

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 9-12 Framework

In grades 9-12, students begin to *Analyze Influences* by reflecting on the elements that influence their life and the societal norms that exist in their world. Throughout this teaching progression, students are given more autonomy and independence to analyze internal and external influences. Students are provided extensive time to produce visual and written work to show their understanding of each influence. Students also consider larger societal influences, such as examining how policy and law impact health, in addition to their own personal influences.

Mastery of *Analyze Influences* for grades 9-12 means students are able to identify internal and external influences, describe how internal and external influences themselves and others, and explain how current behaviors and practices may influence the future.

The Steps:



Step 1: Identify Influences

Step Overview: In this step, students work to define and identify different types of influences in their life and the world. An individual should understand the different influences in their life and be able to identify specific examples in their life. In addition, this step allows students to identify influences in the world that may not directly relate to their life. Depending on the situation, it may be helpful to start with Step 2 of this health skill, Make Connections to Behaviors, and then complete Step 1, Identify Influences, related to that behavior or outcome.

Sub Skill(s):

- Define influence and different types of influences
- Identify internal and external influences



Step 2: Connect Influences to Outcomes

Step Overview: Once students have explored the different influences in their life and the world, the next step to *Analyze Influences* is to make connections to current behaviors and outcomes. This step guides students through reflecting on a variety of factors in their life, including family, peers, culture, media, technology, social norms, and laws and policies, and prompts students to explain how these influences impact their current behaviors and others. Using their understanding of influences from Step 1, students will make connections to the factors that contributed to their behavior choices. Students should also make connections to behaviors and outcomes of others and reflect on how influences may affect other people differently than themselves. Depending on the situation, it may be helpful to start with Step 1 of this health skill, Identify Influences, and then complete Step 2, Make Connections to Outcomes.

Sub Skill(s):

- Connect influence of family, peers, community, & culture to outcomes
- Connect influence of media and technology to outcomes
- Connect influence of social norms to outcomes
- Connect influence of laws and policy to outcomes
- Analyze influences on personal behaviors
- Analyze impact of influences on others



Step 3: Connect Influences to the Future

Step Overview: The final step an individual should take to *Analyze 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 within their life and the changes they may decide to make.

Sub Skill(s):

- Connect health risk behaviors to future behaviors
- Connect influences to future behaviors & outcomes



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 and different types of influences
- Identify internal and external influences

GUIDING QUESTIONS:

What influences are present in my life? How am I influenced by the people and things around me?

NHES PERFORMANCE INDICATORS:

(2.12.1) Analyze how the family influences the health of individuals. (2.12.2) Analyze how the culture supports and challenges health beliefs, practices, and behaviors. (2.12.3) Analyze how peers influence healthy and unhealthy behaviors. (2.12.5) Evaluate the effect of media on personal and family health. (2.12.7) Analyze how the perceptions of norms influence healthy and unhealthy behaviors. (2.12.8) Analyze the influence of personal values and beliefs on individual health practices and behaviors.

VALUABLE VOCABULARY:

family, culture, peers, school, community, media, technology, social norms, personal values & beliefs, public health policies, influence

Step 1: Identify Influences

Sub Skill: Define Influence & Different Types Of Influence



SUGGESTED LEARNING ACTIVITY 1:

Place students in small groups. Using their own understanding and background knowledge, have students create a definition of influence. Provide students with examples of an influence, rather than a definition of the word, as a support when necessary. Have each group share their definitions with the class, and then come to a group consensus as to the definition to work from throughout this health skill.

Language of Health Literacy:

An influence is _____.

Understanding the power of influences is important because _____.

TEACHING NOTES:

- Provide additional language or examples if necessary to support student definitions.
- Provide images and definitions to support student understanding of the word influences.
- Example Definition of Influence: *the power to have an effect on a behavior or feeling.*



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



SUGGESTED LEARNING ACTIVITY 2:

Write examples of different types of influences on separate pieces of large paper or poster board. Place each paper in various areas around the room. Organize students in small groups, one group in front of each influence. Allow students two minutes in front of each poster, prompting them to write definitions and examples that connect to each influence. After two minutes, have students move to another poster, rotating so that all students have time to write on each poster.

Once rotations to all posters have been completed, have a few students share aloud anything they learned from the gallery walk activity.

