Youth Leadership Guide
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**HYPE**: Healthy You. Positive Energy.
How to Use This Guide

This guide was created to help you navigate your HYPE council through a series of meetings.

◊ The meetings are in sequential order and the content will build from one meeting to the next.
◊ Each meeting will have objectives and instructions to help you engage the students.
◊ After the last meeting, you will find the Resources section of the guide. There are websites that students can visit to learn more about a topic and suggested templates and how-to guides to run events.
◊ There are words underlined throughout the guide. The definitions of the underlined words can be found in the Glossary at the end of the guide.

Goals of the Guide:

◊ Support students in finding their voice as leaders and advocates for healthy change.
◊ Give students the tools to assess and change the culture of health in their schools and communities.
◊ Offer ideas that can help students design and launch a HYPE campaign that serves themselves, their peers and their community.
HYPE (Healthy You. Positive Energy.) is a youth leadership program driven by The Food Trust, a Philadelphia-based nonprofit working to ensure that everyone has access to affordable, nutritious food and information to make healthy decisions. The campaign inspires young people to tackle the issue of health by becoming leaders for positive change and wellness in schools and communities across the Philadelphia region. There are HYPE councils made up of 4th-12th grade leaders in Philadelphia and Camden, NJ.

The beauty of HYPE is that young people are at the center, choosing to focus on what impacts them and their communities every day. Students assess their schools, identify areas of need, choose a health topic to focus on and plan projects throughout the year to address the issue. Topics have included choosing healthy snacks, encouraging movement or promoting community events. Past examples of HYPE projects are on the next page.

HYPE supports young people in making changes by providing opportunities to build skills around communicating with others, team building, decision making and project planning. We believe that when young people join together, they are capable of making an even bigger impact on the health issues they care most about in their schools, communities and cities.

Questions:

1. What do the letters of HYPE stand for?

2. What are some issues HYPE students have focused on?

3. What are some skills HYPE leaders learn?

Young People Can Make an Impact!

HYPE is not just a campaign. It’s a movement.

Feeling unsure about what you can do at your school? Check out these examples of HYPE projects at other schools!

4th-5th Grade Spotlight

◊ HYPE students at Comly Elementary organized a field day for their school. Students rotated through a variety of physical activities. The HYPE council demonstrated and taught their peers how to complete each activity.

◊ HYPE students at Independence Charter School West polled their peers to help them decide what snacks to offer at their school store opening the next school year. Students created posters to hang around the school cafeteria promoting HYPE and healthy decision-making.

◊ Cramp Elementary HYPE leaders have held numerous smoothie sales where students sold fruit and yogurt smoothies to families during dismissal.

6th-8th Grade Spotlight

◊ Cook-Wissahickon Elementary HYPE leaders held an “Open Gym,” where they invited students to participate in various activities. The activities took place in the gymnasium and outside in the school yard. HYPE students led the stations to encourage participation and safe play.

◊ Kelley Elementary HYPE students assisted with the school’s monthly produce stand. HYPE leaders held roles such as greeting customers, packing and tabulating produce costs, and stocking and restocking produce.

9th-12th Grade Spotlight

◊ El Centro de Estudiantes HYPE leaders held a presentation promoting HYPE to recruit new members to their council. The students led various activities to promote movement such as a Jenga table, UNO (where students had different physical activities assigned to special cards, such as draw two or reverse) and activity dice.
Group Agreements

All councils need to set clear norms and expectations to be successful. Since the HYPE council is a shared space, it can be helpful to brainstorm norms as a group, and revisit them at the beginning of each meeting.

How to Create Group Agreements:

⇒ Start by asking your group how they want to feel when the council meets. Do they want to feel supported? Challenged? Safe? Included? Write down all answers on a piece of chart paper or on a white board (you can write a final version later to bring to all meetings).

⇒ Ask council members to suggest group agreements that will create a space where everyone can feel safe, included, challenged, supported, or whatever else they said they wanted to feel.

⇒ Some common norms, if your council is struggling to think: respecting others’ opinions, having one mic (one person speaking at a time), confidentiality, step up/step back (sharing air space fairly).

⇒ Once you have brainstormed a list of norms and gotten ideas from a variety of council members, you can ask, “What do we do if our norms aren't being followed?” This could involve having a group-wide conversation, having a one-on-one conversation with the adviser, doing problem-solving among individuals if there is a conflict, apologizing to the group or possibly not being allowed to participate in the group anymore if someone is repeatedly breaking group agreements.

⇒ You can have HYPE members sign these agreements, or just have everyone agree that these are the agreements they want and will follow. It is helpful to review these rules when new members join, at the beginning of meetings, or if the group is repeatedly struggling to uphold the group agreements.
Fist of Five

Fist of Five is a way to make group decisions or check in with group members. To use it, the facilitator announces that the group is going to use Fist of Five. They state the issue they want to decide or weigh in on, and the group members all hold up a number of fingers between one and five at the same time, on a count of three.

