



# Developing Health Skills in Middle School

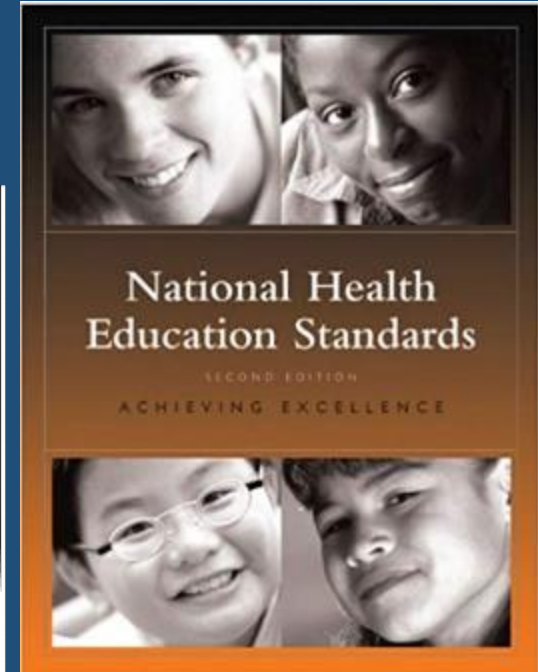
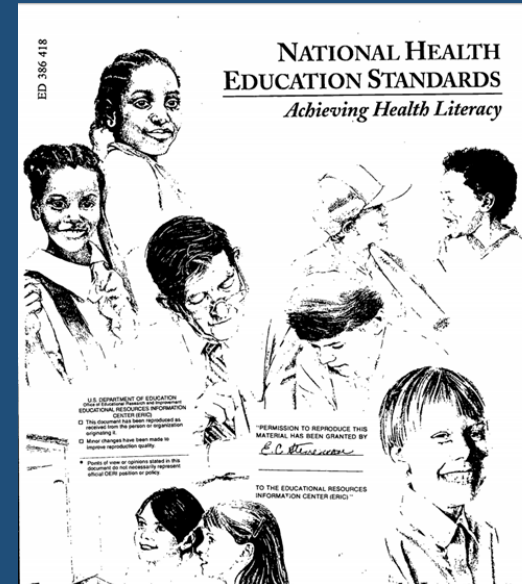
Karen E. McConnell, Ph.D.

Terri D. Farrar, Ph.D.

# Skills-based Health Education: A long history...

- March 1990 for the first EFA World Conference
- 1995 National Health Education Standards
- World Health Organization 2000 information series on school health
- National Health Education Standards, 2007

5. Expansion of provisions of basic education and training in other essential skills required by youth and adults, with programme effectiveness assessed in terms of behavioural changes and impacts on health, employment and productivity;



INFORMATION SERIES ON SCHOOL HEALTH DOCUMENT 9

## Skills for Health

Skills-based health education including life skills:  
An important component of a  
Child-Friendly/Health-Promoting School

WHO gratefully acknowledges the generous financial contributions to support the layout and printing of this document from: the Division of Adolescent and School Health, National Center for Chronic Disease Prevention and Health Promotion, Centers for Disease Control and Prevention, Atlanta, Georgia, USA.

The principles and policies of each of the above agencies are governed by the relevant decisions of its governing body and each agency implements the interventions described in this document in accordance with these principles and policies and within the scope of its mandate.

### 1.1. INTERNATIONAL SUPPORT FOR SCHOOL HEALTH

At the World Education Forum in Dakar, Senegal, in April 2000, WHO, UNICEF, UNESCO, the World Bank met and agreed to work collaboratively in promoting the implementation of an effective school health programme: Their framework, called **FRESH – Focus Resources on Effective School Health**, calls for the following four components to be implemented together, in all schools:

- Health-related school policies
- Provision of safe water and sanitation as essential first steps toward a healthy learning environment
- Skills-based health education
- School-based health and nutrition services

# Struggles with fully adopting SBHE...

Ease and familiarity  
with content  
approach; can feel  
cleaner to assess

Uncertainty about how  
to assess skills (and  
behaviors) effectively  
and efficiently