TEACHING NOTES:

- Be sure to include relevant influences outlined from the NHES Performance Indicators, which include: family, culture, peers, school, community, media, technology, social norms, personal values & beliefs, public health policies.
- Learnings might include new ideas about an influence, a more refined definition, or an example that connected to their own life.
- Keep posters up for the remainder of health skill learning to support student understanding of different types of influences as they analyze the effects of those influences on the health of individuals and themselves.

Step 1: Identify Influences | Sub Skill: Identify Internal And External Influences



SUGGESTED LEARNING ACTIVITY 1:

Direct students to create a diagram, such as a mindmap, that showcases their connections to the influences present in their life, based on the types of influences provided, using the instructions below.

In order to create their mind map, have students write their name or draw an image of themselves in the center of a blank piece of paper. Then, prompt students to write the different types of influences around their name (e.g. names of people, advertisements) and add specific influences from their life to each type of influence. 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.

Language of Health Literacy:

_____ influences my daily behaviors.

_____ is a large influence in my life because_____.

_____ is an example of how I am influenced by_____.

_____ is an example of _____ (influence), which is an important influence to understand because_____.

See Next Page For Teaching Notes.



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



SUGGESTED LEARNING ACTIVITY 2:

Using their mind map as a guide, have students write a paragraph that explains the influences they believe are most present in their daily life. Prompt students to consider each type of influence, in addition to the information they gathered during the gallery walk. Use the *Language of Health*

Literacy to support student writing.



SUGGESTED LEARNING ACTIVITY 3:

Have students create an influence artifact by providing a variety of materials (e.g. poster board, shoe boxes, art supplies, etc.). Task each student with selecting one specific example of an influence from their mind map. Ask students to think of ways they can represent their influence in a tangible way.

Guide students to use specific influences on their mind map as inspiration, noting that the artifact can take any shape or form.

Once the student artifacts are complete, have students showcase their artifacts to the class, in small groups or as a whole class. Allow students time to describe their creations and explain why they selected the materials or form to represent each type of influence.

TEACHING NOTES:

- Provide students time to research their influence to understand how this example shows up in the real world for people other than themselves.
- Examples of Influences: cell phones, parents, language spoken at home, religion, etc.
- Give students time to explore their creativity and come up with the best mode to showcase the complexity of the influence.



Teaching Progression:



Step 2: Connect Influences to Outcomes

SUB SKILL(S):

- Connect influence of family, peers, community, & culture to outcomes
- Connect influence of media and technology to outcomes
- Connect influence of social norms to outcomes
- Connect influence of laws and policy to outcomes
- Analyze influences on personal behaviors
- Analyze impact of influences on others

VALUABLE VOCABULARY:

cause, effect, because, outcomes, impact, connect

GUIDING QUESTIONS:

What influences affect my behaviors? How do my influences impact my behavior? What does my school and community do to influence me and my health? How do policies and laws influence my behaviors?

NHES PERFORMANCE INDICATORS:

(2.12.4) Evaluate how the school and community can affect personal health practices and behaviors. (2.12.6) Evaluate the impact of technology on personal, family, and community health. (2.12.10) Analyze how public health policies and government regulations can influence health promotion and disease prevention.

Step 2: Connect Influences to Outcomes

Sub Skill: **Connect Influence Of Family, Peers, Community, & Culture to Outcomes**



SUGGESTED LEARNING ACTIVITY 1:

Provide examples of personal behaviors that connect to family, peers, community, and culture.

Have students look at their mind map for examples of family, peers, community, and culture influences from Step 1. Ask students to connect outcomes/behaviors to these influences by writing the outcome/behavior and drawing a line to the influence. Explain to students that an outcome/behavior may be connected to multiple influences and to draw multiple lines as needed. Finally, have students share their connections to a partner.

See Next Page For Teaching Notes.

Language of Health Literacy:

_____ influences my daily behaviors.

_____ is a large influence in my life because _____.

_____ is an example of how I am influenced by _____.

_____ is an example of _____ (influence), which is an important influence to understand because _____.



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

TEACHING NOTES:

- Be sure examples are relevant and responsive to the students in your classroom. Sharing examples has the potential to affirm stereotypes, so be aware of the impact examples can have on students when selecting examples to share.
- Provide the *Language of Health Literacy* to support student discussion.

Step 2: Connect Influences to Outcomes

Sub Skill: **Connect Influence Of Media And Technology to Outcomes**



SUGGESTED LEARNING ACTIVITY 1:

Have students conduct research about media and technology progressions over the past ten years. Task students with finding three changes, adaptations, or additions in the world of media or technology that have occurred that can be connected to their own health behaviors or behaviors of those in their community.

