



Teaching Progression:



Step 3: How Does Who I Am Connect to My Future?

GUIDING QUESTIONS:

- How does my school support my health behaviors?
- How does my community support my health behaviors?
- How does who I am affect my behavior?

NHES PERFORMANCE INDICATORS:

(2.5.4) Describe how the school and community can support personal health practices and behaviors.

VALUABLE VOCABULARY:

*influence, future,
help, easier,
harder, healthy,
choice, behavior*



SUGGESTED LEARNING ACTIVITY 1:

Have students reflect on how the influences they identified throughout their learning of *Analyze Influences* will help or hinder their ability to make healthy choices. Provide an example of an influence in your life that helps you make healthy choices and an example of influences that makes it hard to make a healthy choice. Ask students to share examples from their own life.

Language of Health Literacy:

_____ *make(s) it easier for me to* _____.

_____ *make(s) it harder for me to* _____.

_____ *is a healthy influence because* _____.

_____ *is not a healthy influence because* _____.

TEACHING NOTES:

- Examples of influence connecting to future choices:
 - Growing up, cooking with my family helps me choose to prepare healthy meals at home, rather than eating out.
 - My love for T.V. keeps me from being as active as I want to be.
- Model and provide the *Language of Health Literacy* to support discussion and student understanding.



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SUGGESTED LEARNING ACTIVITY 2:

Ask students to look at their drawing from Step 1 and 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. Have students write sentences that explain this connection.

Have students share their ideas with a partner, practicing stating the language they wrote.

TEACHING NOTES:

- 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, explaining that influences affect people differently.
- Provide the *Language of Health Literacy* to support student responses.



See *Decision-Making* for guidance on supporting making healthy choices in the future.



See *Goal-Setting* for guidance on supporting students to make healthy goals for their future.