



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>