



Teaching Progression:



Step 2: What Made Me Who I Am?

SUB SKILL(S):

- Define influence
- Explain influence of people
- Explain influence of media and technology
- Explain influence of school and community

GUIDING QUESTIONS:

Why am I connected to certain factors in my life?
 Who or what is an influence in my life?

NHES PERFORMANCE INDICATORS:

(2.5.1) Describe how family influences personal health practices and behaviors.
 (2.5.2) Identify the influence of culture on health practices and behaviors. (2.5.3)
 Identify how peers can influence healthy and unhealthy behaviors. (2.5.5)
 Explain how media influences thoughts, feelings, and health behaviors. (2.5.6)
 Describe ways that technology can influence personal health.

VALUABLE VOCABULARY:

*influence,
 peers,
 culture,
 media,
 technology,
 behavior*

Step 2: What Made Me Who I Am? | Sub Skill: Define Influence



SUGGESTED LEARNING ACTIVITY 1:

Define influence for students. An influence is someone or something that has an effect on the thoughts, actions, or behaviors of another.

Utilize additional definitions as necessary within your classroom. Explain to students that many things outside of us affect our thoughts, actions, and behaviors. Oftentimes, we may think our thoughts, actions, and behaviors come from completely within us, however, when thinking deeply, we can usually connect these to influences around us.

To have students start to apply the idea of influences, connect back to drawing of self from Step 1 by asking students to describe elements within their drawing in written form. Have students write one sentence at a time to explain why they connect with at least one specific element they drew.

Language of Health Literacy:

An influence is _____.

Understanding influences in my life is important because _____.

I like _____ because _____.

I connect with _____ because _____.

_____ is important to me because ____.

See Next Page For Teaching Notes.



Teaching Progression: Step 2 | What Made Me Who I Am? (Cont.)

TEACHING NOTES:

- Model and provide the *Language of Health Literacy* to support student's explanation of different influences they identify in their drawing of self.
- Provide students with examples that support their understanding of the sentence descriptions of their writing.
- Prompt students to think about the specific influences named in the Performance Indicators. For example, a student may write that they like bowling because their family bowls on the weekend. In this case, the student is showing understanding of the influence from their family.
- Read student sentences as they are working, offering support when necessary. Identify sentences to be shared by students to the whole class. This will allow all students more opportunities for understanding throughout the activity.

Step 2: What Made Me Who I Am? | Sub Skill: Explain Influence of People



SUGGESTED LEARNING ACTIVITY 1:

Begin student analysis of influences by examining the role that people play in a person's life. Identify different types of people in students' lives, such as family, peers, friends, teachers, etc. Define *culture* for students. *Culture* is a *set of shared values and beliefs held by a group of people*. Ask students to share examples of family, peers, and culture as they understand it.

Language of Health Literacy:

_____ (person) influence(s) _____.

I _____ because _____ influences me.

My culture influences me because _____.

My family influences me because _____.

TEACHING NOTES:

- Since families are diverse, do not define what family means for students, rather allow students to define their families for themselves.
- General definitions of other groups of people can be given. For example *peers* can be defined as *people of the same age* but should not include specifics or values.
- Allow for many students to share their thoughts for each example to improve the understanding of all students with a variety of examples.
- Add your own ideas for each example as necessary based on student participation and understanding.



Teaching Progression: Step 2 | What Made Me Who I Am? (Cont.)



SUGGESTED LEARNING ACTIVITY 2:

Ask students to create three columns with family, peers, and culture at the top of a sheet of paper. Prompt students to use their drawings of self to identify parts of their personality that connect with family, peers, other people or their culture. Students should write in each column the influence itself (the person, group, or cultural element) that connects to the characteristic they originally drew.

TEACHING NOTES:

- Example of influence for a person: A student may have originally drawn a tv screen and written a sentence that explained its importance because of time spent with their siblings. Under the family column this student could write tv time-siblings.
- Allow students independent work time to adequately identify elements within their drawing that fit into each factor.
- Be sure to review student work throughout this time to ensure understanding and answer questions as needed.



SUGGESTED LEARNING ACTIVITY 3:

Ask students to share some of their findings for each category aloud to the class. Prompt students to describe the influence along with the element they originally drew.

Group students in twos or threes to share their sentences from each column verbally. Prompt students to take each phrase from the columns to create a sentence to describe the influence more clearly.

TEACHING NOTES:

- Example Student Response:
 - TV time-siblings could be stated as: My siblings influence the amount of time I watch tv by sitting on the couch with me.
 - Soccer-parent could be stated as: My mom influences me to play soccer by practicing in our backyard.
- Coach students to use the word influence in their sentences to promote its use and understanding. Provide guidance in the creation of these sentences as needed.
- Model and provide the *Language of Health Literacy* to support student explanation of how people in their influence them.