Example: The council is deciding whether to run a table promoting HYPE at Back to School Night. The facilitator says, “Fist of Five on tabling at Back to School Night.” They then count to three, and then everyone holds up their number at the same time. If anyone has a two or below, the decision cannot move forward. The facilitator then opens up discussion for those people to share why they disagree with the decision, and what could be changed to get them onboard.

1— I feel negatively about this issue or decision. I am not ready to move forward with this decision and want to talk through it more before I could think about agreeing.

2— I would like to discuss significant issues that I have with the decision. I am not in agreement but will go along with the decision if that is what the group decides.

3— I feel neutral about the decision or situation. I don’t necessarily need to talk more about the decision at hand before we move forward.

4— I think it’s a good decision or I support the issue at hand. I’m ready to move forward with this decision.

5— I am willing to champion this decision. I am in complete support.
Host Your First Meetings:
One of the skills that HYPE students will develop is how to facilitate a meeting or activity. Once you have had a few meetings facilitated by the adviser, HYPE students can begin to plan and facilitate meetings themselves. We have provided a template that students can use to structure their meeting agenda.

How to Organize a Successful Meeting:

1. In advance of the meeting, use the HYPE Council Meeting Agenda Template to help you plan what you want to do during the meeting.

2. Start by setting meeting goals to help keep the council focused and use time well. This can be one or two things you want to accomplish by the end of your meeting. An example of a goal in your early meetings could be to write a draft of the mission statement for your HYPE Council. This is a big meeting goal, so it’s OK if it is the only goal you set for that meeting. At another meeting, you may have multiple smaller goals such as scheduling a date and time to hang posters. It is important to make each meeting manageable within the time you have. Select no more than three goals per meeting.

3. Use those goals to brainstorm a few activities to complete during the meeting. Make sure to think through how long each step will take, and budget time accordingly. Always start by checking in with your council members, asking an icebreaker question, and playing a game/do a team builder, especially at the beginning of the year (see Ice Breaker ideas on page 10).

4. Once the group has convened for the meeting, choose a “Meeting Captain,” a “Note Taker” and a “Timekeeper” for this meeting. The Meeting Captain will make sure the group stays on task and sticks to the agenda (could be the same as the agenda maker/meeting planner). The Note Taker will take notes during the meeting and ask council members to sign in. The Timekeeper will make sure that the group sticks to the timeline.

5. At the end of the meeting, assign tasks for next time—what needs to be done before the next meeting? Who will do it? Who will set the agenda for the next meeting? Be sure to clearly assign tasks, and hold each other accountable. The council is only as strong as the dedication of its leaders! Use the agenda template on the next page as a guide for organizing your meetings.
# HYPE Council Meeting Agenda Template

<table>
<thead>
<tr>
<th>Meeting Date:</th>
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<tbody>
<tr>
<td>Attendees:</td>
</tr>
</tbody>
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<table>
<thead>
<tr>
<th>Facilitator:</th>
<th>Note Taker:</th>
<th>Timekeeper:</th>
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</table>

**Goals:**

<table>
<thead>
<tr>
<th>Time</th>
<th>Agenda Item</th>
<th>Description</th>
<th>Facilitator</th>
<th>Materials</th>
</tr>
</thead>
</table>
| 10 minutes | Check-in Icebreaker | 1. How are you feeling today?  
2. Icebreaker question | | |
| 10 minutes | Game/Team builder | | | |

<table>
<thead>
<tr>
<th>Action Item</th>
<th>Person Responsible</th>
<th>Deadline</th>
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<tbody>
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Getting to Know Your Council

Start each meeting by asking students to check in about how they’re doing that day, and answering an icebreaker question. Providing students with opportunities to share about themselves in the first few meetings will go a long way toward creating a fun environment where students feel connected to one another.

Quick Icebreaker Questions

- What is your favorite fruit or veggie?
- Would you rather be a wild horse or a beloved pet dog?
- Who’s one person you look up to?
- If you were trapped on a desert island, what are three non-food or water items you’d bring?
- What’s your favorite form of potato?
- What’s one movie you’ve seen that’s stuck with you?
- What’s your favorite mode of transportation?
- What’s your favorite snack (or healthy snack)?
Team Builders

Team Builders can help your council bond, have fun, be engaged, and become a stronger and more connected group. We have included a few different activities that may be adapted for students of many ages. You may also ask your HYPE liaison if you’d like more ideas after you try all of the ones detailed here.

“Spaghetti and Marshmallow Challenge”
Materials needed: 20 sticks of dry spaghetti, one yard of string, one yard of tape and one marshmallow
Time: 2 minutes to explain, 18 minutes for challenge time, 10 minutes to debrief (30 mins total)
Directions:
1. Divide students into groups of 3-4 people each.
2. Explain that each group’s goal is to build the tallest free standing tower possible in 18 minutes that will support the marshmallow.
3. Give each group the supplies, and start the timer for 18 minutes.
4. After the activity, evaluate whose tower is the tallest, and then ask students to reflect on how the challenge went. What roles did members of the group have? What enabled the group to work well together? What was challenging? How would you work differently as a group together if you had to do it again?

