



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.

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 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.