### SESSION 5: PROJECT IMPLEMENTATION

**Student Supplies:**
- Choosing Healthy Habits planner

**Teacher Supplies:**
- SHA Program Session 5 PowerPoint (PPT)
- Completed SHA Project Action Plan from Session 4

### 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

- 3 Things
- Tracking My Physical Activity

### BACKGROUND

The purpose of this session is to provide SHAs with time and guidance to implement their projects. For the beginning of the session, SHAs will reflect on the action plan completed in Session 4 and add any additional ideas. If time remains, they will begin to implement their project (i.e., completing their identified action steps). SHAs will begin Session 6 after their project has been implemented and is ready to be evaluated. In order to maximize effectiveness, review the Session 5 PPT PDF and the Youth Engagement Facilitation Strategies in this section before you start the meeting.

**Tip:** Consider working with outside groups or community organizations to help with your SHA project. Have students reach out to establish these partnerships.

### ESSENTIAL QUESTIONS

1. How can I influence the behavior choices of my peers?
2. Why is it important to understand barriers to healthy eating and physical activity?
3. What is my role in ensuring our project is successful?

### OPENING

**Opening Strategy:** (Slides 1-3) Welcome students to Session 5 of the HealthM Powers Student Health Advocate Program and review the session outline with them. Inform students that this session will focus on implementing their project. Ask students to recite the Three Key Behaviors. Ask students to explain how their project will improve one of these behaviors among their peers and why this is beneficial.

**SHA Session Guidelines:** (Slide 4) 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.
Two Minutes on the Clock: (Slide 5) Students will work with their accountability partners to discuss progress toward their personal health goal. 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).

Youth Engagement Facilitation Strategy: You Can Do It Too
Share how you have been meeting the Three Key Behaviors. Share with the SHAs ways you plan to use their project to reach the faculty and staff at your school. Show the students that you are just as invested in the project as they are.

Brain Booster: (Slide 6) Inform students that because today is going to involve a lot of mental work, it is important for them to start the session by moving! 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 following these steps:
2. Click Resources and select Nutrition & Physical Activity Resources.
3. Click Brain Boosters and choose one of the activities listed.

LESSON

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.

The Alphabet Activity: (Slides 7-10) Have students read the instructions aloud before beginning the activity. If any rules are broken, the students must start over at the beginning of the alphabet. Do not allow students time to create a plan before the activity. After three minutes of students not finishing the alphabet, give students 30 seconds to create a plan together. Once the SHAs make it to Z, ask them 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 (including effective communication) for them to complete a successful, sustainable project.

Youth Engagement Facilitation Strategy: Positive Environment
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, which can be intimidating and too formal to engage open discussion.

SHA Project Action Plan Review and Implementation Tips: (Slides 11-13) Make sure the completed SHA Project Action Plan is visible to all students (you can either show it on the screen or print a copy for each student or group of students). Give SHAs a moment to review their action plan. Remind students that their action plan should lay the foundation for their work. Have the group share their progress in each category. Ask SHAs to look over the tips and decide which ones they would like to do, if any (as these are tips, not requirements). If they choose to follow some tips, use the remaining session time to plan.
Youth Engagement Facilitation Strategy: Explain it to Me

Individually ask the SHAs to choose the type of evidence they think would be best for their project and explain their reasoning for their decision. This will ensure that every student has a voice. Whichever type of evidence has the majority is the type of evidence the SHAs will use.

(Slides 14-15) Please be sure to take pictures and/or videos of their work and project impact. Pictures tell a story that data alone cannot. During Session 6, SHAs will be asked to share the process and success of their project. Pictures will help the SHAs form the presentation of their project in Session 6.

CLOSING

3 Things: (Slide 16) Have students meet with their accountability partner and share the following:
- Three things I am excited about regarding implementing our project
- Two people I plan to tell about our project and why
- One thing my accountability partner can do to help me stay on track toward accomplishing my personal health goal

Ask a few groups for their responses.

Extension: (Slide 17) Using the “Tracking My Physical Activity” chart in their Choosing Healthy Habits planner, instruct students to write down a physical activity they plan to do when they get home. Remind students to go back and record the minutes and steps (if applicable).