### SESSION 3: DATA ANALYSIS

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### GEORGIA STANDARDS OF EXCELLENCE

HE5.2: Students will analyze the influence of family, peers, culture, media, technology, and other factors on health behaviors.

### ASSESSMENT

- Ticket-out-the-Door
- Planner Activity

### BACKGROUND

The purpose of Session 3 is to guide SHAs through analyzing their Student Survey results. SHAs should have a proper understanding of the data and use it to describe health behaviors of students at their school. In order to maximize effectiveness, review the Session 3 PowerPoint PDF and the Youth Engagement Facilitation Strategies before you start the session.

**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 set personal health goals and track progress?
2. How can data analysis be used to determine influences on one’s health decisions?
3. In what way does group discussion/communication enhance learning?

### OPENING

Display the SHA Program Session 3 PowerPoint for students to see. Access the Session 3 PowerPoint by following the steps below:

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

Welcome students to Session 3 and review the I Can statements to provide a lesson overview [slides](#).
Personal Health Goal Check-In: Display the Vision Board created during session 1 and discuss progress toward health goals using the prompts on the PowerPoint.

Would You Rather? The goal of this game is to help students experience basic data analysis skills while sharing personal preferences.

- Instruct students to stand in the middle of the room. Read the statement on the slide, and SHAs will move to the front or the back of the room based on their personal preference. If space is limited, choose two movements for students to do at their desks instead (i.e., seated jumping jacks to select the first option and desk push-ups to select the second option).
- After students have moved, ask them to identify which side of the room has the higher number of students. This game is intended to help students warm up their minds to analyzing data by selecting which side of the room has the higher number of students. Refer back to this activity if students are having trouble analyzing survey data later in the lesson.

As you recap the game and inform the students that they acted as data analysts during each round.

LESSON

Session 3 Video: Introduce the video, Analyzing Survey Results, by telling students it will further explain their role as “data analysts” and introduce how to use the survey results.

Analyzing Survey Results:

- Review the four steps to data analysis that were outlined in the video.
- Next, tell students they will chart survey results. Use the example chart as a guide to help the SHAs visualize what their chart should look like. Select a couple of example questions and ask SHAs to conclude whether the question should a high-priority or a low-priority question. If students need prompting, encourage them to count the number of tallies.
- Students will follow the same process when completing their own Student Results Chart. SHAs will report their Student Survey results by tallying their peers’ answers.

Looking at the completed chart, take a moment to discuss the High-Priority questions (most no’s) and Low-Priority questions (least no’s). Ask students to pick which question they believe to be the highest priority. The highest priority question will be the area where students’ health can be most improved. Allow students to rank their survey questions from 1 (Highest Priority) to 5 (Lowest Priority). Insert the questions as student rank them.

Discussion: Read the listed questions one at a time. Use Elbow Partners to allow all students to participate (students should turn and exchange ideas and responses with someone whose elbow is near theirs) before allowing students to share with the class.

Brain Booster: 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 Sucker 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/
2. Click “Brain Boosters Physical Activity Videos”
   https://healthmpowers.org/services/healthmpowers-line-dancing-2/
3. Select “Sucker” https://share.vidyard.com/watch/UKA9aQ2F1Dz5CTa9pEwL6C?

**Youth Engagement Facilitation Strategy:**
Encourage youth engagement through asking open ended questions.
Empower students to think outside the box when analyzing their data. Ask **who, what, when, where** and **why** questions.

**CLOSING**

**Ticket-out-the-Door:** Have students reflect on today’s lesson by answering the questions from the slide on an index card. (slide 22). Students do not need to put their name on the card but do need to respond to each question. Be sure to save the cards for discussion in lesson 4.

**Enrichment:** Instruct SHAs to turn to this week in their Choosing Healthy Habits planner. Have SHAs read aloud the “Get Fit Tips” and “Eat Well Tips” together. Do any of the tips align with the students’ personal health goals? Allow students to share if any of the tips apply (slide 23).