“Blobs and Lines”
Materials needed: None
Time: 5-10 minutes
The goal of the activity is to help students learn about things they may have in common.
Directions:
1. Have students break into “blobs” based on something they have in common—some examples include splitting up by birthday months or shoe size, eye color, favorite color, favorite fruit or vegetable, sports or activity played.
2. Repeat until time is up.

“Tossing Names Around”
Materials needed: Two to three small balls or soft stuffed animals
Time: 10 minutes
Directions:
1. Have students stand in a circle and introduce themselves to the group one by one.
2. Have the first thrower pass to someone in the circle. Thrower: “Here you go (Name of catcher).” Catcher: “Thank you (Name of thrower). Here you go (next catcher).”
3. As students start to remember most of the names, have them speed up the exchanges and add in another ball or stuffed animal.
**Team Builders**

**“Human Knot”**
1. Have everyone stand in a circle and hold out their left hand. Grab the hand of someone across the circle from them.
2. Repeat with the other hand, and grab the hand of a different person across the circle. Without anyone letting go of the hand they grabbed, work together to untangle!

**“The Great Wind Blows”**
Materials needed: None  
Time: 5-10 minutes  
The goal of the activity is to help students learn about things they may have in common!  
Directions:  
1. Make a circle of chairs with one less chair than there are people.  
2. One person will be in the middle and will make a statement that applies to them starting with “the great wind blows.” For example, if the person in the middle is the youngest child in their family, they would say, “The great wind blows for those who are the youngest in their family.” If that statement applies to anyone in the circle, they must get up from their seat and find a new one that is not next to their old seat. The person in the middle also tries to find a seat, and whoever is left in the middle must make the next statement.

**“Biggest Fan”**
Materials needed: None  
Time: 10 minutes  
Directions:  
1. Each student finds another student to play “Rock, Paper, Scissors” against.  
2. After the game is played, the winner finds a new person to compete against, and the loser is now the winner’s “biggest fan.” They cheer for the competitor, trying to pump them up and celebrate them.  
3. If the winner wins against the new opponent, the loser and anyone who was their fan become fans of the winner.  
4. Eventually there will be only two people left, and they will each have a long train of fans cheering for them.  
5. Can easily play multiple rounds, especially with smaller groups
Recruiting and Promoting

Most HYPE councils have 8-12 students, but can be bigger or smaller depending on what your council is interested in working on. If the students are interested in wanting a larger council, below are ways to Recruit/Promote HYPE.

Recruitment Strategies

- Recruit members from a pre-existing club, like a student council or sport club.
- Send around a sign-up sheet (next page) to your peers and ask teachers and staff to nominate youth.
- Have youth show their interest by submitting a poem, rap, photo, drawing or collage.
- Hang fliers to attract new members. Put your own creative twist on recruiting new members!

If the students decide not to recruit more members, you can use this meeting to start the promotion of HYPE by making posters.

Another option: To strengthen the bond of the council, there are a few Team Builders from the first meeting you can incorporate into this meeting.
Recruitment

HYPE Sign-up Sheet

Date: ____________

<table>
<thead>
<tr>
<th>Name:</th>
<th>Grade:</th>
<th>Phone Number:</th>
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Create a Mission Statement

Mission statements define what your group is about and what you hope to accomplish this school year. They give your group an identity and are used to create a common goal for the group to work toward.

Guidelines:
1. Have students get into pairs or small groups, depending on how many students there are.
3. Answer the following questions to help identify your HYPE youth leadership mission statement:
   - What do we do?
   - How do we do it?
   - Who do we do it for?
   - What value are we bringing to our school and community?
4. As a group, share what was created and come to a consensus on a mission statement.
5. Write out your mission statement on poster board to display at each meeting.

Examples of mission statements:

“To ensure that everyone has access to affordable, nutritious food and information to make healthy decisions.” The Food Trust, Philadelphia, Pennsylvania.

“We work to create healthy deliciousness with kids in schools and in communities.” Rebel Ventures, Philadelphia, Pennsylvania.

“To develop young leaders in Philadelphia with a critical political, historical, and economic understanding of society, and to empower them to improve the quality of their lives and communities.” Youth United for Change, Philadelphia, Pennsylvania.
Objectives: Students will be able to learn how to survey their school to identify health and wellness issues.

Materials: “Take the Pulse Survey” Handout (Middle School edition or High School edition, depending on your school)

Time Allotment: 40-45 minutes

Instructions:

Prepare Students to Administer the Survey:

⇒ Review all the questions as a group. Students can take turns reading aloud or pair up and read the survey together. This is a chance for students to get familiar with the questions they’re asking. Give an opportunity for students to add a question or two if they feel something is missing.

⇒ Brainstorm an elevator pitch about taking the survey. What would potential survey takers need to know about the survey?

  ⇒ Who is administering it (HYPE, a student-powered club making healthy change in the school)
  ⇒ Why (to assess the school’s health and see where there might be potential to make change)
  ⇒ What the results will be used for (they will not be published, just used to evaluate)
  ⇒ How they can get involved beyond taking the survey (join HYPE and attend HYPE events)

Give an example of (or for older students have a student model) what this might sound like.

⇒ Pair students up and give them each a chance to role play asking someone to take the survey. Give them the chance to put their pitch into their own words.

