**SESSION 6: PROJECT PRESENTATION & REFLECTION**

<table>
<thead>
<tr>
<th><strong>Student Supplies:</strong></th>
<th><strong>Teacher Supplies:</strong></th>
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<tbody>
<tr>
<td>• Completed evidence</td>
<td>• “Dear Future SHA” printouts</td>
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<tr>
<td>• Completed project</td>
<td>• Completed SHA Action Plan</td>
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<td>• Vision Board</td>
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<td>• Post-Behavior Survey</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**

- “Dear Future SHA” letter

**BACKGROUND**

*Note*: This session is completed as the presentation of the SHA’s project.

The purpose of this session is to empower SHAs to share the creation, impact and evaluation of their project with an audience. SHAs will analyze the evidence they collected from their project and determine whether their project achieved the success metric identified on their Action Plan. Students will reflect on their project as a whole and determine ways they can continue impacting health behaviors of their peers. Prior to meeting for the final SHA session, invite invested stakeholders to hear about the SHA journey directly from the participants. For example, parents, a community partner, School Nutrition Manager or school principal may have contributed to the project and would be appropriate to invite.

**ESSENTIAL QUESTIONS**

1. Why is it important to assess the success of your project?
2. How can Student Health Advocates maintain the impact and momentum of their project?

**OPENING**

**3 Key Behavior Review:** Ask for volunteers to share the 3 Key Behaviors and explain how these behaviors can impact their overall health. To gain an understanding of personal progress through participating in the SHA program, ask SHAs to do the following movements as each behavior is shared:

- Met the target behavior = seated jumping jacks (i.e. if students currently eat 3 vegetables every day, they will do this exercise)
- Made progress = desk push-ups (i.e. if students moved from 1 to 2 vegetables daily, they will do this exercise)
- Still working = seated march (i.e. if students did not change behavior they will do this
**Personal Health Goal Check-In:** Direct students’ attention to the Vision Board created in Session 1. Ask students to repeat the activity above based on their success in meeting their personal goals. Remind students that health is a journey not a destination. By setting goals and monitoring progress throughout this program, their journey is underway – even if they did not meet their end goal. Adjustments can be made to existing goals and new goals should be set to continue their forward progress.

**LESSON**

**Time to Celebrate!** This is an opportunity for SHAs to share their work and celebrate their success. Use the Action Plan created in Session 4 to ask guided questions. When possible, allow students to drive the conversation and lead the discussion. If prompting questions are needed, use the following:

- What surprised you during your project?
- What’s the most important thing you learned?
- What made you curious along the way?
- When were you at your best as a group?
- What challenges did you face?
- What do you want to learn more about?
- What can you do with what you know as a result of being a Student Health Advocate?

**Metric of Success (if not clearly outlined in the presentation):** Inform SHAs that the final step of evaluating their project is determining whether their project met their identified success metric. SHAs should have listed their success metric within their Action Plan. Ask the SHAs if they met their measurement of success and why or why not? Congratulate the students on improving their school environment and the healthy habits of their peers.

**Dear Future SHAs:** After the project presentation, inform SHAs that the final step of evaluating their project is to reflect on how they can improve or sustain their work. Their feedback will also be used to help shape the future of the SHA program. Pass out the “Dear Future SHA” document to each student and give them time to record their responses.

**CLOSING**

**Post Data Survey:** Remind students that it is important to prioritize their personal health before taking steps to impact the health of their peers. SHAs will now have an opportunity to complete a post-survey to see how their health has changed over the course of this project. Remind students that their participation in the survey is voluntary and individual responses will not be shared but will be used collectively for program improvements.

**Planner Activity:** Direct students to open their planner to this week’s “Take Home Healthy Habit Challenge.” This area provides students an opportunity to track their personal health behaviors and should be used to continue monitoring their progress towards meeting the 3 Key Behaviors.