### SESSION 4: ACTION PLAN

<table>
<thead>
<tr>
<th>Student Supplies:</th>
<th>Teacher Supplies:</th>
</tr>
</thead>
<tbody>
<tr>
<td>• <em>Choosing Healthy Habits</em> Planner</td>
<td>• SHA Program Session 4 PowerPoint (PPT)</td>
</tr>
<tr>
<td></td>
<td>• Dry erase boards and markers for each pair of students</td>
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</tbody>
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### GEORGIA STANDARDS OF EXCELLENCE

- **GSE 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.
- **GSE HE6.4, 7.4, 8.4 AND HEHS.4**: Students will demonstrate the ability to advocate for personal, family, and community health.

### ASSESSMENT

- SHA Project Action Plan
- Fist-To-Five
- Healthy Eating Challenge

### BACKGROUND

The purpose of this session is for SHAs to choose their project for the SHA program. In Session 3, SHAs surveyed the school to determine areas of need. Now, they will brainstorm project ideas that relate to that focus. In order to maximize effectiveness, review the Session 4 PPT, SHA Project Action Plan and the *Youth Engagement Facilitation Strategies* in this section before you start the meeting.

**Tip:** Involve your SHAs with setting the schedule and taking attendance. Students should record steps on the action plan and be encouraged to ask questions while planning to ensure the project is by students and for students.

### ESSENTIAL QUESTIONS

1. How does the environment and culture of your school impact health behaviors of the students?
2. What is a sustainable change you could make at your school to influence healthy behaviors of your peers?

### OPENING

**Opening Strategy:** [Slides 1-3] Welcome students to Session 4 of the HealthMPowers Student Health Advocate Program and review the session outline with them. Inform students that this session will involve much brainstorming to help them choose their project. Ask students to recite the Three Key Behaviors. Then ask them to share how they have been working to meet these behaviors.

**SHA Session Guidelines:** [Slide 4] Display the SHA Session Guidelines that were created in Session 1. Emphasize the importance of following the guidelines, which is to give everyone the opportunity to participate and learn.
**Brain Booster:** (Slide 5) Since the majority of the session require SHAs to sit at their desks, it is important to end with being active. Have the SHAs choose a brain booster from the listed options. 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:

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.

**Think Pair Share:** (Slide 6) Discuss and celebrate SHAs’ personal health goal wins – even if they are small. If needed, hand out the goal-setting cards created during Session 2 as a refresher and discuss progress toward health goals using the prompts.

**Pictionary:** (Slides 7-22) Students will play a game of Pictionary to continue developing communication skills. Have students work in pairs or small groups and assign a whiteboard for each group. Choose one student from each group to draw first and have them face the PowerPoint. The students not drawing will stand at the front of the room with their backs to the PowerPoint. Display the first word or phrase on the screen. Students will have 30 seconds to draw a picture of the word/phrase as their team guesses. Both drawing and nonverbal communication (gestures) are allowed. Alternate roles between the team players.

- Student Health Advocates
- Eat 3 vegetables and 2 fruits and 3 every day
- Goals
- Gardening
- Muscles
- Move 1 hour and limit screen time
- Health Hero
- Brain Booster

**Tip:** Use different grouping strategies throughout the program to make sure students are able to work with different classmates.

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**LESSON**

**Brainstorming Your SHA Project:** The goal of this section is to introduce students to the expectations of the SHA project and to provide them with previous projects to use as a baseline.

**Choosing Your Project:** (Slides 23 - 26) Sample projects are outlined in the slides. These projects are provided to give SHAs an idea of what a successful project entails. While they can pull ideas from the project examples, their project should be creative and address the needs of their school. After each example, ask follow-up questions to foster critical thinking. Suggested questions include:

- What did you like about this project? Why?
- What did you not like about this project? Why?
- Is there anything from this project that you would like to incorporate into your project? If so, what would that be?
(Slide 27) After students review the example projects, they will spend time brainstorming their own project. Remind students of the four possible project ideas they selected in Session 3. (It is best if these ideas are visible to students as they are brainstorming.) Remind students that the project requirements should:

- **Have a clear nutrition or physical activity focus**, which was decided in Session 3.
- **Impact your entire school**: the SHA project should not be something only the SHAs and a few teachers know about. In order for SHAs to create real change at their school, they must create a school-wide project, meaning the entire student body, school staff and parents should know about the project.
- **Be sustainable**: the SHA project should not be a one-time event but rather something that can be sustained and improved upon over the years. While promotion should be a part of the project, the project should entail more than posters or social media posts.

Encourage SHAs to share as many ideas as possible and record every project suggestion on the flipchart.

**Youth Engagement Facilitation Strategy: Brainstorming**
Encourage SHAs to generate ideas quickly, without editing themselves or each other. Because we value quantity over quality, inform SHAs there are no bad ideas. Refinement will come later.

**Youth Engagement Facilitation Strategy: All are Welcome**
Write down every idea, even if the idea is not feasible. Avoid questioning the practicality of the idea and avoid altering proposed ideas. When students are engaged and participating, you want to avoid critiquing them in ways that will make them afraid to share ideas in the future. Remember, refinement will come later. It is important for SHAs to feel confident sharing ideas. (This will help them share every idea that comes to mind without fear of judgment or providing the wrong answer).

