



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.