

## Health Skill:



# Analyze Influences

## Background Information

The health skill, *Analyze Influences*, focuses on identifying and understanding the diverse internal and external factors that affect health practices, behaviors, and outcomes. Internal influences include: desires, likes, dislikes, personal values, and perceptions of social norms. External influences include: community members, family, culture and traditions, friends, technology, and the media. To show proficiency in this skill, students first analyze why and how internal and external influences impact their health behaviors. Then, they evaluate whether those influences support or do not support future health goals. *Analyze Influences* is foundational for teaching other health skills because it prepares students to understand the variety of influences on their behavior, which is an essential precursor to mastering health skills, such as *Access Valid & Reliable Resources*, *Interpersonal Communication*, *Decision-Making*, *Goal-Setting*, *Advocacy for Self & Others*, and *Self-Management*.

### Notes on Grade Level Progression

Activities, vocabulary, and language throughout the grade levels are vertically aligned and build upon one another.

If students require scaffolding, refer to previous grade levels for additional ideas for activities and instruction that address gaps in student skills. For enrichment activities, look at higher grade levels in order to provide additional practice opportunities or for ideas on how to deepen understanding.

#### PreK-2

- Identify likes and dislikes
- Connect likes and dislikes to people, school, and media
- Connect likes and dislikes to the future choices

#### 3-5

- Identify important aspects of personality
- Connect aspects of personality to a variety of influences, including peers, social media, technology
- Connect aspects of personality to future health choices and behaviors

#### 6-8

- Define internal and external influences
- Identify internal and external influences
- Analyze how a variety of influences connect to different outcomes
- Analyze how a variety of influences connect to future health choices, behaviors, and outcomes

#### 9-12

- Evaluate internal and external influences
- Research policies at school and the community that influence health

### NATIONAL HEALTH EDUCATION STANDARD (NHES) 2:

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

*Health is affected by a variety of positive and negative influences within society. This standard focuses on identifying and understanding the diverse internal and external factors that influence health practices and behaviors among youth, including personal values, beliefs, and perceived norms.*



### Grades 6-8 Framework

In grades 6-8, the sphere of influences expands within the health skill *Analyze Influences*. Students explore their own internal influences and build a deeper understanding of the various external influences in their lives. The importance of external influences, peers and media in particular, is analyzed as these become more of a primary focus for students during these grade levels. The steps are written to first have students look at influences and then work toward current and future behaviors. However, teachers may want to rearrange steps, starting with a current or future behavior and working backward to see what influences that behavior. Ultimately, the goal of *Analyze Influences* is to recognize that internal and external factors are important to keep in mind when making decisions related to their health.

Direct instruction on each external influence is not included in the *Teaching Progression* for this grade level. For guidance on activities to build understanding of family, peers, culture, media, and technology refer to *Analyze Influences*, grades 3-5. Instead, students learn about social norms and explore how social norms influence behavior.

Mastery of *Analyze Influences* for grades 6-8 means students are able to identify internal and external influences in their lives, describe the impact of internal and external influences on behaviors and practices of themselves and others, and explain how these influences affect future behaviors.

## The Steps:



### Step 1: Identify Influences

**Step Overview:** Students begin this health skill by naming various internal and external influences and using multiple categories to identify these influences. Some categories are family, culture, peers, values & beliefs, school, media, technology, and social norms. Students should be given time to explore each influence and decide whether or not this influence is present in their life. If the influence is not present in their life, they should consider how this influence may show up in other people's lives. Depending on the situation, it may be helpful to start with Step 2 of this health skill, Connect Influences to Behaviors, and then complete Step 1, Identifying the Influences related to that behavior.

#### Sub Skill(s):

- Define influence
- Identify internal influences
- Identify external influences



## Step 2: Connect Influences to Behaviors



**Step Overview:** Once students have explored the different influences in their lives and the world, the next step to *Analyze Influences* is to make connections to current behaviors. This step guides students through reflecting on a variety of factors in their life, including family, peers, culture, media, and technology, and prompts students to explain how these influences impact their current behaviors as well as the behaviors of others. To help build empathy and teach perspective taking, students should also spend time connecting influences to other people's behaviors, especially if these behaviors are different from their own.