Distribute Surveys

⇒ Your council is ready to give out surveys to students, parents, teachers, staff and administrators!

⇒ Make copies of the survey

⇒ Find a time when students can find respondents and ask them to do the surveys.

⇒ Survey respondents can fill out their surveys themselves, or HYPE students can administer the survey to respondents by asking them the questions and recording their responses.

⇒ If you are not immediately collecting the surveys, designate a location for the surveys to be returned. Give reminders for when the survey deadline and where to return them.

⇒ Students need to have all surveys turned in by Meeting 7. Students will analyze the results at this meeting.

# Take the Pulse

## Middle School Edition—How Healthy is Your School?

Read the questions below and check either “yes” or “no.”

<table>
<thead>
<tr>
<th>Healthy Eating</th>
<th>YES</th>
<th>NO</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 Are you and other students at your school served lots of different healthy foods (eg. fruits, vegetables, non-fried food, whole grains, low-fat milk) for breakfast and lunch?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2 Are you and your classmates given enough time to eat breakfast and lunch?</td>
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<td></td>
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<tr>
<td>3 Can you buy healthy snacks in vending machines or the school store?</td>
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<tr>
<td>4 Are there drinking fountains throughout your school?</td>
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<tr>
<td>5 Are you able to drink water throughout the day?</td>
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<tr>
<td>6 When your class or school has celebrations or students are being rewarded, do you receive non-food items or healthy snacks?</td>
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<td></td>
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<tr>
<td>7 Do your school fundraisers use healthy foods?</td>
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<tr>
<td>8 Do you see your peers bringing in healthy snacks from home or the corner store?</td>
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<table>
<thead>
<tr>
<th>Active Living</th>
<th>YES</th>
<th>NO</th>
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<tbody>
<tr>
<td>9 Are you and your classmates getting enough physical activity during gym class?</td>
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<tr>
<td>10 Do you get time for recess during the school day?</td>
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<tr>
<td>11 Do you think there is enough athletic equipment and safe places to play sports?</td>
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<tr>
<td>12 Does your class take movement breaks throughout the day?</td>
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<tr>
<td>13 Do you see many students walk or ride their bike to and from school?</td>
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<td></td>
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<tr>
<td>14 Does your school offer sports or fitness clubs before or after school?</td>
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<table>
<thead>
<tr>
<th>Other</th>
<th>YES</th>
<th>NO</th>
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</thead>
<tbody>
<tr>
<td>15 Do you see posters in your school and cafeteria with information about healthy food choices and physical activity?</td>
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<td>16 Do you have a garden at your school?</td>
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<td>17 Do you have a wellness council at your school? (You can ask your teacher or your principal if you’re not sure!)</td>
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<tr>
<td>18 When students feel sad, stressed or angry, are there spaces they can go to or people they can talk to?</td>
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<td>19</td>
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<td>20</td>
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</table>
# Take the Pulse

## High School Edition—How Healthy is Your School?

Read the questions below and check either "yes" or "no."

### Healthy Eating

<table>
<thead>
<tr>
<th></th>
<th>YES</th>
<th>NO</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Are you served lots of different healthy foods (e.g., fruits, vegetables, non-fried food, whole grains, low-fat milk) for school breakfast and lunch?</td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>Are you and your classmates given enough time to eat breakfast and lunch?</td>
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<tr>
<td>3</td>
<td>Can you buy healthy snacks in vending machines or the school store?</td>
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<td>5</td>
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<td>6</td>
<td>When your class or school has celebrations or students are being rewarded, do you receive non-food items or healthy snacks?</td>
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<td>7</td>
<td>Do your school fundraisers use healthy foods?</td>
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<td>8</td>
<td>Do you see your peers bringing in healthy snacks from home or the corner store?</td>
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### Active Living

<table>
<thead>
<tr>
<th></th>
<th>YES</th>
<th>NO</th>
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<tbody>
<tr>
<td>9</td>
<td>Are enough gym classes being offered?</td>
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<td>10</td>
<td>Are there opportunities to be physically active outside of P.E.?</td>
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<tr>
<td>11</td>
<td>Do you think there is enough athletic equipment and safe places to play sports?</td>
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<td>12</td>
<td>Does your class take movement breaks throughout the day?</td>
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<td>Do you see many students walk or ride their bike to and from school?</td>
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<td>14</td>
<td>Does your school offer sports or fitness clubs before or after school?</td>
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### Mental Health

<table>
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<tr>
<th></th>
<th>YES</th>
<th>NO</th>
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<tbody>
<tr>
<td>15</td>
<td>Are students at your school experiencing overwhelming amounts of stress due to academic expectations?</td>
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<tr>
<td>16</td>
<td>Do you have a garden at your school?</td>
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<tr>
<td>17</td>
<td>Do you have a wellness council at your school? (You can ask your teacher or your principal if you’re not sure!)</td>
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<td>18</td>
<td>Are there resources at your school to support students’ mental health?</td>
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<td>19</td>
<td>Are there spaces where students can go to decompress if they’re feeling angry or sad?</td>
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<tr>
<td>20</td>
<td>Does your school have counselors who are accessible and easy to see?</td>
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<td>21</td>
<td>Do you know what your school’s discipline policies are?</td>
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**HYPE:** Healthy You. Positive Energy.
Learning About Leadership

Objectives: Students will be able to understand leadership roles in their HYPE council. They will be able to identify leadership skills and strengths to create their HYPE council. Students will also create a development goal.

