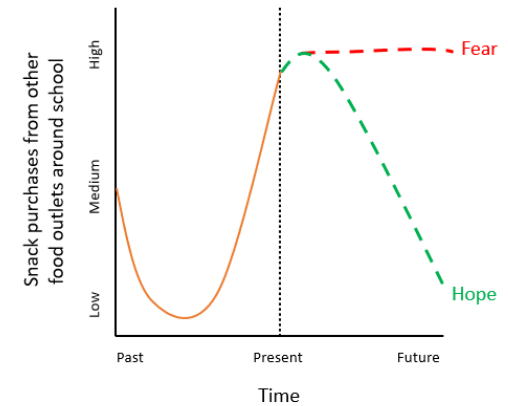
### Hopes and fears

The high school director **hopes** to motivate students to purchase more of the healthier canteen products, but **fears** that students will continue to buy unhealthy snack foods at other food outlets surrounding the school.

### Question for group activity

We want to identify the best approach to **motivate** students to purchase more of the healthier canteen products.

We therefore need to identify what factors are / could affect **student behaviours**, i.e. what factors are responsible for the behaviour seen in the reference mode?



# Workshop 2: Interactive Systems Training for Healthy Food Environments - Agenda & Scripts

## Outputs

- Participants will have access to the final system map and the individual refined version done by each of the breakout room groups.
- A list of policies and interventions currently in place and where they intersect on the map and identified gaps.
- Workshop slides and a list of resources that can be freely accessed.

## AGENDA

Activity	Task Description	Presenter	Time
Welcome	<ul style="list-style-type: none"> <li>• Welcome participants and acknowledgement of funders. (3 min)</li> </ul>	Opener/ Closer	3 min
Agenda, Introductions & Housekeeping	<ul style="list-style-type: none"> <li>• Brief overview of workshop agenda (1 min)</li> <li>• Briefly introduce facilitation team (1 min)</li> </ul>	Opener/ Closer	2 min
Recap & questions	<ul style="list-style-type: none"> <li>• Recap of previous workshop (3 min)</li> <li>• Questions from previous workshop (2 min)</li> </ul>	Presenter	5 min
Tool 3: System maps (CLDs)	<ul style="list-style-type: none"> <li>• Why system maps</li> <li>• How to read a system map (CLD)</li> </ul>	Presenter	6 min
System map review (the combined CLD)	<ul style="list-style-type: none"> <li>• Development of the group system maps &amp; combined version.</li> <li>• Important elements / areas requiring clarification from participants.</li> </ul>	Presenter	2 min
Group Activity: <a href="#">The system map</a>	<ul style="list-style-type: none"> <li>• Activity instructions (1 min)</li> <li>• <b>Event Manager</b> sends everyone to breakout rooms</li> </ul> <p><b>Breakout Rooms (30 min)</b></p> <ul style="list-style-type: none"> <li>• Work on combined system map in STICKE.</li> <li>• Participants reflect on the map, provide detail/clarification on map elements, continue to build the map and identify feedback loops.</li> <li>• <b>Event Manager</b> sends 5min and 1 min warnings and brings everyone back to the main room.</li> </ul>	Presenter and facilitators	31 min
BREAK			10 min

Activity	Task Description	Presenter	Time
Tool 4: The system pyramid	<ul style="list-style-type: none"> <li>• Introduction to the levels of systems thinking (systems pyramid) with examples</li> <li>• Instructions for Group Activity 2</li> <li>• <b>Event Manager</b> sends everyone to breakout rooms</li> </ul>	Presenter	7 min
Group Activity: <a href="#">Using the system map</a>	<ul style="list-style-type: none"> <li>• Activity instructions (2 min)</li> <li>• <b>Event Manager</b> sends everyone to breakout rooms</li> </ul> <p><b>Breakout Rooms (30 min)</b></p> <ul style="list-style-type: none"> <li>• Using the system map in combination with the systems pyramid participants dig deeper into their problem scenario to identify potential leverage points within the system.</li> <li>• Advanced groups can identify current policies/interventions and identify challenges, potential unintended consequences and gaps.</li> <li>• <b>Event Manager</b> sends 5min and 1 min warnings and brings everyone back to the main room.</li> </ul>	Presenter and facilitators	32 min
Groups debrief and reflect	<ul style="list-style-type: none"> <li>• Welcome participants back.</li> <li>• <b>Participant Volunteer</b> from each group shares brief reflection on the discussion from their room.</li> </ul>	Presenter	10 min
Summary	Summary of system dynamics.	Presenter	1 min
Close	Acknowledgement of funders, next steps, contacts for facilitator team, questions to be followed up on etc.	Opener/ Closer	9 min

# SCRIPTS

## SCRIPT: The system map

**Objectives:** Participants gain confidence in reading a system map and further developing the connections and questioning relationships.