### Sub Skill(s):

- Identify current behaviors
- Analyze connection between behaviors and influences
- Analyze impact of influences on others



## Step 3: Connect Influences to the Future

**Step Overview:** The final step an individual should take when analyzing influences is to connect the influences in their life to possible future behaviors. This step allows students to reflect on their work during Step 1 and Step 2 while building connections to public policies that influence their behaviors. Students explore the idea of health risk behaviors and how these behaviors can have long-term consequences. Students consider the influences that help them make healthy choices and the influences that hinder their ability to make healthy choices. Step 3 offers a bridge to the health skills *Decision-Making* and *Goal-Setting* as students consider the effect of influences on their choices and the changes they may decide to make.

### Sub Skill(s):

- Determine importance of influence
- Connect influences to future behaviors
- Use resources to help with influences



## Teaching Tips

- Encourage students to move throughout the steps in the order that enhances their understanding of the role influences play in their life. For example, students may start with Step 2: Make Connections to Behavior and then move to Step 1: Identify Influences.
- Teach *Analyze Influences* for each health content unit to prompt students to reflect on how influences impact their whole health (e.g. substance use prevention, sexual health, nutrition).
- Provide a variety of ways for students to practice *Analyze Influences*, such as whole class discussion, drawing, movement, journaling, etc.
- Allow students to come to their own conclusions about the role an influence plays in their life. Understand that influences are rooted in identity, background, and culture. Be cautious to verbalize opinions of a student's influences because you could be passing judgement on their identity, background, and culture.

See *Teaching Progression* for suggested learning activities.



## Teaching Progression:



### Step 1: Identify Influences

**SUB SKILL(S):**

- Define influence
- Identify external influences
- Identify internal influences

**GUIDING QUESTIONS:**

Who and what are the influences in my life?

**NHES PERFORMANCE INDICATORS:**

(2.8.1) Examine how the family influences the health of adolescents. (2.8.2) Describe the influence of culture on health beliefs, practices, and behaviors. (2.8.3) Analyze the influence of technology on personal and family health. (2.8.4) Analyze how the school and community can affect personal health practices and behaviors. (2.8.5) Analyze how messages from media influence health behaviors. (2.8.6) Explain the influence of personal values and beliefs on individual health practices and behaviors. (2.8.8) Describe how peers influence healthy and unhealthy behaviors.

**VALUABLE VOCABULARY:**

*influence,  
influential,  
culture, belief,  
value, analyze,  
personal values,  
external, internal*

### Step 1: Identify Influences | Sub Skill: Define Influence



**SUGGESTED LEARNING ACTIVITY 1:**

Define for students *external* and *internal influences*. Explain to students that an *internal influence* is *one that develops within themselves from their experiences* while an *external influence* is *one that is outside of them and is usually brought to them by a person or actions outside of themselves*.

Show students a video that explains and provides examples of influences. Have students share aloud the influences they note in the video and identify if the influence is internal or external.

**Language of Health Literacy:**

An influence is \_\_\_\_\_.

An external influence is \_\_\_\_\_.

An internal influence is \_\_\_\_\_.

**TEACHING NOTES:**

- See the *Resource Bank* below for ideas.
- Post definitions and examples of both internal and external influences in a visible location within the classroom.
- For more explicit instruction on the different types of influences (e.g. social media, culture, peers) see Grades 3-5 for *Analyze Influences*.



## Teaching Progression: Step 1 | Identify Influences (Cont.)

### Step 1: Identify Influences | Sub Skill: Identify External Influences



#### SUGGESTED LEARNING ACTIVITY 1:

Ask students to think about their morning routine. Have students sit independently while thinking through their morning, the actions they took, the people they interacted with, and how they engaged with others. Ask students to think back to previous days and nights throughout the week, mentally chronicling what they did and the people with whom they connected. After this mental remembering, have students write down all the people who are a part of their lives in various ways and the actions that are generally consistent in their daily routines.

#### Language of Health Literacy:

\_\_\_\_\_ (external influence) influences me to \_\_\_\_\_.

\_\_\_\_\_ (external influence) influences me to not \_\_\_\_\_.

Social norms influence my life by \_\_\_\_\_.

I \_\_\_\_\_ (action) because of the influence of \_\_\_\_\_ (a social norm).

A social norm that influences my behavior is \_\_\_\_\_.

Have students create an identity artifact for themselves by providing a variety of materials (e.g. poster board, shoe boxes, art supplies). Ask students to think of ways they can represent how society views their identity, and how they view their identity. For example, students could use a paper bag to show their "outside" identity and their "inside" identity. Students could draw pictures or words that show how society views their identity on the outside of the bag. These descriptions can be things with which students agree and disagree. In the inside of the bag, students could place words, images, or objects that represent the parts of their identity that would require getting to know them to understand. Explain that these words or drawings may be positive or negative and that many people have complex feelings about themselves. No one feels entirely positive or entirely negative about themselves. Give students time to explore their creativity and come up with the best mode to showcase their complex identity.