Materials: Chart paper & markers; Handout: “HYPE Leadership Roles”

Time Allotment: 35 minutes

Discover Leadership

Have students pair up and take a few minutes to discuss each question (2-3 minutes per question, with students switching who is talking halfway through. Students can report back and the facilitator can record responses on poster paper.)

Ask the students:

⇒ Who is a leader in your life that you admire? They can be real or fictional.
⇒ What are their strengths? What makes them a leader?

If the students are having troubles identifying strengths, you can use these:

... Empowering  ... Loyal  ... Supportive
... Responsible  ... Open  ... Determined
... Communicative  ... Confident  ... Honest
... Committed  ... Positive  ... Creative
... Inspired  ... Focused

Identify individual strengths

They can respond as a group or write them down individually.

Ask the students;

⇒ What strengths do you see in yourself that make you a good leader?
     -Share as a group
Leadership Worksheet

Who are leaders in your own life?

Instructions: Use this worksheet to identify important skill sets that you have that make you a good leader. Once you have identified what you have, choose one skill set that you would like to develop during your time in HYPE.

What kind of leader are you?
Skills of a leader: How many do you have? (Check all that apply below)

… Artistic … Active … Problem Solver
… Friendly … Inclusive … Adventurous
… Organizer … Listener … Helper
… Influencer … Team Player … Determined
… Other __________________

What skill would you like to develop during your involvement in HYPE?
To create your Individual Development Goal, finish these sentences:

◊ I want to improve at______________________________________________________.

◊ One thing I can do to improve this is ________________________________________.

◊ I hope to have improved ___________________________ skill set by
  ______________________ (choose an end date).
Survey Analysis

Objectives: Students will be able to analyze completed surveys and compile results. Students will use peer survey results to determine health issues to focus on as a HYPE project.

Materials: Survey Review Tracker (make copies for pairs of students)

Time Allotment: 35 minutes

Instructions:
1. Pair up students and designate one student as a tracker. The other student will read aloud the survey results to the tracker to record.
2. Distribute the completed surveys evenly amongst the pairs.
3. Hand out to each pair the Survey Review Tracker.
4. Instruct students to record how many “yes” or “no” responses they get to each question, using tallies to track responses.
5. Once finished, combine results to get the final number of “yes” or “no” responses to each question as a bigger group.
6. Use the talking points below to summarize the results.

Bring it Back Together:
Lead discussions by having students answer the following questions:
1. Which questions had the most responses in the “yes” column?
2. Which questions had the most responses in the “no” column?
3. Where are the places the school is strong?
4. Where are the areas of need?
5. Which area is the council passionate about addressing?
6. What are the top 3 issues revealed from your peer surveys?

Top 3 Issues
1. __________________________________

2. __________________________________

3. __________________________________
Survey Review Tracker

In pairs, have one person read aloud the survey results while the other person records the responses. Use tally marks to record each response. Add the number of “yes” and “no” responses to each question.

<table>
<thead>
<tr>
<th>Question #</th>
<th>Yes (use tallies)</th>
<th>Total</th>
<th>No (use tallies)</th>
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</table>
Instructions for choosing a topic

1. Revisit survey results. Pull the top three issues that received the most “no” responses. Write them up on a whiteboard or on poster paper. Ask students if there are any issues that they care about that they would like to add which did not come up in survey results. Add the one that the most students seem to be interested in.

2. Do a preliminary vote or Fist of Five on the topics presented. If there are any topics that no one is interested in working on, remove them from the running.

3. To narrow down the top three issues, post sign in three corners that say “yes,” “maybe” and “no.”

4. Instruct students to go to the corner with their level of interest in working on that issue.

5. After students have placed themselves in one of the locations, ask students from each corner to share why they put themselves there.

6. Repeat process for each remaining issue.

7. Final vote. Have students vote once for their top issue to focus on.

Our HYPE focus this year is:
S.M.A.R.T. Goals

Objectives: Students will be able to learn about S.M.A.R.T. goals and identify the key parts of a S.M.A.R.T. goal.

Materials: Chart Paper or Board

Time Allotment: 30 minutes

Instructions:

1. Read the section below on introducing S.M.A.R.T. goals to students.

Introducing S.M.A.R.T. Goals

We have identified an issue to focus on this year, and to help us work together to plan a project to create a healthy change, we will use the S.M.A.R.T. goal criteria to set our HYPE council goal.

