

## 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.