



## Teaching Progression:



### Step 2: Connect Influences to Outcomes

**SUB SKILL(S):**

- Connect influence of family, peers, community, & culture to outcomes
- Connect influence of media and technology to outcomes
- Connect influence of social norms to outcomes
- Connect influence of laws and policy to outcomes
- Analyze influences on personal behaviors
- Analyze impact of influences on others

**VALUABLE VOCABULARY:**

*cause, effect, because, outcomes, impact, connect*

**GUIDING QUESTIONS:**

What influences affect my behaviors? How do my influences impact my behavior? What does my school and community do to influence me and my health? How do policies and laws influence my behaviors?

**NHES PERFORMANCE INDICATORS:**

(2.12.4) Evaluate how the school and community can affect personal health practices and behaviors. (2.12.6) Evaluate the impact of technology on personal, family, and community health. (2.12.10) Analyze how public health policies and government regulations can influence health promotion and disease prevention.

### Step 2: Connect Influences to Outcomes

#### Sub Skill: **Connect Influence Of Family, Peers, Community, & Culture to Outcomes**



**SUGGESTED LEARNING ACTIVITY 1:**

Provide examples of personal behaviors that connect to family, peers, community, and culture.

Have students look at their mind map for examples of family, peers, community, and culture influences from Step 1. Ask students to connect outcomes/behaviors to these influences by writing the outcome/behavior and drawing a line to the influence. Explain to students that an outcome/behavior may be connected to multiple influences and to draw multiple lines as needed. Finally, have students share their connections to a partner.

See Next Page For Teaching Notes.

**Language of Health Literacy:**

\_\_\_\_\_ influences my daily behaviors.

\_\_\_\_\_ is a large influence in my life because \_\_\_\_\_.

\_\_\_\_\_ is an example of how I am influenced by \_\_\_\_\_.

\_\_\_\_\_ is an example of \_\_\_\_\_ (influence), which is an important influence to understand because \_\_\_\_\_.



## Teaching Progression: Step 2 | Connect Influences to Outcomes (Cont.)

### TEACHING NOTES:

- Be sure examples are relevant and responsive to the students in your classroom. Sharing examples has the potential to affirm stereotypes, so be aware of the impact examples can have on students when selecting examples to share.
- Provide the *Language of Health Literacy* to support student discussion.

## Step 2: Connect Influences to Outcomes

### Sub Skill: **Connect Influence Of Media And Technology to Outcomes**



#### SUGGESTED LEARNING ACTIVITY 1:

Have students conduct research about media and technology progressions over the past ten years. Task students with finding three changes, adaptations, or additions in the world of media or technology that have occurred that can be connected to their own health behaviors or behaviors of those in their community.

Once students have identified three examples of changes to media and/or technology, have them evaluate the influences these changes have had on them or within their communities. Prompt students to write about the way media and technology influences their own behaviors and the behaviors of others in an essay that explains each researched example and its impact.

Ask students to share their essays in small groups or through class presentations. As students share, prompt classmates to discuss if they have experienced this influence in their life and how it has impacted them. Allow students to compare and contrast the influence on their life with others.

#### Language of Health Literacy:

\_\_\_\_\_ is an example of technology that influences \_\_\_\_\_ behaviors by \_\_\_\_\_.

The influence of \_\_\_\_\_ impacts people's behavior by \_\_\_\_\_.

\_\_\_\_\_ is an example of how media/technology influences behavior.

\_\_\_\_\_ (influence) can promote \_\_\_\_\_ in individuals by \_\_\_\_\_.

\_\_\_\_\_ (influence) can impede an individual from \_\_\_\_\_ by \_\_\_\_\_.

### TEACHING NOTES:

- Provide appropriate guidance and resources for students to conduct their research.
- An example of research students may conduct is to identify an app that helps them socialize with friends, thus impacting the ways they connect with their peers and the behaviors associated with their phones.
- Model and provide the *Language of Health Literacy* to support student writing.



Teaching Progression: Step 2 | Connect Influences to Outcomes (Cont.)

Step 2: Connect Influences to Outcomes

Sub Skill: Connect Influence Of Social Norms to Outcomes



SUGGESTED LEARNING ACTIVITY 1:

Post data showing prevalence of health-related behaviors around the room. Ask students to write their responses to each data point either on a separate sheet of paper or the data itself, reflecting on whether or not the number is higher or lower than they expected.

Then, facilitate a group discussion around how the perception of how common a behaviors is influences others. Use the following questions to guide group discussion:

- If people underestimated how prevalent a behavior is, what could the impact be on individual behavior?
- If people overestimated how prevalent a behavior is, what could the impact be on individual behavior?
- How does defining something as a "normal behavior" impact individuals?

