



Assessing Mastery of Analyze Influences Grades 3-5

Students in grades 3-5 will have mastered *Analyze Influences* by demonstrating their ability to showcase the performance indicators identified in Standard 3. Use the student friendly language below to support rubric creation and feedback to students.

Standard 2: Students will analyze the influence of family, peers, culture, media, technology, and other factors on health behaviors.

2.5.1 Describe how family influences personal health practices and behaviors.

- I can explain how my family members influence my health choices.

2.5.2 Identify the influence of culture on health practices and behaviors.

- I can name the cultural influences in my life.

2.5.3 Identify how peers can influence healthy and unhealthy behaviors.

- I can name how peers can influence health behaviors.

2.5.4 Describe how the school and community can support personal health practices and behaviors.

- I can explain how my school and community support my health.

2.5.5 Explain how media influences thoughts, feelings, and health behaviors.

- I can explain how media influences my thoughts and actions.

2.5.6 Describe ways that technology can influence personal health.

- I can explain how technology can influence my health.

ASSESSMENT TOOL #1 (2.5.1, 2.5.2, 2.5.3)

Have students write a scenario that involves either a familial group, a group of friends, or a cultural group (church, ethnically-related, etc.). The scenario can be fictionalized or a nonfiction account. The scenario must showcase how peers or culture are influential within the scene. Provide students with an initial example of each in order to inform their thought process. Students should be able to identify the influence of their peers or culture within the scene being described.

ASSESSMENT TOOL #2 (2.5.4)

Provide a list of school and community health supports (playground, park, social worker, hospital, library, nurse, etc.) to students. Add images to the list to support student understanding of each example. Students must select at least three of the provided options and write an explanation of how that school/community element supports health practices and behaviors.



ASSESSMENT TOOL #3 (2.5.5, 2.5.6)

Share a story aloud with students that exhibits a media or technological influence on an individual (e.g. an athlete that overcame an injury with the help of technology or social media providing coverage to a story before the news). A media influence can be shared by reading a website's introduction page, a radio advertisement script, or the summary of a book found on its jacket that relates to health. A technology influence can be shared through an individual's story regarding the use of prosthetics, x-ray scans of a broken bone, or calling an emergency number from a cell phone. Have students listen to the story or description before writing their idea of the influence being described. Ask students to write how the media or technology being showcased influenced the health of the individual or people in the story. Allow for at least five minutes for student responses.

Related Assessment Options: Show commercials, webpages, or images to students instead of reading a story. Ask students to describe how the form of media or technology is influential.

ASSESSMENT TOOL #4 (2.5.1-2.5.6)

Build a daily (or periodic) practice with students to write responses in a journal that reflects their personal thoughts and ideas. Be sure students understand that this journal will be read, but not formally graded and that it can allow the teacher an opportunity to better identify student connections and understandings. Journal prompts should include topics from each Performance Indicator in order to best assess student understanding throughout the teaching of this health skill.

Example Journal Prompts:

- *Describe your morning routine. Include details such as how you wake up, your first steps to getting ready, what (if anything) you eat or drink, how you get to school, etc. Who plays a role in these actions with you or supports you? How did you learn your morning routine?*
- *Describe your favorite social media site/app. What makes it interesting to you? How do you think it influences you throughout your days?*
- *What do you think culture includes? How would you describe your own culture?*
- *If you could create a product that helps people remain or become healthy, what would it be?*
- *What type of influence do you think you have on your peers?*



Content Area Connections

Build content understanding through connections with other courses. Share suggestions with teachers to develop plans for content overlap and student language connections.

Utilize content structures and topics in classrooms to reinforce student understanding and to support ongoing student development. *Analyze Influences* can be used across content areas when students are struggling with individual decisions. Remind students to consider who may influence them when they are making choices and how understanding these influences can support them in their development.

Reinforce the understanding that influences on behaviors occur in all areas of life by exploring the following questions with students across contents. Add specific content information in place of the italicized words as necessary. These questions are meant to be used when students are making decisions regarding content, choosing partners or group members, or when reflecting on choices that have already been made. These questions are a guide for independent reflection when students are challenged to understand the choices that led to a particular incident and how others may have influenced them on their path towards that choice.

- How did *this* element influence you(or your choice/decision)?
- What do you think led you to choose *this* topic?
- How might *this* information influence your choice or decision?
- How do you believe you were influenced to make *this* decision?
- What is an influence that led you towards *this* choice?

VOCABULARY REINFORCEMENT:

Utilize the vocabulary words below to reinforce student understanding and to showcase the ability to use words across content areas. For example, an entire grade-level team can decide to teach these words within the specific contexts of their classes to deepen understanding of vocabulary and language use.

influence, impact, internal, external, culture, technology, media, community, peers

Resource Bank

RMC Health

- [Health Education Skills Models](#)

National Health Education Standards

- [Standards & Performance Indicators](#)