Specific goals have a much greater chance of being accomplished than a general goal

Measureable goals have concrete ways to track progress toward your goal

Attainable goals are within reach

Relevant goals are aligned with your mission and interests

Timely goals are achieved within an agreed-upon time frame

2. Write example goal on the board or on chart paper.

3. Dissect the pieces of a S.M.A.R.T. goal and have students identify the parts in the example goal.

Example S.M.A.R.T. goal:

An issue that our school community feels strongly about is increasing movement. This issue stems from not having enough time at recess. We plan to change this issue by hosting an after-school exercise club twice a month. Our timeline for this project is to start in November and finish by June. Our milestones to track our progress includes recruiting students for the club, host meetings, mid-year check-in to monitor progress, gather feedback from participants, and lastly, make any changes before the completion of the club.
**Goal Setting**

**Objectives:** Students will be able to learn how to set S.M.A.R.T. goals to address their identified issue and begin planning their HYPE project.

**Materials:** Posters, Markers

**Time Allotment:** 30 minutes

**Instructions:**

1. Now that you have an understanding of S.M.A.R.T. goals, fill in the blanks in the statement below for the issue your council has chosen.

2. You can remind your council that as you work on this project, you will gain a better understanding of how long it will take for you to accomplish, and what you can use to measure the milestones. It is OK if you switch it up as your project further develops.

**HYPE Council S.M.A.R.T. Goal**

An issue that our school community feels strongly about is (1)_____________________________.

This issue stems from (2)__________________________________________________________.

We plan to change this issue by (3)________________________________________________
______________________________________________________________________________.

Someone who can help us achieve this goal is (4)_______________ because (5)_______________
______________________________________________________________________________.

Our timeline for this project will be (6)______________________________________________.

Some of the milestones that will mark our continued accomplishments are (7)________________
______________________________________________________________________________.

**Key:**

1. Insert the issue
2. Insert the root cause
3. Insert how you plan to combat the issue based on what you know about the problem and its root cause
4. Insert person’s name
5. Insert what they can do based on their role
6. Insert timeline
7. Insert milestone points by month
Objectives: Students will be able to learn different ways to promote HYPE to students.
Materials: Posters, Markers
Time Allotment: 30 minutes

Instructions:
Now that the council has decided on a goal, they need to decide how to promote their project. Here are some ideas you can share with them to get them started.

- Summarize your S.M.A.R.T. goal into an elevator pitch

  ⇒ An elevator pitch is a short statement used to persuade someone or a group of people. In this case, you will persuade people in your school community to get involved.

  ⇒ In your pitch, incorporate your mission and talk about your specific project that you’re working on with your council

  ⇒ Practice your elevator pitch with your council

- Create posters or fliers to promote your project (see examples on page 27).

- Make announcements to promote your project (in class, over the loudspeaker, to your friend groups, etc.)

- Host an information table about your project and use your elevator pitch to share what HYPE is with your community – you can do this at a sports events or other big school events, during your free lunch period, during breakfast, etc. Make sure you have ways they can support you or get involved with HYPE to share with students, teachers, staff and parents.
Example Posters
Plan Your Project

Objectives: Students will be able to plan a HYPE event at their school.

Materials: Road Map Template (page 29)

Time Allotment: 40-45 minutes

Make a Road Map

Review the example road map. Then, using the Road Map Template (page 29), plan your action items to complete your project. It can be helpful to start at the end of the project and work backward.

Example Road Map

Goal: Encourage students to hydrate by leading a month-long hydration campaign

- **Month: January**
  - Action Items:
    - Contact the principal and see if they are willing to support and promote the campaign
    - See if there can be some kind of ending assembly

- **Month: February**
  - Action Items:
    - Determine raffle ticket prizes (Ask HYPE liaison if they have anything that could be a prize)
    - Ask teachers if they want to participate/incentivize student participation

- **Month: March**
  - Action Items:
    - Make signs to hang announcing that May will be Hydration Month
    - Have students write their names on raffle tickets
    - Set a goal of water to be drank per student

- **Month: April**
  - Action Items:
    - Create day counter to remind people that the campaign is still going
    - Make announcements in classrooms and on the loudspeaker that the campaign is starting soon

- **Month: May**
  - Action Items:
    - Hold campaign!
    - Give out raffle prizes
    - Make announcements over the loudspeaker reminding students about the campaign
    - Keep day counter current

- **Month: June**
  - Action Items:
    - Celebrate! Thank students for their participation and shout out especially dedicated contributors

Celebrate and Evaluate Your Success

Objectives: Students will be able to celebrate completing their first event. They will learn about the benefits of reflecting on the day (and the planning process) and point out successes and challenges. They will be able to apply suggestions when planning the next event.

Materials: Laptop or chart paper for note taking

Time Allotment: 30 minutes

Instructions:
Congrats on your first HYPE event! Take time to celebrate your accomplishment; give each other high-fives, pat yourself on the back and feel good about what your team was able to do to encourage your peers to be healthier.

Now is also a good time to reflect on the event and think about what went well and what could have gone better. The group reflection could be done in small groups, through a sticky note gallery walk, as a whole group, or with an individual survey administered the to group.

Here are a few questions that can help guide your council's reflection:

⇒ Reflect on skill-building
  • How has your activity helped other people make healthy choices?
  • What leadership skills did you use/develop during this project?
  • How did you work with your peers?
  • How did you solve any disagreements that came up in your group?

