



Teaching Progression:



Step 1: Identify Influences

SUB SKILL(S):

- Define influence
- Identify external influences
- Identify internal influences

GUIDING QUESTIONS:

Who and what are the influences in my life?

NHES PERFORMANCE INDICATORS:

(2.8.1) Examine how the family influences the health of adolescents. (2.8.2) Describe the influence of culture on health beliefs, practices, and behaviors. (2.8.3) Analyze the influence of technology on personal and family health. (2.8.4) Analyze how the school and community can affect personal health practices and behaviors. (2.8.5) Analyze how messages from media influence health behaviors. (2.8.6) Explain the influence of personal values and beliefs on individual health practices and behaviors. (2.8.8) Describe how peers influence healthy and unhealthy behaviors.

VALUABLE VOCABULARY:

influence, influential, culture, belief, value, analyze, personal values, external, internal

Step 1: Identify Influences | Sub Skill: Define Influence



SUGGESTED LEARNING ACTIVITY 1:

Define for students *external* and *internal influences*. Explain to students that an *internal influence* is *one that develops within themselves from their experiences* while an *external influence* is *one that is outside of them and is usually brought to them by a person or actions outside of themselves*.

Show students a video that explains and provides examples of influences. Have students share aloud the influences they note in the video and identify if the influence is internal or external.

Language of Health Literacy:

An influence is _____.

An external influence is _____.

An internal influence is _____.

TEACHING NOTES:

- See the *Resource Bank* below for ideas.
- Post definitions and examples of both internal and external influences in a visible location within the classroom.
- For more explicit instruction on the different types of influences (e.g. social media, culture, peers) see Grades 3-5 for *Analyze Influences*.



Teaching Progression: Step 1 | Identify Influences (Cont.)

Step 1: Identify Influences | Sub Skill: Identify External Influences



SUGGESTED LEARNING ACTIVITY 1:

Ask students to think about their morning routine. Have students sit independently while thinking through their morning, the actions they took, the people they interacted with, and how they engaged with others. Ask students to think back to previous days and nights throughout the week, mentally chronicling what they did and the people with whom they connected. After this mental remembering, have students write down all the people who are a part of their lives in various ways and the actions that are generally consistent in their daily routines.

Language of Health Literacy:

_____ (external influence) influences me to _____.

_____ (external influence) influences me to not _____.

Social norms influence my life by _____.

I _____ (action) because of the influence of _____ (a social norm).

A social norm that influences my behavior is _____.

Have students create an identity artifact for themselves by providing a variety of materials (e.g. poster board, shoe boxes, art supplies). Ask students to think of ways they can represent how society views their identity, and how they view their identity. For example, students could use a paper bag to show their "outside" identity and their "inside" identity. Students could draw pictures or words that show how society views their identity on the outside of the bag. These descriptions can be things with which students agree and disagree. In the inside of the bag, students could place words, images, or objects that represent the parts of their identity that would require getting to know them to understand. Explain that these words or drawings may be positive or negative and that many people have complex feelings about themselves. No one feels entirely positive or entirely negative about themselves. Give students time to explore their creativity and come up with the best mode to showcase their complex identity.

Prompt students to discuss how the individuals they listed influence their daily lives. Place students in small groups to allow for conversation between all.

TEACHING NOTES:

- Ensure all students are able to participate in discussion by using a variety of strategies for student participation.
- Example Discussion Questions:
 - How does someone influence another person?
 - Describe an example of someone who influences your daily life?
 - How do you influence the lives of those around you?



Teaching Progression: Step 1 | Identify Influences (Cont.)



SUGGESTED LEARNING ACTIVITY 2:

Ask students to think about how they would describe themselves. Descriptions should be expansive and include family, friends, likes, dislikes, hobbies, favorites, and physical characteristics. Student descriptions can be written or spoken aloud to a partner. Ask students to think about what they do throughout their days that may help them describe themselves (e.g. play games on their phone, watch television, read, play sports, etc.). Explain to students that these are all external influences, or influences outside of themselves that affect behaviors.



SUGGESTED LEARNING ACTIVITY 3:

Direct students to create a mind map that showcases the various influences present in their lives. Have them write their name or draw an image of themselves in the center of a blank piece of paper. Post the different types of influences in a visible place and have students use these to consider additional influences in their lives. The main influences may include family, culture, peers, values & beliefs, school, media, technology, social norms.

Once students have each influence written on their mind map, task them with adding specific examples of these influences from their lives to each of the eight categories. Have students include ideas and actions, in addition to people, that may be an influence in each category.

Have students share their mind maps within small groups or to the class as a whole. Ask students to make connections to influences on their mind maps that are present on their classmates' maps.

Prompt students to add two colors to their mind maps, one for internal influences and one for external influences.

Have students use their selected colors to showcase the different types of influences on their mind maps.

TEACHING NOTES:

- Examples of mind maps are in the *Resource Bank* below.
- Provide students with examples of influences in each category as a class or individually as necessary.
- Allow students to be creative in the designing of their mind map.
- Provide materials as appropriate and available to the classroom space.

SUGGESTED LEARNING ACTIVITY 4:

Group students in threes or fours. Ask students to verbalize their thoughts on the influence of peers in their lives. Ask students to consider how their peers influence their behaviors.