Language of Health Literacy:

A social norm that influences me is \_\_\_\_\_ by \_\_\_\_\_.

When a behavior is seen as normal, \_\_\_\_\_.

Because of \_\_\_\_\_ (social norm), \_\_\_\_\_.

TEACHING NOTES:

- Utilize a variety of databases to select data, such as the Youth Risk Behavior Survey or other state-level health surveys.
- Ask students which behaviors they see as "normal" and find data that challenges or affirms their perceptions.



SUGGESTED LEARNING ACTIVITY 2:

Introduce the concept of social norms. Define *social norms* as *the unwritten rules that society places on people based on their identities, such as gender, race, sexuality, and socioeconomic status.*

Explain to students that social norms, or our perception of these norms, can be an important influence as well. A behavior that our peers think is normal can influence our healthy or unhealthy behaviors. Explain that individuals have different connections to these norms and are influenced differently. Then, ask students to think about how society views them and discuss how sometimes these views align with the way we see ourselves and sometimes they do not.

TEACHING NOTES:

- If helpful, provide examples from your own life or ask students to provide examples. Make sure students keep these social norms in mind when heading into the next activity because they will explore how these social norms show up or do not show up in their identity and daily life.



## Teaching Progression: Step 2 | Connect Influences to Outcomes (Cont.)



### SUGGESTED LEARNING ACTIVITY 3:

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. 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. Once artifacts are complete, have students produce a form of writing, genre of their choosing (e.g poetry, personal essay), about their identity, highlighting the important aspects of who they are.

### TEACHING NOTES:

- 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 are only knowable after spending time getting to understand the student.
- Again, allow students to choose what to write about, allowing them to cross genres as necessary. For example, students may choose to write about how the way society views them conflicts with how they view themselves; how they struggle to see the positives in their identity; or how aspects of their identity are powerful.
- Provide examples from published authors' writing about their identity to help students think about the direction they want to pursue. Use the *Resource Bank* below for links to online examples.

## Step 2: Connect Influences to Outcomes

### Sub Skill: **Connect Influence Of Laws And Policy to Outcomes**



### SUGGESTED LEARNING ACTIVITY 1:

Divide students into small groups. Provide each group with examples of laws and policies pertaining to health. Have students read one law or policy and analyze the ways this law or policy impacts the behaviors within communities. Have each group write down their findings and analysis before sharing aloud with the class. Chart student ideas about the policies and subsequent behaviors in local communities regarding health.

Then, ask students to reflect on whether or not they are influenced by this policy. If they aren't, prompt them to explore why or connect with classmates who are impacted by the policy to learn more about the intended impacts.

See Next Page For Teaching Notes.

### Language of Health Literacy:

The policy/law focusing on \_\_\_\_\_ influences \_\_\_\_\_ behaviors by \_\_\_\_\_.

\_\_\_\_\_ behaviors are influenced by \_\_\_\_\_ (law/policy).

Examples of individual behaviors influenced by \_\_\_\_\_ (law/policy) include \_\_\_\_\_.



### Teaching Progression: Step 2 | Connect Influences to Outcomes (Cont.)

#### TEACHING NOTES:

- Collaborate with other content teachers to help inform deeper instruction, such as history or literacy teachers.
- Provide the *Language of Health Literacy* to support student discussion and understanding of policies.
- Post the charted ideas in a visible location throughout the duration of the research project.

#### SUGGESTED LEARNING ACTIVITY 2:



Have individual students read a policy that relates to health. Have students analyze the policy by answering the following research questions:

- Who is impacted by this policy?
- How does the policy/law influence health behaviors?
- How do public health policies and government regulations influence health promotion and disease prevention?

Have students compose an essay with their findings and behavior analysis. The essays should include all examples, interviews, and pertinent research that supports their understanding of the influence of policies on their communities. Prompt students to answer the two research questions, using *Language of Health Literacy* as a guide.