⇒ Reflect on impact
  • Who are they reaching? What impact do they see from their projects?
  • For future events, can they invite parents, caregivers, siblings, community members to attend or participate at events?
  • How has their activity helped other people make healthy choices?

⇒ Make a list (take notes)
  • What went well?
  • “What was your favorite part of the event/project?”
  • “What’s your best memory of the event?”
  • “What part during planning was most beneficial or was most important?”

⇒ What would you change for next time?
  • “What is the one thing you would do differently?”
  • “What was an issue that came up that you weren’t prepared for?”

Great job on your event! Taking the time now to make small changes or adjustments will ensure your future events are even more successful. Keep up the HYPE work!
The following website links and “how-to” guides are provided to support your projects. Use the information for messages on your posters, fliers or announcements. Grant opportunities are also listed to help fund your council’s project.

**Backgrounders**

**Healthy Eating**  
*Grades 4-5*  
nutrition.gov/audience/children/kids-corner

*Grades 6-12*  
nutrition.gov/audience/teens/tweens-and-teens

[teenhelp.com/nutrition-fitness/teen-nutrition](http://teenhelp.com/nutrition-fitness/teen-nutrition)

**Physical Activity**  
*Grades 4-5*  
[phillypowered.org](http://phillypowered.org)

*Grades 6-12*  
[kidshealth.org/teens](http://kidshealth.org/teens)

[phillypowered.org](http://phillypowered.org)

[phillypowered.org](http://phillypowered.org)

**Mental Health**  
*Grades 4-5*  
[stopbreathethink.com](http://stopbreathethink.com)

*Grades 6-12*  
[stopbreathethink.com](http://stopbreathethink.com)

[healthymindsphilly.org](http://healthymindsphilly.org)

[Loveisrespect.org](http://Loveisrespect.org)

[teenhealthfx.com](http://teenhealthfx.com)

[adolescenthealth.org/resources](http://adolescenthealth.org/resources)
Pre-event
1. Obtain necessary permission.
   a. Take a few HYPE students with you to present the idea and have them ask for permission.
      i. Have a few dates in mind to run by the principal or other administrator.
      ii. Have students practice their pitch so they are comfortable at the meeting.
      iii. Obtain approval for a room to make smoothies or prepare items.
2. Near a sink to wash items (and hands) if necessary
3. Has tables for prep and/or sales
4. Decide what food will be sold at fundraiser.
   a. Have students brainstorm options.
   b. Have students survey their peers to see what items are most popular.
   c. Recruit partners/gather necessary materials
   d. Make a list of materials needed for "prepping," "serving" and handling transactions.
   e. Make a list of ingredients (if applicable).
      i. Have students brainstorm partners, assess what’s available already at the school.
5. Reach out to HYPE to help brainstorm!
6. Are you able to partner with the school nutrition educator? (if applicable)
7. Are you able to partner with a parent group or “home and school”?
8. Are you able to ask teachers for donations?
9. Write "in-kind" donation requests to local stores around the school (see page 37).
   a. Have students customize the donation request template.
   b. Set a budget and plan to purchase any remaining materials.
   c. Plan to reimburse for any purchases made out of pocket (keep receipts).
   d. Set a date/time for the fundraiser.
   e. Have students promote the event.
10. Make posters
11. Make announcements
12. Create a skit
13. Take orders in advance (suggested for smoothies)
    a. Have students create an order form to attach to class rosters.
14. Create class packets that include order forms, an envelope for teachers to collect money and a print-out of the class roster for teachers to mark off who paid.
    a. Collect class envelopes when they are due (usually 3-5 days before sale).
       i. Count orders, number of items to be sold.
       ii. Prepare shopping list to purchase items.
How to Run a Healthy Fundraiser

Day of Event
1. Delegate roles for setting up the table.
   a. Have students identify and define roles:
      i. Promoter
      ii. Money handler
      iii. Customer greeter
      iv. Order taker
      v. Smoothie makers (if applicable)
      vi. ______________
2. Sell items on the spot (suggested for events with heavy parent traffic).
   a. Use the set ingredients to make smoothies and sell until you sell out.
   b. Sell apples or bananas, or non-perishables that can keep for another day if you don’t sell out.
3. For pre-orders, item needs to be made and delivered.
4. Determine what role students will take:
   i. Order fulfillment (someone who says how many smoothies or items a class needs) and puts them in a box/crate for delivery.
   ii. Smoothie makers
      1. Follow food safety practices.
         a. Work on clean surfaces
         b. Clean hands
         c. Clean utensils/equipment supplies
   iii. Delivery students

Post Event
1. Debrief with young people
   a. Overall impressions
      i. What went well
      ii. What could be improved next time
2. Discuss impact and reach
   a. Did they promote to the whole school?
   b. How many students did they reach?
   c. Were there parents/community members involved?
3. Team High Five!
4. Share with HYPE team!
How to Run a Fitness Event