**Output:** An agreed upon system map that is representative of participants knowledge of the problem.

<b>Duration</b>	<b>30 minutes</b>
<b>Materials</b>	<ul style="list-style-type: none"> <li>• STICKE</li> <li>• Combined system map from Workshop 1 'Connection Circles' activity</li> </ul>
<b>Roles</b>	<ul style="list-style-type: none"> <li>• <b>Presenter</b> who will introduce the activity</li> <li>• <b>Facilitators</b> (1 per breakout room) with experience facilitating groups and some experience with building systems maps in STICKE</li> <li>• <b>Event Manager</b> to manage administration of multiple breakout rooms</li> </ul>
<b>Intro</b>	<ul style="list-style-type: none"> <li>• <b>Presenter</b> outlines how the individual group connection circles from Workshop 1 were combined into the system map they will work on. Notes recurring variables, changes to wording etc. and identifies areas needing clarification.</li> <li>• <b>Presenter</b> provides the activity instructions.</li> <li>• <b>Event Manager</b> sends everyone into their breakout rooms.</li> </ul>
<b>Breakout rooms</b>	<ol style="list-style-type: none"> <li>1. Ask for a <b>Participant Volunteer</b> who will give a 2-minute summary of the main themes and insights from group activities at the end of the workshop.</li> <li>2. Open the combined system map in <b>STICKE</b> and share screen. Ask your group to: <ul style="list-style-type: none"> <li>- Spend 1 minute reviewing the map quietly by themselves (1 min)</li> <li>- Are there any initial thoughts on how the map has been combined? (2 min)</li> </ul> </li> <li>3. Guide participants through any specific questions or clarifications from the spreadsheet. (7 min)</li> <li>4. As a group, spend the next 20 minutes continuing to build the system map by: <ul style="list-style-type: none"> <li>- Confirming relationships between variables (i.e. are the polarities correct?)</li> <li>- Identifying new variables and/or relationships, and their stories</li> <li>- Are there any variables or links missing? e.g. <i>"Are there areas of the map where you think further detail is needed? Have we missed large, important parts of the problem?"</i></li> <li>- Where are the <b>reinforcing / balancing loops</b>? e.g. <i>"Do the stories in the feedback loops resonate, and where have you seen these play out in the community?"</i></li> </ul> </li> </ol> <p><i><b>NOTE:</b> We're not trying to perfect the map (no time for that) but just want to get at least one comment from each participant on how the map resonates with them. We want to ensure that nothing big is missed. We're using this activity as an example of how to read, question and refine a system map.</i></p>

	5. <b>Event Manager</b> sends a <b>5-minute</b> , and <b>1-minute</b> warning to each group and at the end of the activity brings everyone back to the main room.
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## SCRIPT: Using the system map

**Objectives:** Demonstrates to participants how they can use a system map in combination with the systems pyramid to dig deeper into their problem scenario and identify potential leverage points within the system where interventions may have a significant and sustained impact.

**Output:** A detailed system map overlaid with at least one policy/intervention from each group, identified areas for potential intervention, and a better understanding of how different tools within system dynamics can be applied to address a complex problem. Participants will receive a PDF copy of the final combined system map.

<b>Duration</b>	<b>30 minutes</b>
<b>Materials</b>	<ul style="list-style-type: none"> <li>• STICKE</li> <li>• Combined system map from workshop 1 connection circles</li> </ul>
<b>Roles</b>	<ul style="list-style-type: none"> <li>• <b>Presenter</b> who will introduce the activity</li> <li>• <b>Facilitator</b> (1 per breakout room) with experience facilitating groups and some experience with building systems maps in STICKE</li> <li>• <b>Event Manager</b> to manage administration of multiple breakout rooms</li> </ul>
<b>Intro</b>	<ul style="list-style-type: none"> <li>• <b>Presenter</b> introduces the systems pyramid and provides activity instructions.</li> <li>• <b>Event Manager</b> sends everyone into their breakout rooms.</li> </ul>
<b>Breakout rooms</b>	<ol style="list-style-type: none"> <li>1. Remind the <b>Participant Volunteer</b> that they will give a 2-minute summary of the main themes and insights to the whole group after this activity.</li> <li>2. Open the combined system map in <b>STICKE</b> and share screen. Using the different levels of the systems pyramid, identify:</li> <li>3. The <b>event</b>: This is what you see in the Problem Scenario reference mode BOTG e.g. <i>Scenario 1: Declining engagement in the Healthy Neighbourhood project</i></li> <li>4. The <b>patterns</b>: What's been happening over time? What trends can you see? Patterns of behaviour are the feedback loops. What is the story of this pattern of behaviour?</li> <li>5. The <b>structures</b>: What could be influencing the patterns you've just identified? What connections can you see?</li> <li>6. The <b>mental models</b>: Who are the key stakeholders? What could be their perspective/mental model? These are their values, assumptions or beliefs. How could you gain an understanding of their perspective(s)?</li> </ol> <p><b>Advanced / extra activity:</b> If your group is advanced and completes the above.</p> <ol style="list-style-type: none"> <li>7. Ask them to identify a policy or intervention relevant to the problem scenario.</li> <li>8. What variables / feedback loops is the policy/intervention designed to affect? Identify where this located on the map.</li> <li>9. Does the policy / intervention account for other variables in the map that impact, or are impacted by those it is designed to directly address?</li> </ol>

	<p>10. What are some potential unintended consequences of the policy / intervention? Read around the map to see what other elements are impacted.</p> <p>11. What key challenges may be encountered when implementing the policy / intervention? Are there gaps that aren't currently being addressed? What could be some next steps?</p> <p>12. <b>Event Manager</b> sends a <b>5-minute</b>, and <b>1-minute</b> warning to each group and at the end of the activity brings everyone back to the main room.</p>
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