SESSION 6: PROJECT PRESENTATION AND REFLECTION

Student Supplies:
- Choosing Healthy Habits planner
- SHA Project Evidence
- Completed SHA Action Plan

Teacher Supplies:
- Post-Behavior Surveys
- Educational Reinforcements for SHAs

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

ASSESSMENT
- Post-Behavior Survey

BACKGROUND

Note: This session is completed as the presentation of the SHAs’ 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. What was the biggest success of your project planning or implementation?
2. How can Student Health Advocates maintain the impact and momentum of their project?

OPENING

SHA Session Guidelines: Display the SHA Session Guidelines that were created in Session 1.

Tip: If the guidelines are not posted, ask students if they can recite the guidelines before you reveal them.

Opening Strategy: Welcome students to the sixth and final session of the HealthMPowers Student Health Advocate Program and review the session outline with them. Inform students that in this session they will create a presentation about their project.

What Letter Are You Feeling? Activity: This unique game prompts students to reflect on their project.
Begin by having students count off the letters of the alphabet. (Give yourself A; Student 1 is B; Student 2 is C and so on.) Be sure students remember their letters to avoid repeating letters. After everyone receives a letter, ask the students to share their feelings about their project, but their feelings must start with their assigned letter of the alphabet. Start with an example by stating: Since my letter is A, I feel appreciative of the time I spent working with all of you and seeing you work together to help your school make healthier choices.

**Youth Engagement Facilitation Strategy: If That’s How You Feel**
Some students may not have a positive response about the project, and this is okay. As long as students share their feelings in a respectful way, it is okay for them to share their thoughts, even if they are not what you expected. If a student has a negative response, thank them for sharing and ask them to explain what could have been done to improve their experience.

**Three Key Behavior Review:** Ask for volunteers to share the Three 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
- Made progress – desk push-ups
- Still working (if students did not change their behavior) – seated march

**Personal Health Goal Check-In:** Ask students to sit with their accountability partners while they 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!** Use this opportunity for SHAs to share their work and celebrate their success. Ask guided questions using the action plan. When possible, allow students to lead the discussion. If question prompts 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.

**Invite Feedback:** Ask SHAs to share their favorite part of the program as well as least favorite part. Ask open-ended questions, including how to make the program better.
**Tip:** Designate two SHAs as “note takers” while asking students for feedback about the program. This will ensure youth voice stays centered rather than responses being filtered through an adult lens.

**CLOSING**

**Post-Survey Data:** 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 program. Remind students that their participation in the survey is voluntary. Individual responses will not be shared but used collectively for program improvements.