**SESSION 5: PROJECT IMPLEMENTATION**

<table>
<thead>
<tr>
<th>Student Supplies:</th>
<th>Teacher Supplies:</th>
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<tbody>
<tr>
<td>• Choosing Healthy Habits planner</td>
<td>• SHA Program Session 5 PowerPoint (check video links prior to starting the session)</td>
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<td></td>
<td>• Copy of completed SHA-Action Plan for all each SHA students</td>
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<td>• Vision Board</td>
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**GEORGIA STANDARDS OF EXCELLENCE**

HE5.8: Students will demonstrate the ability to advocate for personal, family, and community health

**ASSESSMENT**

- Three Important Things
- Planner Activity

**BACKGROUND**

The purpose of this session is to provide time for SHAs to review their Action Plan and project implementation. The beginning of the session will start with a fun game to help SHAs work as a team. After the game, students will review their Action Plan through one of the four strategies listed in the coordinator guide, under “Action Plan Review.”

Be sure to look over the Action Plan before beginning the session so that you can effectively guide the SHAs through beginning program implementation. In order to maximize effectiveness, review the Session 5 PowerPoint and the 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 be recipients of the lesson.

**ESSENTIAL QUESTIONS**

1. Why is it important for Student Health Advocates to be healthy role models?
2. How will setting a timeline for the project help with deadlines?
3. How can Student Health Advocates promote positive health choices through their project implementation?

**OPENING**
Project the SHA Program Session 5 PowerPoint for students. To access the Session 5 PowerPoint, follow 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 5" within the PowerPoints folder

**Opening Strategy:** Welcome students to Session 5 of the HealthMPowers Student Health Advocate Program and review the session outline *(slides 1-2)*, informing SHAs that this session will focus on project implementation.

**Personal Health Goal Check-In:** *(slide 3)* Two minutes on the clock - Display the Vision Board created during Session 1 and discuss progress toward health goals. Provide students two minutes to share progress they have made or statements related to their goals. Before starting the timer, inform students they can share anything goal-related during this period (barriers, successes, learnings).

**The Alphabet Activity:** *(slide 4)*

1. Instruct students that they will recite the alphabet together as a team.
2. However, students cannot say more than one letter at a time, multiple students cannot say the same letter at the same time and students cannot repeat a letter. Students cannot speak anything other than an alphabet letter or make any motions to instruct others. If any rules are broken, the students must start over at the beginning of the alphabet.
3. Do not give students time to create a plan before the first several rounds. Instruct students to begin on your “go” command. Start each round over on your “go.”
4. After a few rounds of unsuccessful alphabets, allow students two minutes to discuss ideas of how to complete the alphabet together.
5. The activity is over once the students can say the alphabet A-Z completely!

**Discussion:** The Alphabet Activity: Ask students to discuss which is more important to creating a sustainable project – a detailed plan or teamwork. Encourage them to explain their reasoning for their answers. Inform SHAs that it will take both a detailed plan and teamwork for them to complete a successful, sustainable project.

**Youth Engagement Facilitation Strategy:**
Build a safe classroom environment that encourages all students to participate. Logistics and room arrangements can make a difference! If possible, allow students to sit in a circle to encourage discussion and equality. Small group tables are another option if space is a concern. Try to avoid lecture style seating. This seating can be intimidating and too formal to engage open discussion.
**Project Implementation:** The goal of this section is to guide students through the implementation of their project. SHAs will review their project Action Plan and identify any additional steps needed to ensure their project's success.

**3 Key Behaviors:** Review the 3 Key Behaviors outlined in the video (slide 4). Ask the students, “How will your project improve one of these behaviors among your peers?”

**Project Action Plan Review and Implementation Tips:** Review each section on the Action Plan (slide 5). Remind the students that their Action Plan lays the foundation for their work. Each section should contain the following information:

1. **Project Goal**
2. **Action Plan**
3. **Resources**
4. **Impact**
5. **Strategies to Share**

Once students had time to reflect on their Action Plan, use one or more of the strategies below to review the Action Plan together.

**Optional Strategies for Review:**

1. Make copies of the Action Plan for each SHA and have them take turns reading each step.
2. Ask SHAs to summarize the Action Plan.
3. Instruct SHAs to highlight areas of the Action Plan they do not understand. Discuss each highlighted area as a group.
4. Pair up students and assign them a step from the Action Plan. Ask SHAs to re-write the step in their own words. Have each pair read their summary to the group.

Once you have reviewed the Action Plan as a group, move forward to the Project Implementation Tips (slide 6). Use these tips outlined to help guide the students:

1. **Remember your schedule:** Help SHAs stick to the schedule outlined within the Action Plan. There may be times during the project that the schedule and timeline may need to expand (students can record the deadlines in their Choosing Healthy Habits planner). If the timeline expands, be sure to included deadlines for the smaller tasks, which lead to the final deadline for the entire project. Creating a timeline will help the project be more manageable, and SHAs will be able to appreciate small victories along the way.

   **EXAMPLE:** Broadcasting “Eat More Vegetables” commercials every week
   - Research facts about vegetables for 10 scripts – Due 9/2/21
   - Reach out to the media specialist and schedule 1 recording for each week for the next 6 weeks – Due 9/3/21
   - Create challenges for classes to complete at the end of the commercials – Due 9/10/21
   - Reach out to the principal and get some ideas for incentives to provide participating classes – Due 9/11/21

2. **Get outside your comfort zone:** The “Resource” section of the SHA Project Action Plan should already detail which SHAs are assigned to each task. However, encourage students to volunteer for roles that are their strengths and/or that will challenge them to develop new skills.

3. **Collect your evidence:** It is important for SHAs to collect evidence as they complete their
4. **Problem-solve**: While creating schedules, deadlines and strategies are vital to project implementation, everything may not always follow the plan. Encourage SHAs to remain positive and use problem-solving skills to adapt.

**Time to Get to Work**: (slide 7-8) Have fun starting the project! Remember, this project is something your SHAs will likely remember for a long time. Help them make a difference and feel confident about the health changes they are advocating for within their school environment.

**Brain Booster**: Read the descriptions of the three brain boosters and have students choose which activity they would like to do (slide 10). 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/](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/)
3. Select “Sucker” [https://share.vidyard.com/watch/UKA9aQ2F1Dz5CTa9pEwL6P](https://share.vidyard.com/watch/UKA9aQ2F1Dz5CTa9pEwL6P)
**CLOSING**

**Three Important Things:** Have students write down the top three important ideas/things they learned from the session today. Ask a few students to share their list [slide 9].

**Enrichment:** Instruct students to turn to this week's "Take Home Healthy Habits Challenge" and complete their progress for the week so far. Remind students to continue to track their personal health goals in their "Choosing Healthy Habits" planner.

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