## SESSION 4: ACTION PLAN

<table>
<thead>
<tr>
<th>Student Supplies:</th>
<th>Teacher Supplies:</th>
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</thead>
<tbody>
<tr>
<td>● Choosing Healthy Habits planner</td>
<td>● SHA Program Session 4 PowerPoint</td>
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<td>● 1 Action plan worksheet</td>
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<td>● Vision Board</td>
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<td>● Ticket out the door index cards and Priority Rankings from Session 3</td>
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### GEORGIA STANDARDS OF EXCELLENCE

HES.8: Students will demonstrate the ability to advocate for personal, family, and community health.

### ASSESSMENT

- Action Plan
- 1-5 Activity
- Planner Response

### BACKGROUND

During this session, students will choose the focus of their project and outline their action plan. As the coordinator, your role is to help guide students to choose the project that works best for your school, while also choosing a high-priority focus based on needs identified on the student survey. In order to maximize effectiveness, review the Session 4 PowerPoint and the Youth Engagement Facilitation Strategies before you start the meeting. To prepare for the lesson, fill in the Priority Rankings on slide 5 that were identified during Session 3.

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

### ESSENTIAL QUESTIONS

1. What strategies can be used to encourage peers to adopt health-enhancing behaviors?
2. Why is it important to promote positive health choices among peers?

### OPENING

Display the SHA Program Session 4 PowerPoint for students. Access the Session 4 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 4” within the PowerPoints folder

Welcome students to Session 4 and review the “I Can” statements to introduce the lesson goals (slides 1-2).

**Brain Booster:** Have students choose one of the three activities provided and participate as group in the one selected (slide 3).
**Personal Health Goal Check-in:** Display the Vision Board created during Session 1 and discuss the progress toward their health goals using the Think-Pair-Share strategy. After students share with a partner, provide an opportunity to share ideas with the whole group. Remind students to prioritize their personal health goal before trying to change the health of others.

**LESSON**

**Youth Engagement Facilitation Strategy:**
Use a “parking lot” to allow all students to share ideas throughout the lesson that may not be part of the immediate discussion. To create your parking lot, use a flip chart or a portion of the dry erase board to provide a space for students to “park” any topics that they want discussed at a later time. At the end of the session, be sure each idea is reviewed and addressed. This strategy keeps the session on track while sending a message to students that all contributions are important.

**Review:** Use the findings from Session 3 to review and build the foundation for choosing a project focus. If the priority ranking and index cards from Session 3 are not available, engage students in a discussion about what they uncovered during their data analysis.

- **Priority Ranking:** Remind students of the process used to determine priority areas (the most “no” responses on the survey questions) and ask a student to read the list created (slide 5).
- **Choosing a Project Focus:** As a class, discuss the results to choose a focus behavior (i.e. eat 3 vegetables daily) for their project (slide 6).
- **Optional Ticket-Out-the-Door Discussion (complete if time permits and index cards are available):** Randomly pass out the index cards completed during Session 3 and ask for volunteers to read responses about health behaviors and ideas for change. To encourage students to share without fear of their suggestions not being accepted by the class, do not give students their own index cards to read aloud (slide 7).

**Choosing a Project Idea:**

- Read over the nutrition project example with your students (slide 8-9). Explain that they have the opportunity to choose a project focus like this example; however, their project is not supposed to match the example. Encourage the SHAs to choose a project that fits the needs of the students at their school and motivates the group to implement.

- **Sticky Note Storm:** SHAs will have an opportunity to brainstorm project ideas by participating in a Sticky Note Storm (slide 10). Encourage them to write down as many ideas as they can come up with on sticky notes. Set the timer and have students post their ideas in a designated spot in the classroom (slide 11).

- Once the time is done, ask for 2 volunteers to read all ideas posted and group them by common themes (provide assistance if needed). Check to make sure students are addressing the identified behavior. (Sticky notes that do not address the identified behavior can be placed in the parking lot for future discussion).

- If you have divided interests, it may be necessary for students to vote on the overall project (slide 12). Once determined, the SHAs are ready to move to action planning.

**Action Plan:** The Action Plan will be the SHAs’ roadmap to completing their project. Please print the Action Plan and have a student write in each step as they discuss.

- **Record the Target Behavior and Project Goal:** This statement should clearly explain the project, its purpose and the timeframe it will be completed in. This statement is a quick overview of the project and the foundation for the rest of the Action Plan.

- **Steps for Completion:** In this section, SHAs should focus on how they will successfully complete their project.
  - **Action Items:** What steps will they take immediately to ensure their project gets off the ground and completed?
- **Who**: Outline the roles of different SHAs to complete the different action items.
- **Timeline**: Provide a specific date that each action item will be completed by.
- **Possible Barriers**: Identifying and addressing barriers on the front end of planning is crucial for your project’s success.
- **Support Needed**: List individuals outside of your SHA group that you will need to help you achieve the project goal. For example, if the SHA project is to initiate a student salad bar during lunch, they will need the support of the School Nutrition Manager.
- **Impact**: What evidence do you have that your project was successful? Instruct students to provide a specific measure of success when thinking about evidence. SHAs will then identify **two** ways to demonstrate their project’s impact at their school (slide 15).

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<td><strong>1-5 Activity (slide 16)</strong></td>
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<td>Students will raise fingers 1-5 as a show of confidence/understanding. 1 being <em>I am not confident</em> and 5 being <em>I am very confident</em>. Ask the following questions:</td>
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<td>1. I understand the plan we created to complete our project.</td>
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<td>2. Our SHA project can positively impact our school.</td>
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<td>3. We will be able to complete our SHA Project.</td>
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<td><strong>Enrichment</strong>: In the same way that timelines are important for implementing their project, inform students that they are also important for meeting the 3 Key Behaviors. Instruct students to complete the “My Move Timeline,” “Healthy Choices” and “How Can You Move?” sections on page 12 in their Choosing Healthy Habits planner (slide 17).</td>
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