



## Teaching Progression:



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

#### GUIDING QUESTIONS:

Why is it important to know who and what makes me who I am?  
How does who I am connect to my future?

#### NHES PERFORMANCE INDICATORS:

(2.2.1) Identify how the family influences personal health practices and behaviors. (2.2.3) Describe how the media can influence health behaviors.

#### VALUABLE VOCABULARY:

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

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#### Sub Skill: Determine Importance of Influence



#### SUGGESTED LEARNING ACTIVITY 1:

Prompt students to reflect on the people, experiences, or things that influence them from Step

2. If students wrote down these influences, direct them back to their writing. Ask them to consider which feel most important to them in their daily lives.

Have students share aloud their thoughts about why a specific person, experience, or thing feels most important and how that connects to their health. For example, have students identify if an influences makes them feel healthy or unhealthy, safe or not safe, strong or not strong, etc.

#### Language of Health Literacy:

\_\_\_\_\_ is really important to me.

The most important (person, thing, experience) is \_\_\_\_\_.

\_\_\_\_\_ is important to me because \_\_\_\_\_.

\_\_\_\_\_ is important to me. It makes me feel \_\_\_\_\_.



#### SUGGESTED LEARNING ACTIVITY 2:

Ask students to think about one of their most important influences. Prompt students to think about what makes this influence important to them. After students have had time to think, pair them with a partner to share their ideas about their most important influences. Prompt students to discuss an additional important influence as they share with their partner.

See Next Page For Teaching Notes.



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#### TEACHING NOTES:

- If students have difficulty identifying a most important influence, prompt them to select any influence they identified in Step 2 or offer suggestions, such as a meaningful family/friend connection or a significant amount of time spent watching television.
- Provide the *Language of Health Literacy* above to support student conversation.
- Be sure to share aloud ideas that you hear within partnered conversations that will support overall student understanding and continued conversations.
- Literacy Enrichment: For students who read and write, have them write down their responses or write a short story about an important person, thing, or experience in their life.



#### SUGGESTED LEARNING ACTIVITY 3:

Explain to students that just like how people and things around them influence them, they also influence others. Remind students that the word influence means something outside of a person that causes them to do, feel, like, or dislike something.

Share a story about a time you influenced someone. For example, share about a time you decided to eat something and that influenced your family to eat that same thing. Facilitate a whole class discussion regarding their own influence on others. How might you influence others? Prompt students to consider how they may make someone feel or behave. An understanding of their own influence on others may help them better understand influences on themselves.