**Narrowing Down the Results**: Now SHAs will refine their ideas and choose a project. While it is great to provide direction, avoid pushing students toward ideas that you see as “good” or “easy.” If particular ideas are favored by the coordinator, students will see that idea as the “right” answer and adapt their responses accordingly. Students have great ideas and you do not want your own bias to influence the students’ thinking.

**Tip**: Use probing questions to help SHAs narrow down their ideas. Probing questions are intended to help individuals think more deeply about an issue at hand. Probing questions stimulate reflective thinking and encourage perspective-taking. Asking the SHAs probing questions encourages them to reflect on their project ideas and the implications of choosing that project for themselves—without you questioning it directly. Examples of probing questions are:

- Why do you like this project idea?
- What does this project provide?
- What would it take to complete this project?
- What would have to change to complete this project?

Ultimately, focus on guiding the SHAs toward a feasible project by asking the right questions—not by critiquing their ideas.
Planning Your SHA Project: (Slide 28) The goal of this section is to assist SHAs in creating an action plan to follow in order to complete their project.

Action Plan: The action plan has seven components. Complete the SHA Project Action Plan document as you move through each component.

1. **Target Behavior: (Slide 28)** Have a clear nutrition or physical activity focus.
2. **Project Goal: (Slide 29)** This statement should clearly explain the project, purpose and timeframe for completion. The objective statement is a quick overview of the project and is the foundation for the rest of the action plan.
3. **Action Items: (Slide 30)** SHAs should explicitly state the details of their project (i.e., what the project is, the action steps required to complete it).
4. **Who is Responsible: SHAs should decide which members will be responsible for each step.**
   - **Project:** Broadcasting “Eat More Vegetables” commercials every week
   - **Action Steps:**
     1. Research facts about vegetables: SHAs 1 & 2
     2. Write the script: SHAs 3, 4 & 5
     3. Schedule time to record with media center: SHAs 6 & 7
     4. Star in the videos: SHAs 8, 9, 10 & 11
     5. Create classroom challenges to go along with the commercials: SHAs 12 & 13
   - **Tip:** Try to avoid assigning SHAs to roles. Encourage students to volunteer to either showcase the skills they have or to develop new skills. If SHAs do not volunteer, explain the importance of each task and the need for team work. If applicable, remind the SHAs of their Session Guidelines.
5. **Resources:** SHAs will list the resources they need to complete their project and how they plan to obtain/contact those resources. See an example below:
   - **Project:** Broadcasting “Eat More Vegetables” commercials every week
   - **Resources:**
     - Computer lab to do research – need to contact the media specialist
     - Camera and microphones – need to contact media specialists
     - Time to record videos – need to schedule time before or after school
     - Certificates – create and give out to participating classes
6. **Timeline:** SHAs will provide a specific completion date for the project. If the project includes multiple events, then they will provide a completion date for each event. SHA projects are due to your HealthMPowers Health Educator before you leave for the semester break.
7. **Impact/Measure of Success: (Slide 31)** SHAs will choose the evidence for their project. There are three options SHAs can choose:
   - **Post-surveys:** After the project is complete, SHAs will pass out the Peer Nutrition and Physical Activity surveys to the same students again to see if their project made any impact.
   - **Feedback surveys:** SHAs will create a feedback survey asking the student body their thoughts about the project and whether it was impactful.
   - **Participation logs:** If SHAs are hosting recurring events, for each event they will log the type of the event, the date of the event, the number of students participating and the grade levels participating.
SHAs will determine how they consider their project successful. Their success metric should tie into their collected evidence for the project. For example, if the SHAs decide to collect post-surveys as evidence, their measurement of success could be a 60% decrease in unfavorable responses to the question that pertained to their project.

- **Post-surveys:**
  - A decrease in unfavorable responses to the question that pertained to their project.
  - An increase in favorable responses to the nutrition or physical activity questions on the survey (based on whether it was a nutrition or physical activity project).

- **Feedback surveys:**
  - At least 7 out of the 10 questions received positive feedback
  - 80% of respondents agreed that the project influenced them to adopt the key behavior promoted (i.e., if the project was about eating more vegetables, then the success metric would be 80% of respondents agreeing that the project influenced them to eat more vegetables)

- **Participation logs:**
  - At least 50% of the student body participating in the events
  - An increase in the number of participants from the first event to the last event

*(Slide 32) Remember:* The SHA project should be a school-wide project! Share the SHAs objective statement with the rest of the school to ensure everyone is aware of the great things that are to come from the SHAs.

**CLOSING**

**Fist-To-Five: (Slide 33)** Students will raise a fist (little confidence) to five fingers (complete confidence) after you read each question aloud:

- I understand the plan we have to complete our SHA project.
- Our SHA group has chosen the right project for our school.
- Our SHA project will positively impact our school.

Review any areas as a group, in which a student responds with a three or below. Remind students to check in with their accountability partner some time throughout the week.

**Extension:** Have students complete this week’s “Healthy Eating Challenge” in their *Choosing Healthy Habits* planner.