Once students have identified three examples of changes to media and/or technology, have them evaluate the influences these changes have had on them or within their communities. Prompt students to write about the way media and technology influences their own behaviors and the behaviors of others in an essay that explains each researched example and its impact.

Ask students to share their essays in small groups or through class presentations. As students share, prompt classmates to discuss if they have experienced this influence in their life and how it has impacted them. Allow students to compare and contrast the influence on their life with others.

Language of Health Literacy:

_____ is an example of technology that influences _____ behaviors by _____.

The influence of _____ impacts people's behavior by _____.

_____ is an example of how media/technology influences behavior.

_____ (influence) can promote _____ in individuals by _____.

_____ (influence) can impede an individual from _____ by _____.

TEACHING NOTES:

- Provide appropriate guidance and resources for students to conduct their research.
- An example of research students may conduct is to identify an app that helps them socialize with friends, thus impacting the ways they connect with their peers and the behaviors associated with their phones.
- Model and provide the *Language of Health Literacy* to support student writing.



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

Step 2: Connect Influences to Outcomes

Sub Skill: Connect Influence Of Social Norms to Outcomes



SUGGESTED LEARNING ACTIVITY 1:

Post data showing prevalence of health-related behaviors around the room. Ask students to write their responses to each data point either on a separate sheet of paper or the data itself, reflecting on whether or not the number is higher or lower than they expected.

Then, facilitate a group discussion around how the perception of how common a behaviors is influences others. Use the following questions to guide group discussion:

- If people underestimated how prevalent a behavior is, what could the impact be on individual behavior?
- If people overestimated how prevalent a behavior is, what could the impact be on individual behavior?
- How does defining something as a "normal behavior" impact individuals?

Language of Health Literacy:

A social norm that influences me is _____ by _____.

When a behavior is seen as normal, _____.

Because of _____ (social norm), _____.

TEACHING NOTES:

- Utilize a variety of databases to select data, such as the Youth Risk Behavior Survey or other state-level health surveys.
- Ask students which behaviors they see as "normal" and find data that challenges or affirms their perceptions.



SUGGESTED LEARNING ACTIVITY 2:

Introduce the concept of social norms. Define *social norms* as *the unwritten rules that society places on people based on their identities, such as gender, race, sexuality, and socioeconomic status.*

Explain to students that social norms, or our perception of these norms, can be an important influence as well. A behavior that our peers think is normal can influence our healthy or unhealthy behaviors. Explain that individuals have different connections to these norms and are influenced differently. Then, ask students to think about how society views them and discuss how sometimes these views align with the way we see ourselves and sometimes they do not.

TEACHING NOTES:

- If helpful, provide examples from your own life or ask students to provide examples. Make sure students keep these social norms in mind when heading into the next activity because they will explore how these social norms show up or do not show up in their identity and daily life.



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



SUGGESTED LEARNING ACTIVITY 3:

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. 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. Once artifacts are complete, have students produce a form of writing, genre of their choosing (e.g poetry, personal essay), about their identity, highlighting the important aspects of who they are.

TEACHING NOTES:

- 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 are only knowable after spending time getting to understand the student.
- Again, allow students to choose what to write about, allowing them to cross genres as necessary. For example, students may choose to write about how the way society views them conflicts with how they view themselves; how they struggle to see the positives in their identity; or how aspects of their identity are powerful.
- Provide examples from published authors' writing about their identity to help students think about the direction they want to pursue. Use the *Resource Bank* below for links to online examples.

Step 2: Connect Influences to Outcomes

Sub Skill: Connect Influence Of Laws And Policy to Outcomes



SUGGESTED LEARNING ACTIVITY 1:

Divide students into small groups. Provide each group with examples of laws and policies pertaining to health. Have students read one law or policy and analyze the ways this law or policy impacts the behaviors within communities. Have each group write down their findings and analysis before sharing aloud with the class. Chart student ideas about the policies and subsequent behaviors in local communities regarding health.

Then, ask students to reflect on whether or not they are influenced by this policy. If they aren't, prompt them to explore why or connect with classmates who are impacted by the policy to learn more about the intended impacts.

See Next Page For Teaching Notes.

Language of Health Literacy:

The policy/law focusing on _____ influences _____ behaviors by _____.

