



## Power Through Empowerment

In the following lessons students will begin to develop the health skill of analyzing influences through the context of healthy relationships. At the middle school level, relationships with friends, peers, and significant others evolve, especially as students continue to high school. In these lessons, students will analyze influences that affect their relationships with others so they feel empowered to make healthy choices. The key message is that it's healthy to be empowered.

**Lesson Name:** Analyzing Influences & You

**Unit Name & Lesson #:** Power Through Empowerment: Lesson 1

**Grade Level:** 6-8

**Lesson Length:** 55 minutes *(This lesson may need to be implemented over two class periods or adjusted to fit your class time.)*

**Before beginning,** teachers should offer accommodations specifically mentioned in a student's IEP to support their ability to participate in the lesson. A sample list of common accommodations and modifications to aid you in selecting appropriate supports for students can be found in the educational material resources.

### National Standards & Grade-Level Outcomes for K-12 Physical Education:

Standard 2: Students will analyze the influence of family, peers, culture, media, technology, and other factors on health behaviors.

2.8.8 Explain the influence of personal values and beliefs on individual health practices and behaviors.

### Lesson Objective(s):

Students will be able to describe how influences affect health behaviors.

Students will be able to discuss and reflect how our internal voice can influence our relationships.

### Essential Question (related to objective):

How does your internal voice influence your behavior?

### Equipment Needed:

- Two buckets/baskets
- Scrap paper
- Easel pad paper
- Tape

### Thought of the Day

How I feel about myself directly affects my behavior.

### Lesson Overview:

Teachers will introduce the health skill of analyzing influences and the relevant skill cues. Although health. moves. minds.™ is not specifically mentioned in the lesson, teachers will introduce the program and explain how the next few lessons relate to the program. Teachers will also guide a discussion on the topic of internal voice and how it can affect one's behavior.

## Instant Activity

Time (minutes)

5

### Activity Progression:

Students will respond to the prompt:

“What are the top five influences on your health? Why did you choose these influences?”

(Activity from *Lesson Planning for Skills-Based Health Education*, SHAPE America, p. 72)

Guide a discussion around the influences students listed.

Ask students to define empowerment in their own words.

Empowerment is the process of becoming stronger and more confident, especially in controlling one’s life and claiming one’s rights.

Tell students that over the next few lessons they will be learning how they can empower themselves to make healthier choices by learning the health skill of analyzing influences.

Analyzing influences is the ability to analyze both internal and external influences that might affect health-related decisions.

Today will focus on introducing the skill, skill cues and discussion around one’s internal voice.

**Example Script:** “Tell me in your own words what you think the word empowerment means. [Allow for students to answer.] Empowerment is the process of becoming stronger and more confident. When we are more confident and stronger we can make healthier choices because we feel secure in who we are as a person.

Today we are going discuss how outside influences and even how our internal voice can affect how we make health-related decisions.”

### Definitions:

- Analyzing influences is the ability to analyze both internal and external influences that might affect health-related decisions.
- Empowerment is the process of becoming stronger and more confident, especially in controlling one’s life and claiming one’s rights.

### Checks for Understanding:

- How would being empowered allow me to make healthier choices?

## Empowerment

**Empowerment is the process of becoming stronger and more confident, especially in controlling one’s life and claiming one’s rights.**

Grades 6-8



## Learning Activity 1

Influence Snowballs

Time (minutes)  
10

### Checks for Understanding:

- How are influences similar when making healthy and unhealthy decisions?

### Activity Progression:

1. Ask students for a health-enhancing behavior that students their age might be engaging in. Write the behavior in the middle of a circle on the board. Ask students to write one influence they think might affect a middle schooler's decision to engage, or not engage, in the health behavior on the board (e.g., parents, friends, etc.). After writing the influence, students are to crumple up the papers like snowballs and throw them into a bucket.
2. Repeat the activity with a second behavior, but this one should be a risky health behavior. Be sure to use a second bucket to keep the two sets of influences separate.
3. Ask the students to grab a "snowball" from the first bucket. Have students share the influences written on their papers. Write up each unique influence on the board around the health behavior. If an influence is repeated, place a check mark beside it.
4. Repeat with the risky behavior influences.
5. Have students share their observations about what is on the board. Ask students:
  - Are there similar influences for the health-enhancing and risky behaviors? What does that tell us?
  - Are there differences?
  - Which do you think are the strongest influences?
  - Why do you think certain influences have more check marks than others?

