



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

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](#)