Prompt students to discuss how the individuals they listed influence their daily lives. Place students in small groups to allow for conversation between all.

#### TEACHING NOTES:

- Ensure all students are able to participate in discussion by using a variety of strategies for student participation.
- Example Discussion Questions:
  - How does someone influence another person?
  - Describe an example of someone who influences your daily life?
  - How do you influence the lives of those around you?



### Teaching Progression: Step 1 | Identify Influences (Cont.)



#### SUGGESTED LEARNING ACTIVITY 2:

Ask students to think about how they would describe themselves. Descriptions should be expansive and include family, friends, likes, dislikes, hobbies, favorites, and physical characteristics. Student descriptions can be written or spoken aloud to a partner. Ask students to think about what they do throughout their days that may help them describe themselves (e.g. play games on their phone, watch television, read, play sports, etc.). Explain to students that these are all external influences, or influences outside of themselves that affect behaviors.



#### SUGGESTED LEARNING ACTIVITY 3:

Direct students to create a mind map that showcases the various influences present in their lives. Have them write their name or draw an image of themselves in the center of a blank piece of paper. Post the different types of influences in a visible place and have students use these to consider additional influences in their lives. The main influences may include family, culture, peers, values & beliefs, school, media, technology, social norms.

Once students have each influence written on their mind map, task them with adding specific examples of these influences from their lives to each of the eight categories. Have students include ideas and actions, in addition to people, that may be an influence in each category.

Have students share their mind maps within small groups or to the class as a whole. Ask students to make connections to influences on their mind maps that are present on their classmates' maps.

Prompt students to add two colors to their mind maps, one for internal influences and one for external influences.

Have students use their selected colors to showcase the different types of influences on their mind maps.

#### TEACHING NOTES:

- Examples of mind maps are in the *Resource Bank* below.
- Provide students with examples of influences in each category as a class or individually as necessary.
- Allow students to be creative in the designing of their mind map.
- Provide materials as appropriate and available to the classroom space.

#### SUGGESTED LEARNING ACTIVITY 4:

Group students in threes or fours. Ask students to verbalize their thoughts on the influence of peers in their lives. Ask students to consider how their peers influence their behaviors.

Explain to students that social norms, or our perception of these norms, are important influences. A behavior that our peers think is normal can influence our own behaviors. Explain that each person has a different connection to social norms and are influenced differently. In their groups, ask students to brainstorm a list of social norms present in their lives. Ask students to share aloud some of the social norms brainstormed within their groups.

Once students share their ideas aloud, ask them to write an explanation of how social norms influence their own lives. Prompt students to focus on a specific behavior they practice because of the influence of social norms.

See Next Page For Teaching Notes.



### Teaching Progression: Step 1 | Identify Influences (Cont.)

#### TEACHING NOTES:

- Provide groups ample discussion time before switching to brainstorming.
- Allow students time to think about social norms, even if students are unsure of how to begin. Avoid providing examples until absolutely necessary and after encouraging thought between peers.
- If you feel students need an example of how social norms impact individuals to prompt their thinking, find a video, short story, or essay that addresses how social norms affect individuals. See examples in the *Resource Bank* below. Make sure examples are appropriate and relevant for the students in your classroom.
- Model and provide the *Language of Mastery* to support student writing.



#### SUGGESTED LEARNING ACTIVITY 5:

Have students list behaviors they think are “normal” for people their age. Allow students to define the word “normal” and preface the conversation with everyone will likely have different answers. For example, some students may think that vaping is normal for people their age to do, while others will not. Ask students if this social norm makes them more or less likely to engage in this behavior. Then, ask students if this is a healthy or unhealthy behavior. If students say it is a healthy behavior, encourage them to keep their idea about this social norm the same. If students say it is unhealthy, encourage them to find ways to change their idea about this social norm. For vaping, students could look at actual statistics for people their age or think of ways they can make vaping less normal for their friend group.

#### TEACHING NOTES:

- Healthy can mean different things for different groups. Be sure to consider the student’s identity and background if you disagree with their classification of a behavior.
- If you feel it is urgent to address a health concern with a student, ask the student first if it is alright to share your concern with them. If they say yes, share the concern. If they say no, tell them when they are ready to talk you are available. If it is a serious health concern, seek the assistance of a health professional or counselor in the building.



