

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 3-5 Framework

In grades 3-5, students begin *Analyze Influences* with an exploration of self, identifying different personality traits, likes, dislikes, and favorite activities. Making connections to past experiences and people, students focus on a deeper examination of influences than in grades PreK-2. Students also explore how elements of community, school, technology, media, and culture influences their behavior. The emphasis throughout this health skill guide is on helping students identify and explain how each factor influences their health-related behaviors and practices.

Mastery of *Analyze Influences* for grades 3-5 means students are able to identify important parts of their personality, explain what or who helped to form those parts of their personality, and how their personality affects their future.

The Steps:



Step 1: Who Am I?

Step Overview: Students begin this health skill with an overall identification of themselves and the parts that make up their personality. When analyzing influences, it is important for an individual to first understand who they are. From there, they are able to explore the external influences responsible for creating that part of their identity. In this step, students explore different parts of their personality, beginning to connect to the different factors (e.g. family, peers, media, technology) that may have contributed to who they are.

Sub Skill(s):

- Describe my personality
- Explain important parts of my personality

Step 2: What Made Me Who I Am?



Step Overview: Once students have explored their personalities, the next step to analyzing influences is to make connections to the factors that contributed to their personality. This step guides students to reflect on a variety of factors in their life, including family, peers, culture, media, and technology. Students make connections to how these factors influence their personality and past behaviors.

Students should analyze each influence identified in the Performance Indicators or influences identified by the teacher as being a high priority.

Sub Skill(s):

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



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

Step Overview: The final step an individual should take when analyzing influences is connecting those influences to their current and future behaviors, specifically their health behaviors. This step allows students to reflect on their work during Step 1 and Step 2 as well as make connections to their future health choices. Students begin to consider the influences that help them make healthy choices and influences that hinder their ability to make healthy choices. Step 3 offers a bridge to the health skills *Decision-Making* and *Goal-Setting* as students consider the effect of influences within their life.



Teaching Tips

- Teach *Analyze Influences* for each health content unit to prompt students to reflect on how influences impact their whole health (e.g. substance use prevention, sexual health, nutrition).
- Use language of cause and effect to support students to *Analyze Influences* (e.g. If ____, then ____.)
- Provide a variety of ways for students to practice *Analyze Influences*, such as whole class discussion, drawing, movement, journaling, etc.
- Allow students to come to their own conclusions about the role an influence 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.



Teaching Progression:



Step 1: Who Am I?

SUB SKILL(S):

- Describe my personality
- Explain important parts of my personality

GUIDING QUESTIONS:

What are my interests? What is important to me in my life?
How would I describe my personality?

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:

*culture,
peers,
media,
technology,
factor,
personality*

Step 1: Who Am I? | Sub Skill: Describe My Personality



SUGGESTED LEARNING ACTIVITY 1:

Ask students to think about how they would describe themselves. Descriptions should be expansive and include physical characteristics, family, friends, likes and favorites. Ask students to think about what they do throughout their days that may help them describe themselves, such as playing games on their phone, watching television, reading, sports, etc. These factors should all be considered when creating their image. Prompt students to draw their descriptions in an image that represents their personality. Ask students to add as much detail as possible to their images to best showcase the different parts of who they are, using words as necessary.

Language of Health Literacy:

I like _____.
_____ is an important part of who I am.
I _____ everyday.
I am proud of _____.
I would describe myself as _____.

See Next Page For Teaching Notes.



Teaching Progression: Step 1 | Who Am I? (Cont.)

TEACHING NOTES:

- Pause students periodically throughout the creation of their drawing to help them consider ideas they could add to their drawing. For example, have students consider their routines going to and from school for additional elements to include (e.g. bus rider, music listener, sibling supporter).
- All examples that can describe a part of their life should be included in their image.
- Provide ample time to complete drawings. If time allows, encourage students to bring images from home to add to their drawing of self, such as pictures of important places or people.
- This description will help build a base for students to identify how each element became an important trait in their life and the influence that led to this connection.

Step 1: Who Am I? | Sub Skill: Explain Important Parts Of My Personality



SUGGESTED LEARNING ACTIVITY 1:

Place students in pairs to share descriptions of their drawings. Ask students to provide details in their descriptions that best explain to their partner what each part of the drawing means and why they included it. After sharing with a partner, have students share aloud to the class various elements of their images, describing why each was important to include.

Language of Health Literacy:

_____ is an important part of who I am. I included it because _____.

_____ is an important part of who I am because _____.

TEACHING NOTES:

- Be sure to highlight student examples that showcase a variety of categories, such as family, peers, media and technology. These shared examples will allow all students to deepen their understanding of influences within their lives.
- Model and provide the *Language of Health Literacy* to support student explanations of aspects of their



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.



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.



Teaching Progression: Step 3 | How Does Who I Am Connect to My Future? (Cont.)