Teaching Progression: Step 2 | What Made Me Who I Am? (Cont.)

Step 2: What Made Me Who I Am?

Sub Skill: Explain Influence Of Media And Technology



SUGGESTED LEARNING ACTIVITY 1:

Define *media* and *technology*. Begin with a basic definition of media, such as *the outlets or tools that provide information and data*. Share a basic definition of *technology* with students, such as *science, tools or machines that are used to solve problems or create inventions*. Ask students to provide examples from their own life of media and technology. Chart these examples for students to reference for the remainder of their learning about media and technology.

Language of Health Literacy:

Media influences me because _____.

Technology influences me because _____.

_____ (type of media/technology) influences me because _____.

Part of my personality is _____. This part of my personality connects to _____ (type of media/technology) because _____.

TEACHING NOTES:

- Provide students with some examples such as books, radio, television, advertising, etc.
- Provide examples of technology such as the internet, cell phones, computers, x-ray machines, etc.
- Through whole class discussion, journaling, an exit ticket, or partner conversation, check for understanding of each word by asking students to provide examples of each.



SUGGESTED LEARNING ACTIVITY 2:

Begin with a whole-class discussion about how media and technology can be an influence on people. Prompt students to consider each type of media by itself. For example, ask students how newspapers or commercials might influence someone, or how social media, websites, and apps can be an influence in their lives.

Discuss technology as an influence by beginning with examples that connect with students' lives. For example, cell phones may influence someone by offering communication with others who live far away. As the discussion continues with specific examples, prompt students to consider how the influences of media and technology relate to their personal health, including their thoughts and feelings about health.



Teaching Progression: Step 2 | What Made Me Who I Am? (Cont.)



SUGGESTED LEARNING ACTIVITY 3:

Group students into two or threes to create visual representations of media and technology as influences. Prompt each group to use images and writing to showcase how media influences ideas and behaviors about health. Use examples discussed with the whole-class or new student ideas.

Direct students to first draw the form of media or technology. Then, draw additional images of themselves or people in their life that show that form of media or technology's influence. If students finish early, prompt groups to come up with additional ideas for their influences, reinforcing that influences have multiple outcomes and impact people differently.

Have each group share their representation with the class. Visuals can be displayed within the classroom as ongoing connections to these influences.

TEACHING NOTES:

- Remind students of the many forms of media (e.g. billboards, commercials, advertisements, websites) and technology (e.g. computers, smart phones, prosthetics).
- To help move the activity along, assign specific examples of technology or media to groups as needed.
- Example student response: Students may draw a cell phone and connect that image to someone happy talking to their friends or someone in their house on their phone instead of being outside.
- Allow students adequate time to draw and/or write their visual examples before having each group share with the class.
- Be sure to check in with each group as they are working to ensure clarity of the task.



SUGGESTED LEARNING ACTIVITY 4:

Direct students back to their drawings of self. Ask students to connect elements of their drawing or parts of their personality to the influence of media and technology. Have students explain verbally or in writing how media and technology connects to their drawings.

TEACHING NOTES:

- Model and provide the *Language of Health Literacy* to support student responses.



Teaching Progression: Step 2 | What Made Me Who I Am? (Cont.)

Step 2: What Made Me Who I Am?

Sub Skill: Explain Influence Of School And Community



SUGGESTED LEARNING ACTIVITY 1:

Begin as a whole class before placing students into small groups. Ask students to think about how their school supports their personal health practices.

Group students in threes or fours. Have each group create a chart with two columns. The left column will include ways the school currently supports their health practices and behaviors. The right column will include ideas for how the school could further support their health practices and behaviors.

Have students share out as you chart their thoughts. Write all new ideas down to create a comprehensive list of how the school currently and ideally can support the personal health practices and behaviors of all students. Post the list for students to continue to understand the role their school plays in their health.

Language of Health Literacy:

My school supports my health by _____.

My school could start _____ to support my health better.

My community supports my health by _____.

TEACHING NOTES:

- Allow time for students to think before asking students to share their ideas with the class.
- Offer ideas as necessary, such as playgrounds for exercise and healthy snacks at lunch.
- Give groups ample time to consider as many possibilities for each column as they can.
- Prompt students to be creative with their new ideas for the right column.
- Model and provide the *Language of Health Literacy* to support student discussion and understanding.



SUGGESTED LEARNING ACTIVITY 2:

Ask students to think about how their community supports their health. This may require a decision about what community means for your classroom. Identify this need within your classroom, considering all possible ideas about community in order to keep it expansive (e.g. the entire city or state) or more local (e.g. the three block radius around the school). An additional option is to consider both local and broader communities separately in the upcoming discussion.

Facilitate a classroom discussion about how the community supports the personal health behaviors of students. Prompt students to share ideas and examples they have experienced or witnessed, along with ideas for how their community could support them in the future. Ask students to also consider why it is important for their community to support their health.