

ANALYZING INFLUENCES (GRADES 6-8)

ACTIVITY NAME: INFLUENCES ON HEALTH DECISIONS

ACTIVITY DURATION: 45 MINUTES

SKILL DEVELOPMENT FOCUS:

- | | |
|--------------------------------------------------------|-------------------------------------------------------------------------------------|
| <input checked="" type="checkbox"/> SKILL INTRODUCTION | <input checked="" type="checkbox"/> PRESENTING THE STEPS OF THE SKILL |
| <input checked="" type="checkbox"/> MODELING | <input checked="" type="checkbox"/> PRACTICE <input type="checkbox"/> REINFORCEMENT |

SUGGESTED CONTENT/TOPIC AREAS FOR ACTIVITY: DRUGS AND ALCOHOL, RELATIONSHIPS, NUTRITION

BY THE END OF THE ACTIVITY, STUDENTS WILL BE ABLE TO:

Analyze influences on health decisions.

NHES PERFORMANCE INDICATORS ADDRESSED THROUGH THE ACTIVITY:

- 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 Describe how peers influence healthy and unhealthy behaviors.
- 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 Analyze the influence of technology on personal and family health.

ASSESSMENT STRATEGIES:

Word Splash

Analyzing Influence Wheel

Analyzing Influences Organizer

Exit Ticket

PERFORMANCE LEVEL: COMPETENCY PROFICIENCY MASTERY

Competency – The activity is designed to advance students’ ability to apply the critical parts of the skill correctly, appropriately and effectively in a given context (usually one that they are familiar with).

Proficiency – The activity is designed to advance students’ ability to do something successfully or efficiently in varying contexts. Students should have already attained a level of competence with the skill.

Mastery – The activity is designed to provide students an opportunity to perform a skill or task at a high level and automatically without prompting.

KEY VOCABULARY: PLEASE LIST THE KEY TERMS USED IN THE ACTIVITY, AND PROVIDE DEFINITIONS FOR THOSE TERMS.

Influences: The power to change or affect someone or something: the power to cause changes without directly forcing them to happen (Merriam Webster Dictionary).

Analyze: to study (something) closely and carefully: to learn the nature and relationship of the parts of (something) by a close and careful examination (Merriam Webster Dictionary).

Values: The standards and beliefs that are most important to you (Pearson Health).

Beliefs: a feeling of being sure that someone or something exists or that something is true (Merriam Webster Dictionary)

DETAILED ACTIVITY DESCRIPTION:

Activate prior knowledge by displaying the **word splash***. Students describe how the words connect.

Define analyzing influences.

Model samples of strong and weak influences with the **analyzing wheel***. (Example: Dating scenario)

Discuss which influences are healthy and which are unhealthy.

Present the steps to analyzing influences.

Suggested steps:

Identify the influence (i.e. family, peer, media)

Analyze the influence

How do I know it is influencing me?

What messages am I receiving?

Is this a positive or negative influence?

How much is this influencing my thoughts, beliefs, actions?

Model how to analyze influences with **analyzing wheel and/or analyzing organizer***. (Example: Dating scenario). Discuss healthy and unhealthy influences.

Students work with a partner or with a group to analyze influences in an assigned scenario with the analyzing wheel and/or analyzing organizer.

Students independently analyze one or more influence using the analyzing wheel and/or analyzing organizer. (Example: Dating or dating values)

Exit ticket: Today we discussed analyzing influence for _____. Describe other topics can we apply the analyzing influence step to?

MODIFICATIONS:

Provide sentence stems.

For example, _____ is a strong influence for _____.

_____ is a weak influence for _____.

_____ is a healthy influence _____.

_____ is an unhealthy influence _____.

Provide pictures for the analyze influences wheel.

MATERIALS NEEDED:

[Word splash](#)

Analyze influences steps

[Analyzing Wheel](#)

[Analyzing Organizer](#)

CONNECTIONS TO EDUCATIONAL INITIATIVES (E.G. COMMON CORE, 21ST CENTURY SKILLS, ETC.)

Communication

Collaboration

[CCSS.ELA-LITERACY.RI.6.1](#)

Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

ADDITIONAL RESOURCES/BIBLIOGRAPHY

Alperin, H., & Benes, S. (2016). *The essentials of teaching health education*. Human Kinetics. Champaign, IL