_____ behaviors are influenced by _____ (law/policy).

Examples of individual behaviors influenced by _____ (law/policy) include _____.



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

TEACHING NOTES:

- Collaborate with other content teachers to help inform deeper instruction, such as history or literacy teachers.
- Provide the *Language of Health Literacy* to support student discussion and understanding of policies.
- Post the charted ideas in a visible location throughout the duration of the research project.

SUGGESTED LEARNING ACTIVITY 2:



Have individual students read a policy that relates to health. Have students analyze the policy by answering the following research questions:

- Who is impacted by this policy?
- How does the policy/law influence health behaviors?
- How do public health policies and government regulations influence health promotion and disease prevention?

Have students compose an essay with their findings and behavior analysis. The essays should include all examples, interviews, and pertinent research that supports their understanding of the influence of policies on their communities. Prompt students to answer the two research questions, using *Language of Health Literacy* as a guide.

TEACHING NOTES:

- Examples of Types of Laws: vaccination laws, tobacco and drug free school policies, sex education policy, or any other relevant and classroom appropriate health topics.
- Provide examples and determine student level of choice based on classroom norms.
- Provide students with resources for their selected area of research. Resources include library access, encyclopedias, health related textbooks, internet sites, and individuals connected/affected by the policy. Identify the appropriate resources for your classroom and ensure that students understand classroom rules regarding the use of each resource.
- Allow students to interview classmates, other students, teachers, administrators, and other school employees to gather relevant information.
- Throughout student research, provide resources and ongoing guidance as necessary. This should be an independent research project. However, some students may work with the support of others in various capacities.
- Extension Ideas:
 - Extension 1: Prompt students to research school-level policies at schools as a means for comparison. This element of research can be done using basic internet searches or library database searches, depending on classroom capabilities. Comparing multiple schools adds a deeper level of understanding of the influence schools have on behavior.
 - Extension 2: Prompt students to analyze an additional public health policy or government regulation as a means for comparison. What are the differences in how they influence health promotion or disease prevention? Explain the depth of influence based on these two separate policies.
 - Extension 3: Ask students to design a creative way to share their research. Some ideas for creative elements might include posters, websites, videos, podcasts, or a scripted play. This extension should be an additional component to the researched essay response.



See *Access Valid & Reliable Resources* for guidance to support students researching different policies and laws.



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

Step 2: Connect Influences to Outcomes

Sub Skill: Analyze Influences On Personal Behaviors



SUGGESTED LEARNING ACTIVITY 1:

Adding to the mind maps created in Step 1, have students add a new layer to their design.

Prompt students to add behaviors they engage in because of the influences identified on their maps. Have students extend a connecting line from each influence to the identified behavior. Guide students to use previous work from earlier in the *Teaching Progression* and small group discussions as starting points for adding onto their mind maps. Provide students with time to consider behaviors not previously discussed or written about that they can add to their mind map. Have students connect with a partner throughout this design process as a way to share and consider additional behaviors to include on their mind map.

Language of Health Literacy:

_____ (behavior) is connected to _____ (influence) because _____.

_____ (influence) impacts my behavior by _____.

Because of _____ (influence), I tend to _____.

TEACHING NOTES:

- Provide the Language of Health Literacy to support students making connections to behaviors.
- Reinforce the connection between influences and behaviors when covering different health topics. For example, when studying tobacco/nicotine use, connect the influence of advertisements to whether or not someone would be more or less likely to vape.

Step 2: Connect Influences to Outcomes

Sub Skill: Analyze Impact Of Influences On Others



SUGGESTED LEARNING ACTIVITY 1:

Explain to students that sometimes influences do not impact us in the same way as they do for others. Share an example of an influence that impacts you a lot but doesn't impact someone else you know in the same way.

Place students in pairs. Instruct students to share their identity artifacts with their partner. As students share with each other, have the pair complete a Venn Diagram of the influences in their lives. As students work, prompt them to think about how they are each impacted differently.

Language of Health Literacy:

While _____ doesn't influence me, it impacts _____ by _____.

Because of _____ (influence), _____.

_____ impacts others by _____.

The intended impact of _____ is _____.



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

Step 2: Connect Influences to Outcomes

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



SUGGESTED LEARNING ACTIVITY 2:

Give students a Venn Diagram. On the Venn Diagram, instruct students to compare and contrast their behaviors with their parents'/guardians' behaviors. Then, ask students to analyze the differences in their behaviors by identifying the different influences that may be impacting these behaviors. Allow students to share their noticings with the class.

