

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 6-8 Framework

In grades 6-8, the sphere of influences expands within the health skill *Analyze Influences*. Students explore their own internal influences and build a deeper understanding of the various external influences in their lives. The importance of external influences, peers and media in particular, is analyzed as these become more of a primary focus for students during these grade levels. The steps are written to first have students look at influences and then work toward current and future behaviors. However, teachers may want to rearrange steps, starting with a current or future behavior and working backward to see what influences that behavior. Ultimately, the goal of *Analyze Influences* is to recognize that internal and external factors are important to keep in mind when making decisions related to their health.

Direct instruction on each external influence is not included in the *Teaching Progression* for this grade level. For guidance on activities to build understanding of family, peers, culture, media, and technology refer to *Analyze Influences*, grades 3-5. Instead, students learn about social norms and explore how social norms influence behavior.

Mastery of *Analyze Influences* for grades 6-8 means students are able to identify internal and external influences in their lives, describe the impact of internal and external influences on behaviors and practices of themselves and others, and explain how these influences affect future behaviors.

The Steps:



Step 1: Identify Influences

Step Overview: Students begin this health skill by naming various internal and external influences and using multiple categories to identify these influences. Some categories are family, culture, peers, values & beliefs, school, media, technology, and social norms. Students should be given time to explore each influence and decide whether or not this influence is present in their life. If the influence is not present in their life, they should consider how this influence may show up in other people's lives. Depending on the situation, it may be helpful to start with Step 2 of this health skill, Connect Influences to Behaviors, and then complete Step 1, Identifying the Influences related to that behavior.

Sub Skill(s):

- Define influence
- Identify internal influences
- Identify external influences



Step 2: Connect Influences to Behaviors



Step Overview: Once students have explored the different influences in their lives and the world, the next step to *Analyze Influences* is to make connections to current behaviors. This step guides students through reflecting on a variety of factors in their life, including family, peers, culture, media, and technology, and prompts students to explain how these influences impact their current behaviors as well as the behaviors of others. To help build empathy and teach perspective taking, students should also spend time connecting influences to other people's behaviors, especially if these behaviors are different from their own.

Sub Skill(s):

- Identify current behaviors
- Analyze connection between behaviors and influences
- Analyze impact of influences on others

Step 3: Connect Influences to the Future



Step Overview: The final step an individual should take when analyzing influences is to connect the influences in their life to possible future behaviors. This step allows students to reflect on their work during Step 1 and Step 2 while building connections to public policies that influence their behaviors.

Students explore the idea of health risk behaviors and how these behaviors can have long-term consequences. Students consider the influences that help them make healthy choices and the 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 on their choices and the changes they may decide to make.

Sub Skill(s):

- Determine importance of influence
- Connect influences to future behaviors
- Use resources to help with influences



Teaching Tips

- Encourage students to move throughout the steps in the order that enhances their understanding of the role influences play in their life. For example, students may start with Step 2: Make Connections to Behavior and then move to Step 1: Identify Influences.
- 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).
- 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.