# Knowledge, Skills & Behaviors – Integrated Approach



Skill



Behavior



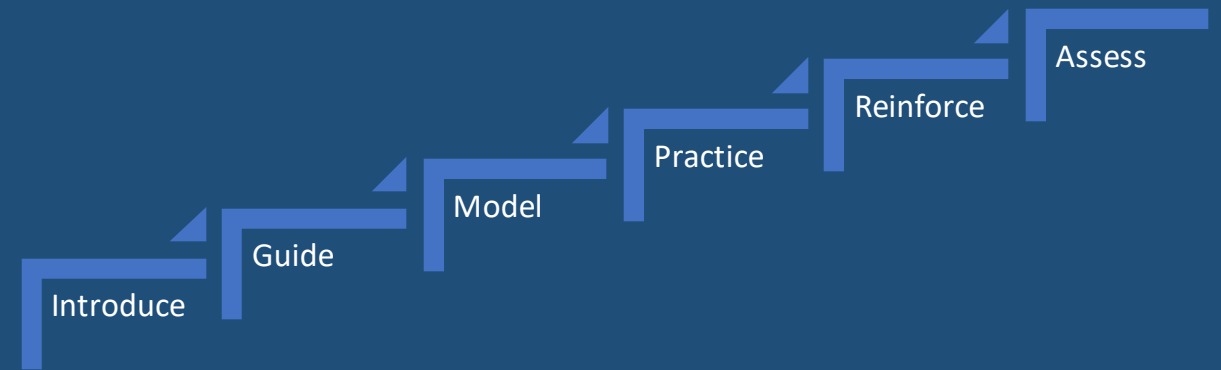
# Content Knowledge & Skills

- Alcohol, Tobacco and Other Drugs
- Healthy Eating
- Mental and Emotional Health Module
- Personal Health and Wellness
- Physical Activity
- Safety
- Sexual Health
- Violence
- Develop understanding (content knowledge)
- Analyze influences
- Access valid and reliable information
- Communication
- Decision making
- Goal setting
- Practicing healthy behaviors
- Advocacy (health promotion)