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.



Assessing Mastery of Analyze Influences Grades 3-5

Students in grades 3-5 will have mastered *Analyze Influences* by demonstrating their ability to showcase the performance indicators identified in Standard 3. Use the student friendly language below to support rubric creation and feedback to students.

Standard 2: Students will analyze the influence of family, peers, culture, media, technology, and other factors on health behaviors.

2.5.1 Describe how family influences personal health practices and behaviors.

- I can explain how my family members influence my health choices.

2.5.2 Identify the influence of culture on health practices and behaviors.

- I can name the cultural influences in my life.

2.5.3 Identify how peers can influence healthy and unhealthy behaviors.

- I can name how peers can influence health behaviors.

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

- I can explain how my school and community support my health.

2.5.5 Explain how media influences thoughts, feelings, and health behaviors.

- I can explain how media influences my thoughts and actions.

2.5.6 Describe ways that technology can influence personal health.

- I can explain how technology can influence my health.

ASSESSMENT TOOL #1 (2.5.1, 2.5.2, 2.5.3)

Have students write a scenario that involves either a familial group, a group of friends, or a cultural group (church, ethnically-related, etc.). The scenario can be fictionalized or a nonfiction account. The scenario must showcase how peers or culture are influential within the scene. Provide students with an initial example of each in order to inform their thought process. Students should be able to identify the influence of their peers or culture within the scene being described.

ASSESSMENT TOOL #2 (2.5.4)

Provide a list of school and community health supports (playground, park, social worker, hospital, library, nurse, etc.) to students. Add images to the list to support student understanding of each example. Students must select at least three of the provided options and write an explanation of how that school/community element supports health practices and behaviors.



ASSESSMENT TOOL #3 (2.5.5, 2.5.6)

Share a story aloud with students that exhibits a media or technological influence on an individual (e.g. an athlete that overcame an injury with the help of technology or social media providing coverage to a story before the news). A media influence can be shared by reading a website's introduction page, a radio advertisement script, or the summary of a book found on its jacket that relates to health. A technology influence can be shared through an individual's story regarding the use of prosthetics, x-ray scans of a broken bone, or calling an emergency number from a cell phone. Have students listen to the story or description before writing their idea of the influence being described. Ask students to write how the media or technology being showcased influenced the health of the individual or people in the story. Allow for at least five minutes for student responses.

Related Assessment Options: Show commercials, webpages, or images to students instead of reading a story. Ask students to describe how the form of media or technology is influential.

ASSESSMENT TOOL #4 (2.5.1-2.5.6)

Build a daily (or periodic) practice with students to write responses in a journal that reflects their personal thoughts and ideas. Be sure students understand that this journal will be read, but not formally graded and that it can allow the teacher an opportunity to better identify student connections and understandings. Journal prompts should include topics from each Performance Indicator in order to best assess student understanding throughout the teaching of this health skill.

Example Journal Prompts:

- *Describe your morning routine. Include details such as how you wake up, your first steps to getting ready, what (if anything) you eat or drink, how you get to school, etc. Who plays a role in these actions with you or supports you? How did you learn your morning routine?*
- *Describe your favorite social media site/app. What makes it interesting to you? How do you think it influences you throughout your days?*
- *What do you think culture includes? How would you describe your own culture?*
- *If you could create a product that helps people remain or become healthy, what would it be?*
- *What type of influence do you think you have on your peers?*



Content Area Connections

Build content understanding through connections with other courses. Share suggestions with teachers to develop plans for content overlap and student language connections.

Utilize content structures and topics in classrooms to reinforce student understanding and to support ongoing student development. *Analyze Influences* can be used across content areas when students are struggling with individual decisions. Remind students to consider who may influence them when they are making choices and how understanding these influences can support them in their development.

Reinforce the understanding that influences on behaviors occur in all areas of life by exploring the following questions with students across contents. Add specific content information in place of the italicized words as necessary. These questions are meant to be used when students are making decisions regarding content, choosing partners or group members, or when reflecting on choices that have already been made. These questions are a guide for independent reflection when students are challenged to understand the choices that led to a particular incident and how others may have influenced them on their path towards that choice.

- How did *this* element influence you(or your choice/decision)?
- What do you think led you to choose *this* topic?
- How might *this* information influence your choice or decision?
- How do you believe you were influenced to make *this* decision?
- What is an influence that led you towards *this* choice?

VOCABULARY REINFORCEMENT:

Utilize the vocabulary words below to reinforce student understanding and to showcase the ability to use words across content areas. For example, an entire grade-level team can decide to teach these words within the specific contexts of their classes to deepen understanding of vocabulary and language use.

influence, impact, internal, external, culture, technology, media, community, peers

Resource Bank

RMC Health

- [Health Education Skills Models](#)

National Health Education Standards

- [Standards & Performance Indicators](#)