### SESSION 2: STUDENT SURVEY

<table>
<thead>
<tr>
<th><strong>Student Supplies:</strong></th>
<th><strong>Teacher Supplies:</strong></th>
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<tbody>
<tr>
<td>• <em>Choosing Healthy Habits</em> Planner</td>
<td>• SHA Program Session 2 PowerPoint</td>
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<tr>
<td></td>
<td>• Printed Student Surveys (two per student)</td>
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### GEORGIA STANDARDS OF EXCELLENCE

HE5.4: Students will demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks

### ASSESSMENT

- Completed surveys
- Think-Pair-Share responses
- Enrichment – Planner Activity

### BACKGROUND

The purpose of this session is for SHAs to learn effective communication techniques to build a successful nutrition or physical activity project. After completing the communication activity, SHAs will be introduced to their project and learn what a sustainable project looks like. Then, the Student Survey will be reviewed so each student fully understands the survey questions and their role in handing the survey out to a peer. In order to maximize effectiveness, review the Session 2 PowerPoint and Youth Engagement Facilitation Strategies before you start the meeting.

**Tip:** Allow students to read the PowerPoint slides. It helps them be involved in the process and not simply recipients of the lesson.
ESSENTIAL QUESTIONS

1. Why is it important to eat fruits and vegetables, drink water and be physically active?
2. How can you influence other students to choose healthier nutrition and physical activity behaviors?
3. How can effective communication skills influence the outcome of your project?

OPENING

Display the SHA Program Session 2 PowerPoint for students to see. Access the Session 2 PowerPoint by following the steps below:

1. Go to HealthMPowers.org
2. Click “Login” in the top right-hand corner, then click “Elementary School Resources Login”
3. Enter the password: Healthy123
4. Under “School Health Team Resources,” click “Student Health Advocate (SHA) Program”
5. Click “Session 2” within the PowerPoints folder

Welcome SHAs and review the “I can” outline (slides 1-2).

Personal Health Goal Check-In: Discuss the questions outlined below and on the PowerPoint (slide 3) to help students reflect on their goals. Provide verbal assistance and support when needed.

- How is your goal going?
- What are some challenges you have faced?
- What do you like about the changes you are making?
- What improvements can you make this next week to continue to meet your goals?

Communication Challenge: To help students understand the importance of communication, start the lesson with the Can You Draw activity (slide 4).

- Can You Draw? Students will get into partners with Partner 1 facing the front of the classroom and Partner 2 facing the back of the classroom. Partner 1 will be shown a common image (Example: house). Without using the word (“house”), Partner 1 must explain how to draw the image to Partner 2. Change roles and repeat. (slides 5-9)

Recap Questions: (slide 10)
1. What process did you go through to help your partner?
2. How did you adapt the way you communicated with your partner when challenges arose?
3. Looking back, what are some ways you could have improved your communication?
4. How can you apply effective communication to your work as SHAs?
Lesson

Youth Engagement Facilitation Strategies:
• Give students the time and space to think critically. Ask open ended questions that help guide them towards answers.
• Effective communication between SHAs and the coordinator is crucial, as it allows students to process thoughts out loud and learn from each other. Encourage students to ask questions throughout the lesson.

Introduction to your Project: Read the definition for a sustainable project and explain the importance of creating a sustainable nutrition and/or physical activity project (slide 11).

Which one is the sustainable project? (slide 12) Encourage students to read the slide and discuss as a group which example they believe to be sustainable. Once students have decided, reveal the correct answer to them. If they did not select the walking club as the sustainable project, help students understand the difference between the two examples. Refer back to slide 7 for the definition if needed.
   1. Walking Event – Non-Sustainable
   2. Walking Club – Sustainable

Project Goal: Remind students of the “power of peers” and encourage them to believe they have the opportunity to influence the health of their school environment (slide 13). As Student Health Advocates, remind the group they are being challenged to encourage healthier behaviors around the school. Before choosing a project focus, your group must identify a need. To accomplish this, SHAs will complete a self-assessment and administer a student survey to a peer (slide 14).

Remind students of the HealthMPowers 3 Key Behaviors (slide 15). They should work to meet each behavior every day. Have SHAs share their thoughts about how they think students at the school are doing regarding these behaviors. Let students know that through the results of the survey, they will find out about students’ attitudes and habits as it relates to Eat, Drink and Move.

Student Survey: Give each student a copy of the Student Survey. Follow the steps below to help students learn about assessing their own health behavior and the health behavior of their peers.
   1. Ask a student to read each question (slide 16) and respond on their own survey.
   2. Use the Youth Engagement Facilitation Strategies (above) to help students think critically about the survey questions and facilitate a group discussion to talk about their answers. Ask students why they answered yes or no for certain questions. This discussion time is the beginning of identifying nutrition and physical activity areas that could be improved within your school.
   3. Outline the steps for handing out the Student Surveys to peers (slide 17-18). Elaborate as students have questions.
      • Note: If there is a different process that would work better for your SHAs, feel free to change this slide. However, please make sure the SHAs share the Student Surveys with students not a part of the SHA program.
   4. After all students understand the steps for handing out the Student Surveys, help students
brainstorm strategies they can use to pass out the surveys to their peers (slide 19).

**EXAMPLE:** Hand it to the student who sits across the lunch table from me

5. Make sure to reiterate that students need to keep the surveys and return them to you, the coordinator, at the next meeting (or any time before).

**CLOSING**

Think – Pair – Share (slide 20)
- **Think:** Give students a moment to *think* independently about ways to communicate effectively with their peers and why it’s important to understand health behaviors of peers before starting the project.
- **Pair:** Have students *pair* up with a partner and discuss their response. With their partner, they will also discuss ways effective communication will help when gathering survey information.
- **Share:** Ask 2-3 groups to *share* their responses with the class.

**Choose your Brain Booster:** (slide 21) Read the descriptions for the three brain boosters and have students choose which activity they would like to do. Ask students to stand up and participate. If the hyperlink for *I Like It!* is not working correctly, you can access the brain booster on our website using the following steps:
1. Go to [https://healthmpowers.org/services/resources/](https://healthmpowers.org/services/resources/)
2. Click “Brain Boosters Physical Activity Videos”
   [https://healthmpowers.org/services/healthmpowers-line-dancing-2/](https://healthmpowers.org/services/healthmpowers-line-dancing-2/)

**Enrichment:** Have students turn to this week’s “Bell Work Activity” in the *Choosing Healthy Habits Planner* and instruct students to complete the activity (slide 22).