

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 PreK-2 Framework

In grades PreK-2, students begin *Analyze Influences* by exploring the influences in their life and explaining how those influences shape them. First, students think about who they are as individuals, focusing primarily on what they like and dislike. Students consider who and what influences their likes and dislikes and think about how these likes and dislikes influence their health. Many of the activities in the teaching progression are written for students who have not started reading and writing. If students are reading and writing, adapt or add to activities to reinforce literacy skills. For some activities, guidance is provided for how literacy may be included.

Mastery of *Analyze Influences* for grades PreK-2 means students are able to identify connections between self-identified likes and dislikes as well as identify the people in their life who helped contribute to that like or dislike.

The Steps:



Step 1: What Do I Like?

Step Overview: Students begin this health skill with an overall identification of themselves and the things they like and dislike. When analyzing influences, it is important for an individual to first understand who they are, which often starts with things they like to do. For students in grades PreK-2, likes and dislikes is a way for them to think of who they are, which is often an abstract concept that is developmentally difficult for students this age to analyze. From there, they explore the external influences responsible for creating that like or dislike.

Sub Skill(s):

- Describe myself
- Identify my likes and dislikes



Step 2: Why Do I Like What I Like?

Step Overview: Once students have explored their different likes and dislikes, the next step to analyzing influences is to make connections to the people and things around them. This step is broken down into three external factors: people, school, and media. Students should make connections to how these three factors influence their likes, dislikes, and favorites.

Sub Skill(s):

- Define influence
- Explain why you like the things you do
- Connect people to health
- Connect school to health
- Connect what is seen and heard on screens to health



Step 3: How Do My Likes Connect to My Future?

Step Overview: The final step to analyzing influences is to connect those influences to future behaviors, specifically health behaviors. This step allows students to reflect on their work during Step 1 and Step 2. Students begin to consider the importance of some of their biggest influences. Developmentally, this step can be challenging for students, and therefore, teachers should adjust to meet the needs and readiness of students. Step 3 offers a bridge to the health skill *Decision-Making* as students begin to consider the effect of influences within their life.



Teaching Tips

- Respond to the cognitive needs of students in Grades PreK-2. Analyzing influences is a difficult cognitive task at this age level, which is why the steps only connect to likes and dislikes. See Grades 3-5 for more cognitively demanding steps.
- Teach *Analyze Influences* through movement to allow students to understand cause and effect relationships. For example, visually show cause and effect with dominos or other manipulatives.
- Allow students to come to their own conclusions about the role something they like 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.