(Activity from *Lesson Planning for Skills-Based Health Education*, SHAPE America, p. 74)

## Learning Activity 2

Skill Cues

Time (minutes)  
5

### Cues:

- Identify the influence
- Analyze the influence
- Examine factors and impact
- Consider an action plan

### Checks for Understanding:

- What are the four skill cues for analyzing influences?

### Activity Progression:

Introduce and explain the skill cues for analyzing influences.

(Activity from *Lesson Planning for Skills-Based Health Education*, SHAPE America, p. 65)

#### Example script:

“So, we have started to identify different influences that might affect our decisions around healthy behaviors. Next, we are going to learn the skill cues to help you better identify influences that might affect you and your decisions.”

Go through the following skill cues and explain each one:

#### Identify the influence

##### Analyze the influence

How do I know it is influencing me?

What messages am I receiving from this influence?

Is this a positive or a negative influence?

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

##### Examine factors and impact

How are other factors interacting with this influence?

How might these factors affect my thoughts, values, beliefs and behavior choices?

##### Consider an action plan

Do I need to do anything about this influence?

What is the best plan of action for handling this influence in my life?

(Skill cues image from *Lesson Planning for Skills-Based Health Education*, SHAPE America, p. 65)

## Analyzing Influences

The ability to analyze both internal and external influences that might affect health-related decisions.

Grades 6-8



## Learning Activity 3

Internal Voice as an Influence

Time (minutes)  
20

### Checks for Understanding:

- How does someone's self-esteem affect their health?

## Thought of the Day

How I feel about myself directly affects my behavior.

Grades 6-8



### Activity Progression:

Ask students to reflect about the Thought of the Day: How I feel about myself directly affects my behavior.

Create a classroom discussion from students' answers.

Ask students if they agree or disagree and create a discussion:

Agree or Disagree: You will make better decisions the more you value yourself.

Explain that the voice they hear the most is their own.

#### Example script:

“Who do you hear most in your head? Probably yourself. Most of us are always having an internal conversation with ourselves. Earlier we saw how outside influences can affect our decisions, but your own thoughts and self-esteem can influence your behavior as well as outside influences.”

Discuss the following questions/scenarios:

- Give an example of a parent who is constantly negative to their child. (You are a pain, you're stupid, you will never be anything, etc.) How will that child feel about him or herself?
- What if the parent is nurturing, loving, and positive? (You are great, I love you, you will do better next time, etc.) How will the child feel about himself/herself?
- Are you nurturing, loving and positive to yourself? Are YOU the positive or negative parent?

- What does your internal voice say to you? Students do not have to answer this question out loud but should answer this question to themselves. If your students keep a writing journal, have them respond in their journals. Give some of the following as potential thoughts people might think about themselves:

- I'm smart
- I'm pretty/handsome
- I'm ugly
- I'm stupid
- I'm OK
- I'm weak
- I'm a good friend
- I'm nothing
- I'll never be loved
- I deserve to be loved
- I deserve to be treated well

Have students pair up with a random partner (e.g., someone who was born in the same season as them). Ask them to share how a person's internal thoughts can influence their relationships with others, such as friends, parents or other classmates and peers.

**Extension opportunity:** Give each student a piece of construction paper and a marker. Have them write a positive “I” statement and have them post it somewhere in the classroom where they can see it.

## Learning Activity 4

Impact of Influences

Time (minutes)  
10

### Checks for Understanding:

- How do influences affect our health behaviors?
- Walk around the room reading the responses on sticky notes. Start small discussions with students about their responses to gauge their understanding.

### Activity Progression:

Post each of the following questions on large pieces of easel paper around the room (one question per paper).

Give students sticky notes and allow them to write their answers and stick them on the paper:

- How do peers and peer pressure influence our relationships with others?
- How do personal values and beliefs influence our relationships with others?
- How does technology influence our relationships with others?
- How do life events influence our relationships with others?
- How might influences change during our lifetime?
- What influences do our families have on our lives?

After about five minutes, review all of the written answers.

(The list of bulleted questions is modified from *Lesson Planning for Skills-Based Health Education*, SHAPE America, p. 74)

Closure

Time (minutes)

5

**Activity Progression:**

Review the day's lesson and share with students that over the next few lessons you will continue to practice the skill of analyzing influences, especially when it comes to relationships.

Have students reflect in a journal or on a piece of paper about the day's lesson and what they discussed with their partner.