#### TEACHING NOTES:

- Examples of Types of Laws: vaccination laws, tobacco and drug free school policies, sex education policy, or any other relevant and classroom appropriate health topics.
- Provide examples and determine student level of choice based on classroom norms.
- Provide students with resources for their selected area of research. Resources include library access, encyclopedias, health related textbooks, internet sites, and individuals connected/affected by the policy. Identify the appropriate resources for your classroom and ensure that students understand classroom rules regarding the use of each resource.
- Allow students to interview classmates, other students, teachers, administrators, and other school employees to gather relevant information.
- Throughout student research, provide resources and ongoing guidance as necessary. This should be an independent research project. However, some students may work with the support of others in various capacities.
- Extension Ideas:
  - Extension 1: Prompt students to research school-level policies at schools as a means for comparison. This element of research can be done using basic internet searches or library database searches, depending on classroom capabilities. Comparing multiple schools adds a deeper level of understanding of the influence schools have on behavior.
  - Extension 2: Prompt students to analyze an additional public health policy or government regulation as a means for comparison. What are the differences in how they influence health promotion or disease prevention? Explain the depth of influence based on these two separate policies.
  - Extension 3: Ask students to design a creative way to share their research. Some ideas for creative elements might include posters, websites, videos, podcasts, or a scripted play. This extension should be an additional component to the researched essay response.



See *Access Valid & Reliable Resources* for guidance to support students researching different policies and laws.



## Teaching Progression: Step 2 | Connect Influences to Outcomes (Cont.)

### Step 2: Connect Influences to Outcomes

#### Sub Skill: Analyze Influences On Personal Behaviors



##### SUGGESTED LEARNING ACTIVITY 1:

Adding to the mind maps created in Step 1, have students add a new layer to their design.

Prompt students to add behaviors they engage in because of the influences identified on their maps. Have students extend a connecting line from each influence to the identified behavior. Guide students to use previous work from earlier in the *Teaching Progression* and small group discussions as starting points for adding onto their mind maps. Provide students with time to consider behaviors not previously discussed or written about that they can add to their mind map. Have students connect with a partner throughout this design process as a way to share and consider additional behaviors to include on their mind map.

##### Language of Health Literacy:

\_\_\_\_\_ (behavior) is connected to \_\_\_\_\_ (influence) because \_\_\_\_\_.

\_\_\_\_\_ (influence) impacts my behavior by \_\_\_\_\_.

Because of \_\_\_\_\_ (influence), I tend to \_\_\_\_\_.

##### TEACHING NOTES:

- Provide the Language of Health Literacy to support students making connections to behaviors.
- Reinforce the connection between influences and behaviors when covering different health topics. For example, when studying tobacco/nicotine use, connect the influence of advertisements to whether or not someone would be more or less likely to vape.

### Step 2: Connect Influences to Outcomes

#### Sub Skill: Analyze Impact Of Influences On Others



##### SUGGESTED LEARNING ACTIVITY 1:

Explain to students that sometimes influences do not impact us in the same way as they do for others. Share an example of an influence that impacts you a lot but doesn't impact someone else you know in the same way.

Place students in pairs. Instruct students to share their identity artifacts with their partner. As students share with each other, have the pair complete a Venn Diagram of the influences in their lives. As students work, prompt them to think about how they are each impacted differently.

##### Language of Health Literacy:

While \_\_\_\_\_ doesn't influence me, it impacts \_\_\_\_\_ by \_\_\_\_\_.

Because of \_\_\_\_\_ (influence), \_\_\_\_\_.

\_\_\_\_\_ impacts others by \_\_\_\_\_.

The intended impact of \_\_\_\_\_ is \_\_\_\_\_.



## Teaching Progression: Step 2 | Connect Influences to Outcomes (Cont.)

### Step 2: Connect Influences to Outcomes

#### Sub Skill: **Analyze Impact Of Influences On Others**



#### SUGGESTED LEARNING ACTIVITY 2:

Give students a Venn Diagram. On the Venn Diagram, instruct students to compare and contrast their behaviors with their parents'/guardians' behaviors. Then, ask students to analyze the differences in their behaviors by identifying the different influences that may be impacting these behaviors. Allow students to share their noticings with the class.

#### TEACHING NOTES:

- Prompt students to think of behaviors that are vastly different than their own. For example, older adults may not be on social media as much or perhaps they are less physically active.
- Model and provide the *Language of Health Literacy* to support students comparing and contrasting the influences that impact them versus their parents/guardians.



#### SUGGESTED LEARNING ACTIVITY 3:

Show students examples of advertisements. Ask students to identify the tactics being used by the advertisement. Then, ask students to analyze why the creator of the advertisement used that tactic by asking the following questions:

- What does this tactic make you think or feel?
- How might this tactic make others think or feel?
- What outcomes/behaviors could you predict people would engage in because of this tactic?

#### TEACHING NOTES:

- Select advertisements that promote healthy behaviors (e.g. exercise equipment, healthy food, washing hands) as well as unhealthy behaviors (e.g. alcohol, tobacco, fast food).
- To support students to think of influences beyond themselves, select advertisements for a variety of audiences, not just young people.
- If students express that the advertisement doesn't impact them at all, prompt them to think about how it might impact someone else.