Pre-event
1. Obtain necessary permission for date/time of event.
   a. Take a few HYPE/Junior Coaches with you to present the idea and have them ask for permission.
      i. Have a few dates in mind to run by the principal or other administrator.
      ii. Have students practice their pitch so they are comfortable at the meeting.
      iii. Obtain approval for a space to have tables/room for activities.
2. Decide what activities will be at the event.
   a. Have students brainstorm activity ideas.
   b. Have students survey their peers to see what activities are most popular.
   c. Have students practice leading the activities with their council to be ready to lead other students at the event.
3. Recruit partners/gather necessary materials.
   a. Make a list of materials needed for each activity.
      i. Have students brainstorm partners, assess what’s already at the school.
         1. Reach out to HYPE to help brainstorm!
         2. Are you able to partner with the school nutrition educator? (if applicable)
         3. Are you able to ask teachers to borrow materials?
   b. Decide if they want to offer refreshments.
      i. What will they offer?
      ii. How will they get it?
         1. Is it available at school?
         2. Does it have to be purchased?
            a. Have students write an “in-kind” donation letter (use template on page 37).
4. Set a date/time for the event.
5. Have students promote the event.
   a. Make posters
   b. Make announcements
   c. Create a skit
6. Set a schedule for classes to rotate through if it is during the day.
How to Run a Fitness Event

Day of Event
1. Have students identify and define roles:
   a. Greeters
      i. Welcome all guests and share about HYPE.
   b. Table leaders
      i. Have students volunteer to lead/demonstrate activity stations.
   c. Refreshments/HYPE swag table
      i. Have students offer refreshments or HYPE giveaways
         1. HYPE bands
         2. An autographed football (see your HYPE liaison)

Post Event
1. Debrief with young people
   a. Overall impressions
      i. What went well?
      ii. What could be improved next time?
2. Discuss impact and reach
   b. Did they promote to the whole school?
   c. How many students did they reach?
   d. Were there parents/community members involved?
3. Team High Five!
4. Share with HYPE team!
Available Equipment

HYPE has materials you can borrow for your next event! Contact your HYPE liaison to borrow any of the following items:

- **HYPE Jenga**
- **Ninja Blenders**
- **Activity Dice**
- **Air Popcorn Popper**
Donation Letter

(Insert School Header)

Date

Name
Store
Street address
City, state, zip code

To Whom it May Concern:

We are members of the HYPE council at (insert school name). HYPE, which stands for “Healthy You. Positive Energy.” is a program that supports students leading change around health and wellness in their school communities. Here at (insert school name), our council is focusing on making our community healthier by holding (insert event). We are hoping that you can support us by donating (insert what donations you need; list items or ask for a gift card) so that we can reach as many people as possible and help them make healthier decisions.

With your donation, you will help us reach (insert number of students at your school, in addition to your school staff and community). The more students we are able to engage with our event, the more meaningful impacts we can have on their overall health.

Please let us know if you are able to support our event in any capacity. You can reach us through our HYPE adviser, (insert name), at (insert email address) or by phone at (insert phone number) if you are interested in knowing more about the event, and if you are able to contribute a donation. We will be following up to our request before our event. Thank you for your consideration.

Yours sincerely,

(name)
## Event Planning Checklist

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<tr>
<th>Event Planning Checklist:</th>
<th>Deadline:</th>
<th>Person assigned:</th>
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<tbody>
<tr>
<td>Decide the topic of your event and how you want to do it</td>
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<td>Get approval from school staff to hold event</td>
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<td>Make a list of items you will need (use free resources or use donation letter template)</td>
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<td>Set a budget for the event</td>
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<td>Delegate who will purchase the items and where they will buy them from</td>
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<td>Set the date, time and place of the event</td>
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<td>Promote the event: place signs/give out fliers to invite other students</td>
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<td>Promote the event: use balloons to bring attention to your event</td>
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<tr>
<td>Promote the event: give away HYPE promotional items</td>
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<td>List and delegate tasks that need to be completed before and during event</td>
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<tr>
<td>Practice talking points to engage your peers and plug in your HYPE mission</td>
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**Grant Opportunities**

**Action for Healthy Kids**
Action for Healthy Kids funds projects around promoting breakfast and exercise up to $3,000.
[actionforhealthykids.org/school-grants-support/](http://actionforhealthykids.org/school-grants-support/)

**Adventure Capital**
Adventure Capital challenges young people to pitch a “Big Idea” to create healthy change in their school and submit it to their portal.
[adcapyouth.org/opportunities](http://adcapyouth.org/opportunities)

**Aldi**
Aldi support projects that impact on youth health and wellness.
[ALDISmartKids.com](http://ALDISmartKids.com)

**Whole Kids Foundation**
Whole Kids Foundation awards $2,000 grant to support a new or existing edible educational garden
[Wholekidsfoundation.org](http://Wholekidsfoundation.org)
Definitions

Campaign: An organized group of people working together to achieve a goal
Culture: The way a group of people behave, think and act (including their traditions, beliefs, food and art)
Community: A group of people who have something in common (for example, live in the same neighborhood, go to the same school, follow the same religion, speak the same language, play on the same team)
Council: a group of people who come together for a purpose
Norms: Something that is usual, normal, expected
Goal: A desired result or outcome
Agenda: A list or outline of things to be done (usually used in a meeting)
Accountable: Responsible for
Tabulating: Arrange/organize gathered data