## SESSION 1: HEALTH HEROES

### Student Supplies:
- Choosing Healthy Habits planner

### Teacher Supplies:
- SHA Program Session 1 PowerPoint (PPT)
- Flipchart paper/bulletin board/poster board
- Printer paper
- Colored pencils/crayons/markers

### GEORGIA STANDARDS OF EXCELLENCE

- **GSE HE6.1, 7.1, 8.1 and HEHS.1:** Students will comprehend concepts related to health promotion and disease prevention to enhance health.
- **HE6.2, 7.2, 8.2 and HEHS.2:** Students will analyze the influence of family, peers, culture, media, technology, and other factors on health behavior.

### ASSESSMENT

- Health Hero Pictures
- Think-Pair-Share
- Healthy Habit Challenge

### BACKGROUND

The purpose of this session is to introduce students to the HealthMPowers Student Health Advocate (SHA) program. In this session, SHAs will learn about what it means to be an SHA and why it is an important role at their school. They will establish guidelines for their SHA meetings and learn about being healthy role models. In order to maximize effectiveness, review the Session 1 PPT PDF and the Youth Engagement Facilitation Strategies in this section before you start the meeting.

**Tip:** Have students establish their group norms and agreements to set the tone at the beginning of the program.

### ESSENTIAL QUESTIONS

1. Why is it important for students to have a voice when it comes to the health and wellness efforts at their school?
2. As SHAs, how can you represent the interests of students at your school?
3. What are benefits of healthy eating and physical activity?

### OPENING

**Opening Strategy:** [Slides 1-2] Welcome students to the HealthMPowers SHA program and review the session outline with them. Explain that before they learn about the SHA program and their role in interacting with and motivating their peers towards healthy nutrition and physical activity choices, they will participate in a short game.
Get to Know You: (Slides 3-6) There will be a series of four questions and students will express their answer without talking (i.e. through gestures or movements). After students have found their group, certain students will share why they chose their answer.

Try a practice round before you begin. State: What is your favorite movie? Think of how you would respond. For example, if my favorite movie is Spiderman, I would mime shooting webs out of my hands. Then I would share with my group that Spiderman is my favorite movie because it was the first movie I watched with my dad. Now have students give it a try.

Youth Engagement Facilitation Strategy: Participate
Participate in this game with your students to show them you are invested in the session!

LESSON

Introduction to the SHA Program: The goal of this section is to introduce students to the SHA program and to help them create guidelines for success.

What is an SHA? (Slide 8) Share with students why HealthMPowers created the SHA program and the opportunity they have to impact the health choices in their own lives and the lives of their peers. Empower students to see the influence they have through their actions and voices.

Establishing SHA Session Guidelines: (Slides 9-11) Guidelines, or norms, are agreed-upon “rules” that the SHAs will follow in order to work together effectively and efficiently. Ask the group for an example of a guideline that could be used to allow all participants to have a voice and feel respected during your sessions together. After sharing an example as a group, allow SHAs to get into small groups of three to brainstorm guidelines. Let them know that they will have five minutes to work together to list as many guidelines as they can. As a teacher, you may have other guidelines for students to follow. SHA guidelines are not meant to replace your class rules but to support them by allowing students to have a voice and share their expectations for strengthening the learning environment while working together.

Youth Engagement Facilitation Strategy: Brainstorming
Encourage the SHAs to generate ideas quickly, without editing themselves or each other. Inform SHAs that there are no bad ideas – quantity over quality is important. Refinement will come later.

After the five minutes has expired, allow each group to share their guidelines. After each group shares, SHAs will then vote on their top five to abide by each meeting. The SHAs will write their guidelines somewhere where they can see them each session (examples include a class bulletin board, poster board, or chart paper). Have your students get creative when coming up with a method to display their guidelines. (These guidelines can also be used throughout class instruction as agreements or norms to follow when working together.)

SHA Overview/Purpose: (Slides 12-13) The goal of this section is to introduce SHAs to the importance of youth voice and role modeling to empower others to live healthier lifestyles. Because the goal of the HealthMPowers program is to improve the health of students, both hearing and learning from students is crucial to accomplish that goal. Students can be healthy role models by modeling healthy
behaviors and encouraging others to do the same. At HealthMPowers, healthy role models are called Health Heroes.

**Health Heroes:** (Slides 14-18) HealthMPowers has Three Key Behaviors that are emphasized in all of their resources:

- **Eat three vegetables and two fruits every day:** Fruits and vegetables are critical to healthy eating. Remind students that no single fruit or vegetable can provide all the nutrients we need to be healthy, so it is important to eat a variety of fruits and vegetables. Ask students to name specific fruits or vegetables, and the nutrients or benefits they provide.

- **Move 1 hour every day and limit screen time every day:** If we aren’t careful, screen time can easily replace the time we should be moving. Encourage students to start keeping track of their screen time. Remind students that screen time used for educational purposes does not count towards their total screen time.

- **Drink more water and less sugary drinks every day:** Limiting consumption of sugary drinks decreases our added sugar and caloric intake, as well as our risk for many health problems like tooth decay, diabetes and heart disease. Ask students to guess the amount of sugar in a 20-ounce bottle of soda, lemonade and sports drink. Because water contains zero sugar and helps our bodies function, it is the best choice of drink.
  - Soda: 65 grams
  - Sports drink: 34 grams
  - Lemonade: 67 grams

  *Note: Different brands/types of these drinks have more/less sugar than others.*

Ask students if they have any questions about the Three Key Behaviors.

**Youth Engagement Facilitation Strategy: Think it Through**

Guide SHAs to use critical thinking skills to answer questions other SHAs might have. Avoid giving students the “right” answer and avoid telling them that their answer is wrong. If a student’s answer is questionable, ask other students whether they agree or disagree with it and why. If the entire class is unsure, then provide them with clarification.

(Slides 19-20) After students learn the Three Key Behaviors, they will participate in a Health Heroes activity. This activity is designed to help them apply what they learned in a fun way. Give each student a sheet of paper and coloring utensils (or have students create in a digital format such as a PowerPoint slide, Canva, PosterMyWall, Glogster, etc.). On their papers, students will:

1. Come up with a Health Hero name (creativity is encouraged!)
2. Draw their Health Hero symbol
3. Describe their superpower (the super power must tie into one of the Three Key Behaviors)

Allow students time to share their creations with the group.

**Brain Booster:** (Slides 21-22) Tell students that after 30 minutes of hard work, it is important for them to do a brain booster to engage their minds and body. Allow student to choose the activity. To play the video, click on the hyperlink (password: Healthy123). If the hyperlink is not working correctly, access the brain booster by the following these steps:
2. Click Resources and select Nutrition & Physical Activity Resources.
3. Click Brain Boosters and choose one of the activities listed.

Remember to send your SHA roster to your Health Educator!

**CLOSING**

**Think-Pair-Share:** *(Slide 23)* Prior to ending the session, give students a moment to think independently about the questions below. Then have students turn to their elbow partner and discuss their responses. Ask 2-3 groups to share their responses with the class.

1. What are my feelings about being an SHA?
2. What is our role as SHAs?
3. Name one SHA guideline and describe why it is important.
4. Why are the three key behaviors important to our health?

**Extension:** *(Slide 24)* Have students begin tracking their healthy eating and physical activity in their Choosing Healthy Habits planner. Instruct students to discuss how being SHAs can help them build healthy habits.