## Teaching Progression: Step 1 | Identify Influences (Cont.)

### Step 1: Identify Influences | Sub Skill: **Identify Internal Influences**



#### SUGGESTED LEARNING ACTIVITY 1:

Ask students to consider their own beliefs and ideas about life, things that are important to how they live each day. Define the words *personal values* and *beliefs*. *Personal values* are *things that motivate us or that guide our daily actions, such as honesty or love*. *Beliefs* are *things we understand to be true about those values, such as it is important to be honest*.

Explain to students that an internal influence is one they have control over. Personal values and beliefs are examples of internal influences, or influences that come from inside of us that affect our behaviors. Have students write down their personal values and beliefs. Providing a list of values and/or beliefs may be helpful for student understanding.

#### Language of Health Literacy:

I believe \_\_\_\_\_  
about \_\_\_\_\_.

I value \_\_\_\_\_ because \_\_\_\_\_.

\_\_\_\_\_ is an important value in my  
life because \_\_\_\_\_.

\_\_\_\_\_ (emotions) means \_\_\_\_\_.

I feel \_\_\_\_\_ when \_\_\_\_\_ because \_\_\_\_\_.

#### TEACHING NOTES:

- Allow students time to identify values that are important to them and explore the meaning of each word. This can be done by offering dictionaries to students, sharing the meaning of many words aloud to the class, providing words in students' native language, or allowing students to work together in small groups to understand each word.
- Be sure to provide independent and quiet time to consider their own personal values because it is important for students to consider the role these play without the influence from peers.



#### SUGGESTED LEARNING ACTIVITY 2:

Share with students that our feelings and emotions are important internal influences to pay attention to. Define emotions for students. Emotions describe the way we feel in different situations. Assign students different emotions to define and create images of to support understanding of the meaning of the emotion. Have students present their emotions to the class and what the emotion means. Create a word wall with student images and definitions.

#### TEACHING NOTES:

- See the *Resource Bank* below for supporting vocabulary for emotions.
- Model and provide the *Language of Health Literacy* to support students





## Teaching Progression: Step 1 | Identify Influences (Cont.)

### Step 1: Identify Influences | Sub Skill: **Identify Internal Influences**



#### **SUGGESTED LEARNING ACTIVITY 3:**

Allow students to practice identifying their emotions in different situations. Assign emotions to different parts of the room. Read scenarios that students would face in the life. Then, ask students to move to the emotion they would feel in that situation. Finally, have students turn to a partner and share why they would feel that emotion using the *Language of Health Literacy*.

#### **TEACHING NOTES:**

- Scenarios can be specific to the health content your are teaching. For example, if you are teaching a unit on tobacco prevention, provide a scenario about being offered a tobacco product by a school.
- Scenarios can also be broad and extend beyond the health education classroom or content. For example, provide a scenario about getting ready to take a quiz in math.
- Model and provide the *Language of Health Literacy* to support students in identifying their emotions.



#### **SUGGESTED LEARNING ACTIVITY 4:**

Have students keep an emotions journal. In the journal, have students answer the following questions:

- What are you feeling?
- Why are you feeling this way?
- What happened before you felt this way?
- Is this emotion productive? Why or why not?

Review the journals with students and allow students to show their writing with each other frequently. Continue to study emotion vocabulary throughout the year and add to the word wall.



## Teaching Progression:



# Step 2: Connect Influences to Behaviors

### SUB SKILL(S):

- Identify current behaviors
- Analyze connection between behaviors and influences
- Analyze intended impact of influences

### GUIDING QUESTIONS:

Why do I make certain behavior choices? What influences my decisions?  
How do influences connect to my behaviors?

### NHES PERFORMANCE INDICATORS:

(2.8.3) Describe how peers influence healthy and unhealthy behaviors. (2.8.5) Analyze how messages from media influence health behaviors. (2.8.6) Analyze the influence of technology on personal and family health. (2.8.7) Explain how the perceptions of norms influence healthy and unhealthy behaviors. (2.8.8) Explain the influence of personal values and beliefs on individual health practices and behaviors.

### VALUABLE VOCABULARY:

*influence,*  
*analyze,*  
*social norms,*  
*external,*  
*internal*

## Step 2: Connect Influences to Behaviors

### Sub Skill: Identify Current Behaviors



### SUGGESTED LEARNING ACTIVITY 1:

Building on their Step 1 descriptions of themselves, have students independently create a list of behaviors and practices in their lives. Beginning with the classroom or school environment, have students identify behaviors they exhibit regularly and practices that are a part of their daily lives. Then, have students expand to their daily life.