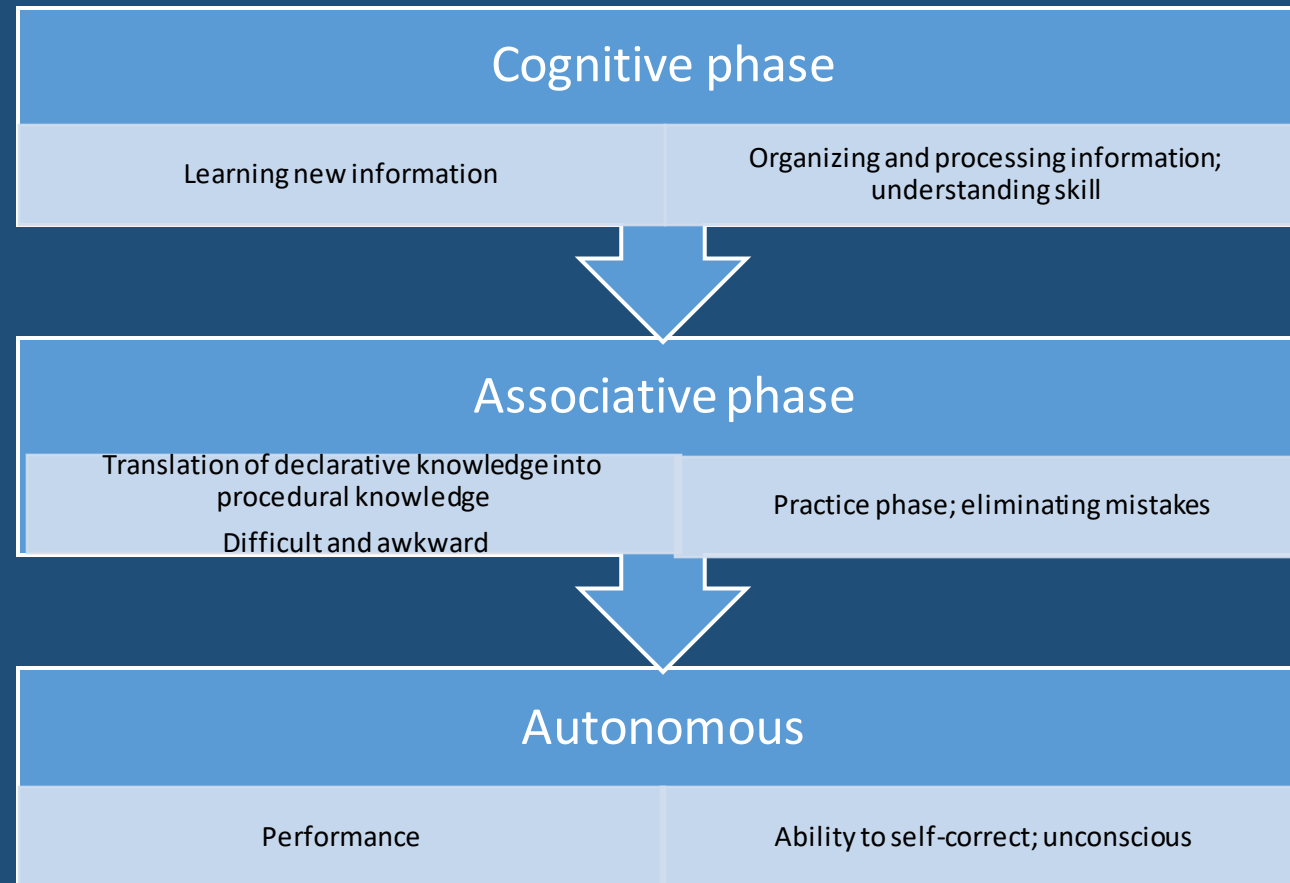
# Developing Health Skills

- Introduce the skill
- Provide a step-by-step guide for developing the skill (steps)
- Use learning opportunities to model the skill
- Use learning opportunities to practice the skill
- Provide feedback and reinforcement on skill acquisition
- Assess



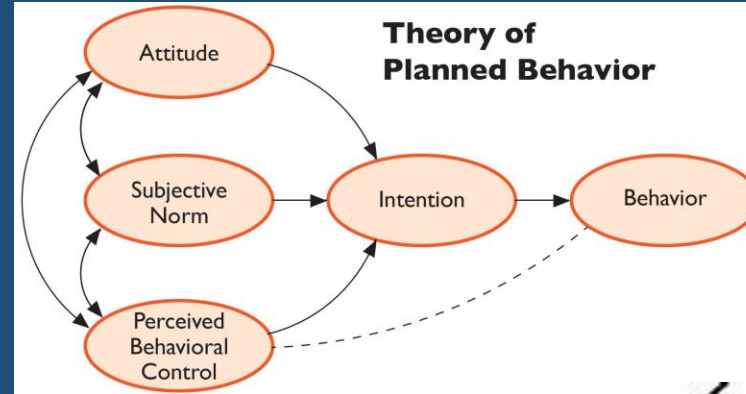
# Skill acquisition takes time...

- Motor skill acquisition (Fitts and Posner, 1967) as a frame for understanding skill acquisition

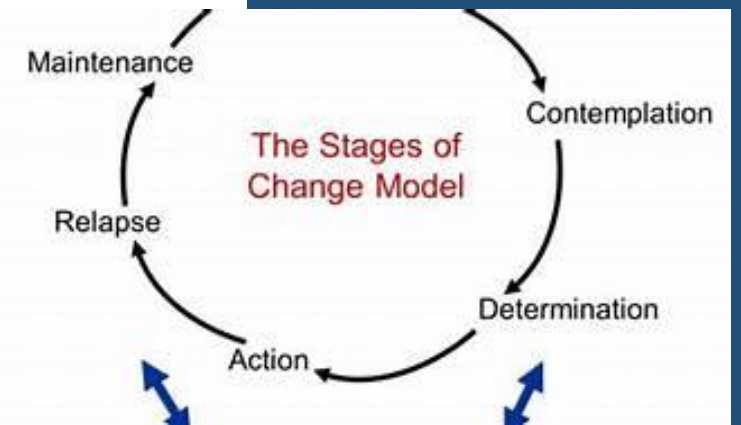
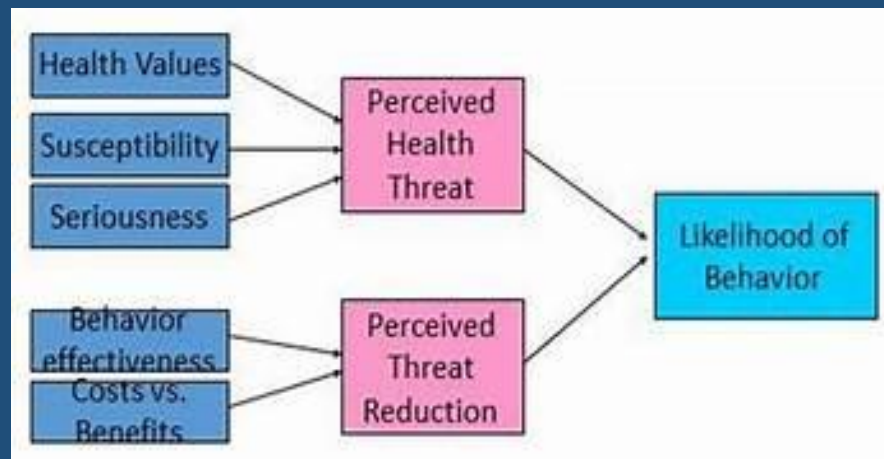


