



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.