TEACHING NOTES:

- Prompt students to think of behaviors that are vastly different than their own. For example, older adults may not be on social media as much or perhaps they are less physically active.
- Model and provide the *Language of Health Literacy* to support students comparing and contrasting the influences that impact them versus their parents/guardians.



SUGGESTED LEARNING ACTIVITY 3:

Show students examples of advertisements. Ask students to identify the tactics being used by the advertisement. Then, ask students to analyze why the creator of the advertisement used that tactic by asking the following questions:

- What does this tactic make you think or feel?
- How might this tactic make others think or feel?
- What outcomes/behaviors could you predict people would engage in because of this tactic?

TEACHING NOTES:

- Select advertisements that promote healthy behaviors (e.g. exercise equipment, healthy food, washing hands) as well as unhealthy behaviors (e.g. alcohol, tobacco, fast food).
- To support students to think of influences beyond themselves, select advertisements for a variety of audiences, not just young people.
- If students express that the advertisement doesn't impact them at all, prompt them to think about how it might impact someone else.



Teaching Progression:



Step 3: Connect Influences to the Future

SUB SKILL(S):

- Connect health risk behaviors to future behaviors
- Connect influences to future behaviors & outcomes

GUIDING QUESTIONS:

What health risk behaviors have I engaged in?
How might my health risk behaviors influence my future?
How do my past health behaviors influence my future behaviors?

NHES PERFORMANCE INDICATORS:

(2.12.9) Analyze how some health risk behaviors can influence the likelihood of engaging in unhealthy behaviors.

VALUABLE VOCABULARY:

health risk behavior,
predict

Step 2: Connect Influences to the Future

Sub Skill: **Connect Health Risk Behaviors to Future Behaviors**



SUGGESTED LEARNING ACTIVITY 1:

Begin with a discussion of health risk behaviors. Define *health risk behaviors* as *an action that puts their health in jeopardy*. Ask students to share ways that risky behaviors impact their future actions by answering the following question: How can previous behaviors predict future behaviors?



SUGGESTED LEARNING ACTIVITY 2:

Have students work independently to identify multiple health risk behaviors they have engaged in, are currently engaging in, or that exist within their community. Have students connect one of these identified behaviors to a future behavior by describing the impact of engaging in this health risk behavior. Task students with explaining in writing how they made the connection between the risky behavior and possible future behaviors or outcomes.

Language of Health Literacy:

_____ is an example of a health risk behavior.

_____ can lead to _____ future behavior because _____.

Engaging in _____ health risk behavior can lead to _____.

In the future it will be easier/harder to be healthy because of _____.

See Next Page For Teaching Notes.



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

TEACHING NOTES:

- Model and provide the *Language of Health Literacy* to support student writing.
- Make sure students know that their writing may need to be reported, based on required school reporting guidelines, if their writing shows they pose an immediate threat to themselves or others.
- Do not grade this assignment and let students know this activity won't be graded.
- Keep in mind that some students may be triggered by this task or ask not to complete it in written form. Offer personal conversations or drawing options as deemed appropriate for your classroom and the students in need of additional supports.
- As an alternative, have students read stories of someone making risky decisions and ask students to analyze how these risky behaviors may impact future behaviors.

Step 2: Connect Influences to the Future

Sub Skill: Connect Influences to Future Behaviors



SUGGESTED LEARNING ACTIVITY 1:

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 both internal and external influences. Have students write paragraphs 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.

See Next Page For Teaching Notes.

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 _____.



Teaching Progression: Step 3 | Make Connections to the Future (Cont.)

TEACHING NOTES:

- Model and 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.



SUGGESTED LEARNING ACTIVITY 2:

Have students create a comic strip that showcases and describes the impact of an influence on their behavior. Throughout their comics, task students with showcasing how each character's future behaviors may be influenced by their current situations or current behaviors. Have students share their comics with the class or post each comic strip around the room for viewing.

TEACHING NOTES:

- Comics can depict fictional characters in a fictional setting, but should include real-life behaviors and influences.
- Prompt students to consider ideas from their own life or those within their communities as a starting point.
- Allow students to work with partners or in small groups to generate ideas for their comics.



Assessing Mastery of Analyze Influences Grades 9-12

Students in grades 9-12 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.

2.12.1 Analyze how the family influences the health of individuals.

- I can analyze how family influences individual health.