# Many health skills are also behaviors

- Behavioral change is messy
- For skill acquisition to lead to behavior change there has to be parallel growth and development:
  - Threats
  - Norms
  - Risks
  - Seriousness
  - Skills
  - Values
  - Intention



Health belief model





# 2 TEACHING MODELS: Content or Skills Based

6

## Emotional Wellness

**LESSON 6.1** Your Emotional Health  
**LESSON 6.2** Being Yourself  
**LESSON 6.3** Building Resilience and Grit  
**LESSON 6.4** Controlling Your Emotions

**LESSON 1.1** Understanding Your Health

**Skill-Building Challenge**

### Influences on Your Wellness

Think about what things influence your wellness. Remember that wellness is more than just being free from disease; it is the active pursuit of making healthy choices in all parts of your life. For each part of wellness identified in the following list, write down three different things that influence that part of your wellness. The influences you pick can be personal, social, environmental, or genetic. Try to identify as many different influences as you can.

**Wellness**

- PHYSICAL
- EMOTIONAL
- SOCIAL
- SPIRITUAL
- INTELLECTUAL

**Healthy Living Skills**

This lesson focused on recognizing influences on your health and wellness. Here are some more ways you can develop healthy living skills related to this lesson.

**HEALTHY COMMUNICATION**

This chapter identifies five benefits of making healthy decisions. Create a poem or rap that could be used to communicate these benefits to other young people your own age. Be as accurate and thorough as you can and use only appropriate language and ideas. Write down your poem or rap. Be prepared to share your work with others in the class if your teacher asks you to.

**SETTING HEALTHY GOALS**

Set one goal for tomorrow that will improve one part of your wellness. For example, you might walk to school for your physical wellness or spend one hour reading instead of being on social media for your intellectual wellness. Write your goal down on a small piece of paper and carry it with you during the day as a reminder.

12

Youth Violence, Bullying, and Gangs **LESSON 3**

**Skill-Building Challenge**

### Analyzing Influences

Reflect on yourself and your own circumstances. Think about whether or not you are at risk for engaging in bullying or cyberbullying, or if you are at risk of being a victim of bullying or cyberbullying. Write down as many positive and negative influences that you can think of that are related to your risk. Positive influences are those things that protect you from becoming a bully or a bully victim. Negative influences are those things that make it more likely that you will be a bully or a bully victim. Consider individual, peer, family, media, technology, and societal influences.

**Healthy Living Skills**

This lesson focused on analyzing influences. Here are some more ways you can develop healthy living skills related to this lesson.

**ACCESSING INFORMATION**

Make a list of adults you trust and would feel safe talking to if you were a victim of violence or were being pressured to join a gang or participate in violence. Try to identify two adults at your school and two at home or in your community. Write down their names and how to find or contact them. If possible, enter their contact numbers or email addresses into your phone.

**HEALTHY COMMUNICATION**

Write out how you would talk to an adult if you were in a threatening situation. Remember to explain the situation, describe the threat, and identify the risks to you and others. Be sure to also ask for help.

**DECISION MAKING**

What are the short- and long-term consequences of becoming involved in a gang? Develop a decision tree or write a short story that illustrates what might happen to someone who chooses to join a gang versus someone who does not.