### TEACHING NOTES:

- Provide examples (breakfast, one hour studying, chatting with friends at lunch, etc.) for students to help generate ideas.
- Prompt students to expand their lists to after-school actions and their home lives, weekend events, and other non-school situations.

### Language of Health Literacy:

Currently, I \_\_\_\_\_ to support my health.

Currently, I \_\_\_\_\_, which doesn't feel healthy to me.

One of my habits is to \_\_\_\_\_.

At home, I \_\_\_\_\_.

At school, I \_\_\_\_\_.

In my community, I \_\_\_\_\_.



**Teaching Progression: Step 2 | Connect Influences to Behaviors (Cont.)**

**Step 2: Connect Influences to Behaviors**

**Sub Skill: Analyze Connection Between Behaviors and Influences**



**SUGGESTED LEARNING ACTIVITY 1:**

Using their mind map creations from Step 1, have students add behaviors onto their maps by connecting lines to influences previously written.

**TEACHING NOTES:**

- Prompt students to extend their mind map with examples of behaviors that are influenced by the internal and external influences already present on their maps.
- Explain to students that each influence can have more than one behavior attached.
- Provide students with additional examples, as well as reminders of behaviors identified in their small group discussions.
- Provide students with materials that support them adding words, lines, and/or designs to their mind maps.

**Language of Health Literacy:**

*I tend to \_\_\_\_\_ because of \_\_\_\_\_.*

*\_\_\_\_\_ (influence) influences my behavior by \_\_\_\_\_.*

*Because of \_\_\_\_\_ (influence), I \_\_\_\_\_.*



**SUGGESTED LEARNING ACTIVITY 2:**

Using words and drawings, prompt students to create a visual representation of a behavior they previously identified on their mind map. Have students consider a behavior that is influenced by multiple internal and external influences.

On the reverse side of their paper, have students draw different shaped pieces to create a puzzle, making sure pieces are touching and take up the entire back of paper. On each piece, have students write the different internal and external influences that connect to the behavior they designed. Then under each influence, have students explain how the influence impacts their behaviors. Prompt students to identify all the influences that factor into their selected behavior and spread these words across the paper. Have students cut out their puzzle pieces.

**TEACHING NOTES:**

- Remind students that their behaviors are connected to specific influences, both on their mind map and in their life. For example, posting messages on social media is a behavior that can be influenced by media, social norms, and peers.
- Provide students with an appropriate amount of classroom time to design their image.
- Note that the puzzle can be designed in reverse order, highlighting the behaviors that stem from a specific influence.



## Teaching Progression: Step 2 | Connect Influences to Behaviors (Cont.)



### SUGGESTED LEARNING ACTIVITY 3:

Have students trade their puzzle with a partner and work to piece together their partner's puzzle. Prompt students to engage in discussion with their partner regarding the influences depicted on their puzzle and the connected behaviors. Prompt students to discuss their similarities and differences with influences and behaviors.

## Step 2: Connect Influences to Behaviors

### Sub Skill: Analyze Impact Of Influences On Others



### SUGGESTED LEARNING ACTIVITY 1:

Explain to students that influences impact people in different ways. An influence may impact them one way but impact someone else very differently. Provide an example of an influence that impacts adults more than young people. Ask students to discuss what they notice about this example.

Provide students with a specific example of an external influence. Ask students to identify the type of influence and where someone may interact with this influence. Then, provide students with different groups of people (e.g. young children, adults, adolescents). Have students predict and analyze how the influence may impact each group. Finally, have students compare and contrast their analysis of others to their own life.

#### Language of Health Literacy:

\_\_\_\_\_ influences \_\_\_\_\_ by \_\_\_\_\_.

\_\_\_\_\_ doesn't influence \_\_\_\_\_ because \_\_\_\_\_.

\_\_\_\_\_ (influence) doesn't influence my behavior, but it does influence \_\_\_\_\_ because \_\_\_\_\_.

Because of \_\_\_\_\_ (influence), people may \_\_\_\_\_.

The relationship with \_\_\_\_\_ (influence) needs to change because \_\_\_\_\_.

#### TEACHING NOTES:

- Examples of Influences: tobacco advertisement, words from a peer, an emotion, a sunny day outside.
- Model and provide the *Language of Health Literacy* to support student analysis.



### SUGGESTED LEARNING ACTIVITY 2:

Provide students with an influence from within the school community (e.g. losing recess, food provided in the cafeteria, access to technology in class). Then, ask students to analyze how this influence impacts different people within the school. Ask students to the following questions to support their analysis:

- What is the influence?
- Who is impacted by this influence? How are they impacted?
- Who isn't impacted by this influence? Why aren't they impacted?
- How does this influence need to shift to support more people?



