SESSION 3: SCAVENGER HUNT

Student Supplies:
- Choosing Healthy Habits planner

Teacher Supplies:
- SHA Program Session 3 PowerPoint (PPT)
- Tower building activity materials (per group)
  - 10 sheets of paper
  - 1 roll of tape (groups can share)
  - Handful of paperclips
- Printed Scavenger Hunt (1 per group)

GEORGIA STANDARDS OF EXCELLENCE

- GSE HE6.3, 7.3, 8.3 AND HEHS.3: Students will demonstrate the ability to access valid information, products, and services to enhance health.
- GSE HE6.4, 7.4, 8.4 AND HEHS.4: Students will demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks.

ASSESSMENT

- Environmental Scan – Scavenger Hunt
- Ticket out the Door
- Take it Home Planner Activity

BACKGROUND

The purpose of this session is for SHAs to learn effective communication techniques and complete a school scan to determine the focus of their project. SHAs should understand that effective communication is necessary for their nutrition or physical activity project to be successful. In order to maximize effectiveness, review the Session 3 PPT PDF and the Youth Engagement Facilitation Strategies and Tips in this section before you start the meeting.

Tip: Build positive relationships by greeting each student at the door. Speak to or call each student by name and be authentic in your conversations.

ESSENTIAL QUESTIONS

1. What strategies can I use to demonstrate effective verbal and nonverbal communication skills?
2. How can environmental conditions in our school impact students’ health?

OPENING

Opening Strategy: [Slides 1-2] Welcome students to Session 3 of the HealthMPowers Student Health Advocate Program and review the session outline with them. Inform students that this session will focus on effective communication skills and informing the nutrition or physical activity project they will work to complete for the remaining sessions.

SHA Session Guidelines: [Slide 3] Display the SHA Session Guidelines that were created in Session 1. Review the guidelines with students and emphasize the importance of following them to allow
everyone the opportunity to participate and learn. If the guidelines are not posted, ask students if they can recite the guidelines before you reveal them.

**Tower Building Activity: [Slides 4-5]** Students will participate in an activity designed to challenge them to find adaptive ways to communicate and collaborate with each other. Students will form small groups (groups of three to four students are suggested). Each group will build the tallest freestanding tower they can using the following materials:
- 10 sheets of paper
- 1 roll of tape (if you do not have enough tape for each group to receive their own roll, place the tap in a centralized location and instruct groups to share it)
- 10 paperclips

(Slides 6-10) After passing out the materials, start the 3-minute timer by clicking on the slide. If the timer link does not work, manually time the activity. Throughout the allotted 9 minutes, there will be different challenges that force the students to find new ways to communicate with their team. After each new challenge, start the timer on the slide and make sure that students are adhering to the rules of the challenge. After the final challenge, allow students to present their towers.

**Youth Engagement Facilitation Strategy: You Be the Judge**
As each group presents their tower, have other groups comment on the towers while you facilitate the discussion. For example, after a group presents, you can ask other groups to comment on that group’s strategy, technique, height, etc. The key is for the students to work on delivering positive feedback to each other. After each group presents, ask the class which group they think won and why (remember that the challenge was to build the tallest freestanding tower).

**Tower Recap: [Slide 11]** Ask students to reflect on the activity. Suggested questions are:
- How do you think your group worked as a team?
- How did you adapt the way you communicated with your team members when challenges arose?
- Looking back, what are some ways you could have improved your communication?
- Going forward, how can you apply what you learned today to your work as a SHA group?

**Three Key Behaviors Review: [Slide 12]** Ask students to name the three key behaviors. Once they answer, review the three behaviors with them. Ask, how they feel students overall in the school measure up to meeting the three behaviors. Inform students that the rest of the session will be about gathering information to accurately see where their peers stand when it comes to healthy eating and physical activity.

**Personal Health Goal Check-In: [Slide 13]** If needed, hand out student goal setting cards created during session 2 as a refresher and discuss progress toward health goals using the prompts.
**LESSON**

**Introduction to the SHA Project:** The goal of this section is to introduce students to their physical activity or nutrition project. The project will be informed by data students collect through a scavenger hunt and discussion.

**Scavenger Hunt:** [Slides 14-16] The scavenger hunt is the first step to SHAs selecting a focus for their physical activity or nutrition project. SHAs will take a trip around the school, marking whether they see evidence of the different statements on the Environmental Scan and Smarter Lunchroom scavenger hunts. Based on local school policies, you can do this activity as a large group, or small groups can spread out and complete on their own. Once groups have returned, discuss the questions together to review results and begin forming ideas for the project.

**Ticket out the Door:** [Slide 17] Ask students to pair up. One member will summarize the need for an assessment to choose the focus of their SHA project. The other member will list four ideas for a project. Encourage active listening. Have students write their suggestions on a large sticky note to use in the next session. Completed responses will serve as students’ ticket out the door at the end of the session.

**Youth Engagement Facilitation Strategy: Youth Voice**
Incorporate youth voice into program evaluation strategies to collect data in more fun and creative ways and get better quality data. Allow students to add their own suggestions to the scavenger hunt before starting.

**Brain Booster:** [Slide 18] Have the SHAs choose a brain booster from the listed options. To play the video, click on the hyperlink. If the hyperlink is not working correctly, access the brain booster by the following these steps:
1. Go to [www.healthmpowers.org](http://www.healthmpowers.org).
2. Click Resources and select Nutrition & Physical Activity Resources.
3. Click Brain Boosters and choose one of the activities listed.

**CLOSING**

**Extension:** [Slide 19] Have students complete this week’s “Take It Home” activity in their Choosing Healthy Habits planner. Encourage students to share the work that their SHA group is doing with their families.