



Teaching Progression:



Step 2: Why Do I Like What I Like?

SUB SKILLS(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

GUIDING QUESTIONS:

What and who makes me who I am? Why do I like certain things? Why do I dislike certain things? How does my school support my health?

NHES PERFORMANCE INDICATORS:

(2.2.1) Identify how the family influences personal health practices and behaviors. (2.2.2) Identify what the school can do to support personal health practices and behaviors. (2.2.3) Describe how the media can influence health behaviors.

VALUABLE VOCABULARY:

- *because*
- *media*
- *influence*
- *choice*
- *element*

Step 2: Why Do I Like What I Like? | Sub Skill: Define Influence



SUGGESTED LEARNING ACTIVITY 1:

Define the word influence for students. An *influence* is *something outside of a person that causes them to do, feel, like, or dislike*

something. Provide examples of influences in your life that help build student understanding. For example, you may share that your uncle is an artist, which influences you because he causes you to like drawing. Ask students to share examples in their life.

Language of Health Literacy:

_____ causes me to like _____.

_____ causes me to dislike _____.

_____ makes me feel _____.

TEACHING NOTES:

- Depending on ability, do not require students to use the word influence but rather use the *Language of Health Literacy* to help them generate ideas.



Teaching Progression: Step 2 | Why Do I Like What I Like? (Cont.)

Step 2: Why Do I Like What I Like?

Sub Skill: Explain Why You Like The Things You Do



SUGGESTED LEARNING ACTIVITY 1:

Connect back to the activity from Step 1 by asking students to describe elements within their drawing. Have students verbally explain why they connect with an element they drew.

Language of Health Literacy:

I like _____ because _____.

I connect with _____ because _____.

_____ is important to me because _____.

TEACHING NOTES:

- Literacy Enrichment: For students who are able to read and write, ask students to write their explanations before or after sharing out loud with a partner.
- Use the *Language of Health Literacy* above as necessary to support student skill development to go beyond identifying influences and expand to explain the influences in their life.

Step 2: Why Do I Like What I Like? | Sub Skill: Connect People To Health



SUGGESTED LEARNING ACTIVITY 1:

Explain to students that the people who they connect their likes, dislikes, and favorites with influence them, or cause them to do, feel, like, or dislike something. Prompt students to look back at their drawing or consider the explanations they verbalized to identify any people who they named in their explanations. These people support their connection to this part of who they are in important ways. Instruct students to explain how elements of their drawing connect to people.

Language of Health Literacy:

I like to _____ because _____ does this with me.

I like _____. I learned I liked this with _____.

TEACHING NOTES:

- Model and provide the *Language of Health Literacy* to support students to verbalize connections.
- Example Connections to People:
 - If a student says they enjoy skateboarding because they get to do it with their sister, have them identify their sister.
 - If a student describes the reason for their love of pizza being that they eat it with friends, have them



Teaching Progression: Step 2 | Why Do I Like What I Like? (Cont.)



SUGGESTED LEARNING ACTIVITY 2:

Have students examine their drawings again. Ask them to consider any connections to other individuals that they did not make previously. Explain to students that not every element of their drawing has a connection to a person and that is okay.

TEACHING NOTES:

- Offer examples to students that may support their understanding and identification of influences.
- Example Connection to People: If a student loves to swim ask them who first took them swimming or who they enjoy swimming with or talking with about swimming.



SUGGESTED LEARNING ACTIVITY 3:

Place students into pairs and ask them to share their new understandings of those who influence them and the connections they have made to specific elements of their drawing. Listen for student descriptions of influences they have noted and share with the class, or have students share examples that will support whole class understanding.

Step 2: Why Do I Like What I Like? | Sub Skill: Connect School To Health



SUGGESTED LEARNING ACTIVITY 1:

Begin with a brief introduction of who and what makes up your school environment. Ask students to share what they believe makes a school environment. Start by focusing on the physical aspects of a school (e.g. classrooms, playgrounds, cafeteria, library). Then transition to people (e.g. students, teachers, front office staff) and finally to the opportunities the school has (e.g. recess, healthy snacks, playtime). Add other elements of the school environment as necessary, being sure that specific parts of your school community are included within the discussion. Have students discuss the influence of school by asking students to consider how their school environment might support their health.

Language of Health Literacy:

My school helps me with _____.

My school makes sure I can _____.



SUGGESTED LEARNING ACTIVITY 2:

Place students in pairs or small groups. Ask them to discuss the following question: How does my school help me be healthy? All connections should be positively enforced to instill a complete understanding of how school supports the health of students.



Teaching Progression: Step 2 | Why Do I Like What I Like? (Cont.)



SUGGESTED LEARNING ACTIVITY 3:

Have students return to their drawing of self from Step 1. Ask students to identify the elements of their drawing that they would connect to their time in school. Prompt students as necessary to help them understand or add to their drawing.

TEACHING NOTES:

- Examples of School Supporting Health: playgrounds and recess time for physical exercise, healthy snacks in the cafeteria, or conversations with trusted adults in their classrooms.

Step 2: Why Do I Like What I Like?

Sub Skill: **Connect What Is Seen And Heard On Screens To Health**



SUGGESTED LEARNING ACTIVITY 1:

Introduce the idea that sometimes things we see and hear influence us. Provide a personal example of something you have seen or heard that has influenced you.

Show students a variety of images and/or videos. After viewing, ask students to think about what the image made them think or feel. Then, have students share out what they felt to the whole group or with a partner.

Language of Health Literacy:

_____ makes me think of _____.

_____ makes me feel _____.

_____ makes me want to _____.

TEACHING NOTES:

- Try to make your examples specific to media. For example, share about a commercial you saw for a gym that caused you to want to exercise more.
- Make sure images and videos are relevant to your classroom community.
- Model and provide the *Language of Health Literacy* to help guide student responses.
- Literacy Enrichment: For students able to read and write, ask students to write their responses to the images and/or videos. Students could also bring in important images or videos from their life and write about how that piece of media influences them.