See *Advocacy for Self & Others* for guidance on supporting students to advocate for changes within their school community.



## Teaching Progression:



### Step 3: Connect Influences to the Future

#### SUB SKILL(S):

- Determine importance of influence
- Connect influences to future behaviors
- Use resources to help with influences

#### GUIDING QUESTIONS:

How might the influences in my life affect my future behaviors?  
Which behaviors are healthy for me and which are risky?  
How do public policies influence my health?

#### NHES PERFORMANCE INDICATORS:

(2.8.9) Describe how some health risk behaviors can influence the likelihood of engaging in unhealthy behaviors. (2.8.10) Explain how school and public health policies can influence health promotion and disease prevention.

#### VALUABLE VOCABULARY:

*influence, analyze,  
public policy,  
disease prevention,  
external, internal,  
health risk behavior*

### Step 3: Connect Influences to the Future

#### Sub Skill: Determine Importance of Influence



#### SUGGESTED LEARNING ACTIVITY 1:

Have students draw an image using size to communicate the importance of the various influences present in their life. Prompt students to include themselves in the image and any factor they consider to influence their behaviors. Remind students of their identification of influences from Step 1 and Step 2. Each factor should be drawn as a representation of size according to the level of influence. For example, if peers are a very small influence on a student's behaviors, that student should draw an image that represents their peers very small. However, if their personal values seem to be a large influence, they should draw a representative image much larger.

#### Language of Health Literacy:

\_\_\_\_\_ is drawn small/large because it represents \_\_\_\_\_ (influence) in my life.

\_\_\_\_\_ is an important influence in my life because \_\_\_\_\_.

\_\_\_\_\_ is a less important influence in my life because \_\_\_\_\_.

The (large/small) influence of \_\_\_\_\_ may impact my behavior by \_\_\_\_\_.

Allow students to share in small groups or as a whole class, describing why each influence is represented in the selected size.

See Next Page For Teaching Notes.



### Teaching Progression: Step 3 | Connect Influences to the Future (Cont.)

#### TEACHING NOTES:

- Allow students independent work time where they are able to confer with other students about their drawings and differing influences.
- Pause students periodically to hold short discussions about different influences, to hear from students about the size of the influence they are creating, and to have students share their images as they work. These pauses will allow understanding of students' progress, offer space for questions as necessary, and allow students to hear and see new ideas.
- Share and showcase student work once the activity is complete.
- Model and provide *Language of Health Literacy* to support student understanding and responses.



#### SUGGESTED LEARNING ACTIVITY 2:

Hold a class discussion focusing on the size of an influence and how this might affect future behaviors. Through large or small group discussion, have students consider why a large represented influence might affect the behaviors they engage in over time.

Have students answer the following suggested questions?

- How did you determine how large to draw an influence?
- What makes something a large influence, or a small one, in your life?
- How might a large influence impact your behaviors?
- In what ways might an influence shrink or grow in size throughout your life?
- In what ways can you change how something influences your behaviors?



Teaching Progression: Step 3 | Connect Influences to the Future (Cont.)

Step 3: Connect Influences to the Future

Sub Skill: **Connect Influences to Future Behaviors**



**SUGGESTED LEARNING ACTIVITY 1:**

Explain to students that a health risk behavior is an action that puts their health in jeopardy. There are many examples of behaviors that can be considered health risks.

Have students read stories independently that briefly outline a health risk behavior which led to continued or future unhealthy behaviors. Have students write down the health risk behavior they read about as well as the future behavior(s) it led to, based on the specifics of the story.

**TEACHING NOTES:**

- Offer examples to students to clarify risk behaviors, such as inadequate physical activity, tobacco use, drug use, or violent behaviors.
- Provide more examples to students as appropriate for your classroom.
- Be sure that the examples you provide are evidence-based risk behaviors, instead of those rooted in personal values.
- Be aware that some students may be triggered by health risk stories. Allow students to change stories, take short breaks, or check-in with a trusted adult as necessary throughout this process.



**SUGGESTED LEARNING ACTIVITY 2:**

Place students in small groups. Have each group create a list of health risk behaviors, beginning with those identified in their individually read stories. Task each group with adding as many health risk behaviors as they are able to list in the allotted time. Next, have groups identify future behaviors that may stem from the risk behaviors identified. Ask students to share with the class some of these risk behaviors and discuss possible future behaviors.

