



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.