

## 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.