**Language of Health Literacy:**

\_\_\_\_\_ *make(s) it easier for me to* \_\_\_\_\_.

\_\_\_\_\_ *make(s) it harder for me to* \_\_\_\_\_.

\_\_\_\_\_ *make(s) it easier for me to* \_\_\_\_\_  
*because* \_\_\_\_\_.

\_\_\_\_\_ *make(s) it harder for me to* \_\_\_\_\_  
*because* \_\_\_\_\_.

*Because of* \_\_\_\_\_, *a(n)* \_\_\_\_\_  
*(internal/external) influence, it is easier to* \_\_\_\_\_.

*Because of* \_\_\_\_\_, *a(n)* \_\_\_\_\_  
*(internal/external) influence, it is harder to* \_\_\_\_\_.

*If* \_\_\_\_\_ *continues to be an influence on* \_\_\_\_\_, *it may mean* \_\_\_\_\_.



### Teaching Progression: Step 3 | Connect Influences to the Future (Cont.)



#### SUGGESTED LEARNING ACTIVITY 3:

Have students work independently on a written paragraph describing a health risk behavior in their own lives. Prompt students to identify a risk behavior that exists for them. Task students with writing a description of the risk behavior, followed by potential future behaviors.

#### TEACHING NOTES:

- If students are unable to identify a risk behavior they take part in, allow students to focus on a risk behavior they know about instead.
- This activity should be collected instead of shared aloud.



#### SUGGESTED LEARNING ACTIVITY 4:

To connect and build a foundation for future health skills, specifically *Decision-Making* and *Goal-Setting*, have students reflect on how internal and external influences will help or hinder their abilities to make healthy choices.

Ask students to look at their work from Step 1 and Step 2 to pick two influences in their life, one that helps them to make a healthy choice and one that makes it harder to make a healthy choice. Encourage students to pick internal and external influences. Have students write sentences that explain this connection.

Have students share their ideas with a partner, practicing the language they wrote. Walk around and check in with partners. If students share the same influence but different outcomes, talk them through why that may be the case, reminding them that influences affect people differently.

#### TEACHING NOTES:

- Provide the *Language of Health Literacy* to support student analysis and responses.
- Provide an example of an internal or external influence in your life that helps you make healthy choices and an example of an internal or external influence that makes it hard to make a healthy choice. For example, you may talk about how the social norms about your gender make it harder or easier for you to advocate for your health or how sometimes having so many restaurants in your neighborhood makes it harder to cook balanced meals at home.



See *Decision-Making* for guidance on supporting students to make healthy decisions in the future.



See *Goal-Setting* for guidance on supporting students to create goals for their future.





Teaching Progression: Step 3 | Connect Influences to the Future (Cont.)

Step 3: Connect Influences to the Future

Sub Skill: Use Resources To Help With Influences



SUGGESTED LEARNING ACTIVITY 1:

With their partner, prompt students to consider new ways their school and community can influence health behaviors that do not currently exist. Have each pair select one idea that could be implemented within their school and/or community. Coach students to provide as much detail as possible that could make their idea a reality. Allow students time to share their ideas with the class.

Language of Health Literacy:

To help me interact with \_\_\_\_\_ (influence) in a healthy way, I am going to \_\_\_\_\_.

To improve my relationship with \_\_\_\_\_ (influence), I will \_\_\_\_\_.

I want \_\_\_\_\_ to be a healthy influence. Therefore, I am going to \_\_\_\_\_.

\_\_\_\_\_ doesn't feel like a healthy influence in my life right now. I am going to \_\_\_\_\_ to help me be healthier.

TEACHING NOTES:

- Support students with ideas as necessary. Some examples may include: starting a recycling program, building a playground for students, introducing healthy snacks into vending machines, or offering breaks in class for exercise.
- Students can build on this project, if time allows, by working with others in the school and/or community to implement their proposed changes.



SUGGESTED LEARNING ACTIVITY 2:

Provide students with resources to consider the options available at schools to support student health. Additionally, include information and resources about public health outside of the school environment that support community health. Guide students through the resources, explaining the many ways a school can contribute to and influence student behaviors.

TEACHING NOTES:

- See the *Resource Bank* below or additional resources that offer students an understanding of the ways schools and public policies can impact health behaviors.



SUGGESTED LEARNING ACTIVITY 3:

Ask students to reflect on the resources provided by writing a list of the offerings in their school and community that can impact health practices and behaviors. Have students work with a partner to create a comprehensive list of ideas. Offer examples to students as necessary. Have students share out some of their ideas with the class as they work to generate their lists.