Explain to students that social norms, or our perception of these norms, are important influences. A behavior that our peers think is normal can influence our own behaviors. Explain that each person has a different connection to social norms and are influenced differently. In their groups, ask students to brainstorm a list of social norms present in their lives. Ask students to share aloud some of the social norms brainstormed within their groups.

Once students share their ideas aloud, ask them to write an explanation of how social norms influence their own lives. Prompt students to focus on a specific behavior they practice because of the influence of social norms.

See Next Page For Teaching Notes.



Teaching Progression: Step 1 | Identify Influences (Cont.)

TEACHING NOTES:

- Provide groups ample discussion time before switching to brainstorming.
- Allow students time to think about social norms, even if students are unsure of how to begin. Avoid providing examples until absolutely necessary and after encouraging thought between peers.
- If you feel students need an example of how social norms impact individuals to prompt their thinking, find a video, short story, or essay that addresses how social norms affect individuals. See examples in the *Resource Bank* below. Make sure examples are appropriate and relevant for the students in your classroom.
- Model and provide the *Language of Mastery* to support student writing.



SUGGESTED LEARNING ACTIVITY 5:

Have students list behaviors they think are “normal” for people their age. Allow students to define the word “normal” and preface the conversation with everyone will likely have different answers. For example, some students may think that vaping is normal for people their age to do, while others will not. Ask students if this social norm makes them more or less likely to engage in this behavior. Then, ask students if this is a healthy or unhealthy behavior. If students say it is a healthy behavior, encourage them to keep their idea about this social norm the same. If students say it is unhealthy, encourage them to find ways to change their idea about this social norm. For vaping, students could look at actual statistics for people their age or think of ways they can make vaping less normal for their friend group.

TEACHING NOTES:

- Healthy can mean different things for different groups. Be sure to consider the student’s identity and background if you disagree with their classification of a behavior.
- If you feel it is urgent to address a health concern with a student, ask the student first if it is alright to share your concern with them. If they say yes, share the concern. If they say no, tell them when they are ready to talk you are available. If it is a serious health concern, seek the assistance of a health professional or counselor in the building.



Teaching Progression: Step 1 | Identify Influences (Cont.)

Step 1: Identify Influences | Sub Skill: Identify Internal Influences



SUGGESTED LEARNING ACTIVITY 1:

Ask students to consider their own beliefs and ideas about life, things that are important to how they live each day. Define the words *personal values* and *beliefs*. *Personal values* are *things that motivate us or that guide our daily actions, such as honesty or love*. *Beliefs* are *things we understand to be true about those values, such as it is important to be honest*.

Explain to students that an internal influence is one they have control over. Personal values and beliefs are examples of internal influences, or influences that come from inside of us that affect our behaviors. Have students write down their personal values and beliefs. Providing a list of values and/or beliefs may be helpful for student understanding.

Language of Health Literacy:

I believe _____
about _____.

I value _____ because _____.

_____ is an important value in my
life because _____.

_____ (emotions) means _____.

I feel _____ when _____ because _____.

TEACHING NOTES:

- Allow students time to identify values that are important to them and explore the meaning of each word. This can be done by offering dictionaries to students, sharing the meaning of many words aloud to the class, providing words in students' native language, or allowing students to work together in small groups to understand each word.
- Be sure to provide independent and quiet time to consider their own personal values because it is important for students to consider the role these play without the influence from peers.



SUGGESTED LEARNING ACTIVITY 2:

Share with students that our feelings and emotions are important internal influences to pay attention to. Define emotions for students. Emotions describe the way we feel in different situations. Assign students different emotions to define and create images of to support understanding of the meaning of the emotion. Have students present their emotions to the class and what the emotion means. Create a word wall with student images and definitions.

TEACHING NOTES:

- See the *Resource Bank* below for supporting vocabulary for emotions.
- Model and provide the *Language of Health Literacy* to support students



Teaching Progression: Step 1 | Identify Influences (Cont.)

Step 1: Identify Influences | Sub Skill: **Identify Internal Influences**



SUGGESTED LEARNING ACTIVITY 3:

Allow students to practice identifying their emotions in different situations. Assign emotions to different parts of the room. Read scenarios that students would face in the life. Then, ask students to move to the emotion they would feel in that situation. Finally, have students turn to a partner and share why they would feel that emotion using the *Language of Health Literacy*.

TEACHING NOTES:

- Scenarios can be specific to the health content your are teaching. For example, if you are teaching a unit on tobacco prevention, provide a scenario about being offered a tobacco product by a school.
- Scenarios can also be broad and extend beyond the health education classroom or content. For example, provide a scenario about getting ready to take a quiz in math.
- Model and provide the *Language of Health Literacy* to support students in identifying their emotions.



SUGGESTED LEARNING ACTIVITY 4:

Have students keep an emotions journal. In the journal, have students answer the following questions:

- What are you feeling?
- Why are you feeling this way?
- What happened before you felt this way?
- Is this emotion productive? Why or why not?

Review the journals with students and allow students to show their writing with each other frequently. Continue to study emotion vocabulary throughout the year and add to the word wall.