2.12.2 Analyze how the culture supports and challenges health beliefs, practices, and behaviors.

- I can analyze how culture influences health beliefs, practices, and behaviors.

2.12.3 Analyze how peers influence healthy and unhealthy behaviors.

- I can analyze how peers influence health-related behaviors.

2.12.4 Evaluate how the school and community can affect personal health practice and behaviors.

- I can determine how school and community influence individual health behaviors.

2.12.5 Evaluate the effect of media on personal and family health.

- I can determine the influence of media on personal and family health.

2.12.6 Evaluate the impact of technology on personal, family, and community health.

- I can determine the influence of technology on health.

•

2.12.7 Analyze how the perceptions of norms influence healthy and unhealthy behaviors.

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

2.12.8 Analyze the influence of personal values and beliefs on individual health practices and behaviors.

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

2.12.9 Analyze how some health risk behaviors can influence the likelihood of engaging in unhealthy behaviors.

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

2.12.10 Analyze how public health policies and government regulations can influence health promotion and disease prevention.

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



ASSESSMENT TOOL #1 (2.12.1, 2.12.2, 2.12.3, 2.12.5, 2.12.8)

Have students show their understanding of influences by creating a written and visual representation of an influence in their own life and the influence they may have on others. In the center, students will write the words: family, peers, media, and community. On the left side, they will draw how those categories influence them. On the right side, students will draw how they can or do influence those categories. By identifying the influence within each category, students will show the role each category plays in their life, as well as the role they play in influencing their family, their peers, the media they use, and their communities. Students will pair a written essay with a visual component that reflects their role as an influence in their spaces and relationships. The visual component should showcase at least two of the required influential factors in a creative way.

ASSESSMENT TOOL #2 (2.12.10)

Provide a public health policy or government regulation. Have students identify the purpose of the policy or law and explain how this policy connects with the health of individuals. Students must analyze and explain the role this policy/law plays in society and its influence on individuals or groups of people. Students will determine whether the policy influences health promotion or disease prevention, as well as evaluate the policy's effectiveness. Students can then showcase their learning through essay form or a creative method. Students must present their learnings to the class or larger school community.

ASSESSMENT TOOL #3 (2.12.5)

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 choice or assign students an advertisement to analyze. Each advertisement will be analyzed for its message and the medium of the ad. 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. Then, students will consider the method of technology being used and describe how it plays a role in supporting the advertisement itself. Students can present their learnings in written form (essay) or verbal form (presentation to the class).

Extension/Additional Assessment Options:

- *Students can compare two advertisements based on influence within the message and format.*
- *Students are all assigned social media posts and must identify and analyze how social media is an influence through advertisements.*
- *Students research advertisements that support or oppose a public or school health policy to determine the effectiveness of the advertisement.*
- *Students create an advertisement that depicts a specific influential message.*

ASSESSMENT TOOL #4 (2.12.1, 2.12.2, 2.12.3, 2.12.5, 2.12.8)

Place students in small groups. Task each group with creating a skit that showcases the influences present in a character's life and the behaviors that stem from these influences. Tell students to have their character(s) reflect on the influences that led them to a specific behavior. Be sure students are utilizing language that states or describes the influence and the behavior that stems from the influence.

Once students write a script for their skit, have them perform it in front of the class. Task the non-performing groups with writing down the influences they are able to identify and the behaviors that stem from the influences within the skit. Have students share as a class the influences and behaviors they noticed within each skit.



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.

*public, health, regulations, predictor,
influence, analyze, outcome, media,
culture, policy, impact*



Resource Bank

RMC Health

- [Health Education Skills Models](#)

National Health Education Standards

- [Standards & Performance Indicators](#)

Identity & Social Norms:

- <https://www.everettsd.org/cms/lib07/WA01920133/Centricity/Domain/965/Anzaldua-Wild-Tongue.pdf>
- <https://www.umsl.edu/~alexanderjm/SupermanandMebyAlexie.pdf>
- <https://www.ted.com/search?q=The+danger+of+a+single+story>

Public Health Topics

- <https://www.nytimes.com/roomfordebate/2015/07/26/the-americans-with-disabilities-act-25-years-later>
- <https://publichealthlawcenter.org/topics/commercial-tobacco-control/smoke-free-tobacco-free-places>
- <http://www.ncsl.org/research/health/state-policies-on-sex-education-in-schools.aspx>