# Assessing Mastery of Analyze Influences Grades 6-8

Students in grades 6-8 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.

**2.8.1 Examine how the family influences the health of adolescents.**

- I can explore how family influences adolescent health.

**2.8.2 Describe the influence of culture on health beliefs, practices, and behaviors.**

- I can explain how culture influences health ideas and actions.

**2.8.3 Describe how peers influence healthy and unhealthy behaviors.**

- I can explain how peers influence health actions.

**2.8.4 Analyze how the school and community can affect personal health practices and behaviors.**

- I can examine how the school and community can influence health behaviors.

**2.8.5 Analyze how messages from media influence health behaviors.**

- I can examine how media can influence health behaviors.

**2.8.6 Analyze the influence of technology on personal and family health.**

- I can examine the influence of technology on health.

**2.8.7 Explain how the perceptions of norms influence healthy and unhealthy behaviors.**

- I can describe how social norms influence health-related behaviors.

**2.8.8 Explain the influence of personal values and beliefs on individual health practices and behaviors.**

- I can explain the influence of personal values on health-related behaviors.

**2.8.9 Describe how some health risk behaviors can influence the likelihood of engaging in unhealthy behaviors.**

- I can explain how risky behaviors can influence future engagement in unhealthy behaviors.

**2.8.10 Explain how school and public health policies can influence health promotion and disease prevention.**

- I can explain how health policies can influence health promotion and disease prevention.



### ASSESSMENT TOOL #1 (2.8.5, 2.8.7, 2.8.8)

Have students create a scene that showcases the influence of social media. Have students work in small groups to script and present a scene that includes a media message, the social norm(s) present, and individual values and beliefs that may play a role in the scenario. Each student must actively participate in the presentation and show how they supported the creation of the final product. Allow students to use props, images, written work and an appropriate amount of classroom space (as determined by the teacher) to create their scene. The scene must depict a health behavior being influenced throughout the storyline.

### ASSESSMENT TOOL #2 (2.8.5, 2.8.6, 2.8.10)

Provide students with a bank of potential advertisements to analyze. These can be from newspapers, printed from websites, radio transcripts, magazine ads, television commercials, social media posts, etc. The advertisements should relate to health or health behaviors. Allow students to choose an advertisement or assign one to them to analyze. Each advertisement will be analyzed for its message and use of technology. Students must first identify the message that the advertisement is conveying. Next, students must analyze the message and explain the influence the advertisement is seeking to have on its audience. Students can present their learnings in writing (essay form) or present to the class.

*Extension/Additional Assessment Options:* Students can compare two advertisements based on influence within the message and format itself. Students could also be assigned social media posts and must identify and analyze how social media is an influence through advertisements.

### ASSESSMENT TOOL #3 (2.8.1-2.8.8)

Have students analyze and explain the influences within their own life. Provide categories to consider (e.g. friends, family, community, media, technology), assessing assigned categories as necessary. Ensure students descriptively convey an understanding of each influence within their daily lives. Students should use examples, images, and details to explain each topic and how it can influence their personal health behaviors. Additionally, students can identify how these understandings of influences can impact their future health behaviors.

### ASSESSMENT TOOL #4 (2.8.1-2.8.10)

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:

- What is a risky health behavior you have done? How do you think that behavior influenced you afterwards?
- Describe your favorite social media site/app. What makes it interesting to you? How do you think it influences you throughout your days?
- How would you describe your own culture? How do you think your culture influences your daily life?
- Describe your most important values. How often do your values influence your behaviors?
- What type of influence do you believe 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, social norms, peer pressure, analyze, perception, values, community, impact, public health*



# Resource Bank

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## RMC Health

- [Health Education Skills Models](#)

## National Health Education Standards

- [Standards & Performance Indicators](#)

## Supporting Emotional Awareness

- <https://www.enchantedlearning.com/wordlist/emotions.shtml>
- <https://casel.org/wp-content/uploads/2019/02/Hinsdale-Introducing-Staff-to-the-Mood-Meter.pdf>
- <https://www.amazon.com/Permission-Feel-Unlocking-Emotions-Ourselves/dp/1250212847>

## Mind Mapping

- <https://www.mindmapping.com/>
- <https://simplemind.eu/how-to-mind-map/basics/>
- <https://litemind.com/what-is-mind-mapping/>
- <https://www.mindmeister.com/blog/why-mind-mapping/>

## CDC Healthy Schools

- [Healthy Students, Ready to Learn](#)