**PRACTICING HEALTHY BEHAVIORS**

Identify the individuals and places in your life that might make you more likely to engage in violent behaviors or be the victim of violence. Consider ways to avoid or limit your exposure to the people and places on your list and follow through with some of your ideas.

419

**LESSON 11.2** Tobacco and E-Cigarettes

### Tobacco Products and School Policies

School policies should positively influence students to continue to abstain from use if they do not use tobacco products and help them to quit if they are currently using. School policies prohibit the use of tobacco on school property by students and adults. Schools need to send a clear message that tobacco use of any kind by any individual is not permitted on school grounds and then enforce that message when necessary. Many state education departments and local school districts are adopting comprehensive tobacco-free policies that ban all tobacco products on school property in both indoor and outdoor areas. While states are adopting these policies, the local school enforcement of the policy varies when it comes to adult community members who are on school grounds to watch a football game or band concert as examples. Schools are in a unique position to set a standard for students when it comes to tobacco use. Yet for students to understand the complete ramifications of their actions from using tobacco, they must see adults being held accountable for their actions as well if they are found smoking, chewing, or vaping on school grounds, indoors or outdoors. Schools that effectively educate their students and staff about the dangers of all types of tobacco products and enforce the rules and laws of their community on the students as well as the community members find a decrease in the overall use of tobacco products.

**Skill-Building Challenge**

### Analyzing Influences: Who Influences Me?

Based on the information you have just read, think about who or what influences the decisions you may make about using tobacco products, including vaping. List two or three names of people or concepts like the media (TV, movies), or social media that may influence your decision to smoke, chew, or vape.

Of the two or three names or ideas you wrote down, fill out the following boxes as to how they influence you.	
<b>Positive influence:</b> encourages you not to use tobacco products	<b>Negative influence:</b> encourages you to use tobacco products

Now think about the people or ideas in the boxes. Are you making good choices as to who your friends are or what you are paying attention to? If you are, then keep your friends and keep doing what you're doing. If you aren't, then think about how you could encourage the friends you have to change their way of thinking, consider getting different friends, and consider making better choices overall.

506



# Teaching Through Content

## Understanding My Health

### My Emotional Health

This self-assessment will help you understand your emotional health. The following statements reflect different parts of good emotional health. Circle the answer that is most accurate for you. Be honest in your responses so that you can have an accurate understanding of where you are. Add up your points. The closer you are to 30 points, the better your emotional health is.

	Always	Sometimes	Never
I know my own strengths and weaknesses.	3	2	1
I feel like I am a good person.	3	2	1
I believe that I deserve to be treated with respect.	3	2	1
I like who I am.	3	2	1
When something goes wrong, I am able to bounce back.	3	2	1
I am able to keep going and reach my goals even when things are hard.	3	2	1
I recognize when others are hurting, and I understand how they feel.	3	2	1
Overall, I feel positive about life.	3	2	1
I can learn from my mistakes and I always try to improve.	3	2	1
I feel in control of my emotions.	3	2	1


My score for My Emotional Health = \_\_\_\_\_ (total number of points)



Your emotional health plays a major part in who you are and how you experience life. Good emotional health leads to better overall wellbeing, to healthier relationships, and to better success in school, work, and life.

## LESSON 6.1

### Your Emotional Health

Terms to Learn   
 emotional health  
 mental health  
 emotional intelligence

empathy  
 optimistic



#### The Big Picture

Your emotions are a big part of your experience as a person. The feelings we experience color our daily lives and motivate our behaviors. How well you identify and manage the emotions you have will influence all the other parts of your health and well-being.

#### Learning Targets

- Describe an emotionally healthy person.
- Identify three reasons why teenagers often struggle with emotional health.
- Explain the four parts of emotional intelligence.
- Compare and contrast optimism with pessimism.
- Create an example that demonstrates what empathy is.

#### SEL Connection

Emotions and Self-Awareness (Self-Awareness)

#### Note-Taking Guide

Use this lesson's note-taking guide to help organize and remember material in this lesson.

#### Write About It

When is the last time you felt empathy toward a friend who was hurting or struggling? Explain the situation and how it made you feel.



# Teaching Through Content

LESSON 6.1 Emotional Wellness

**Alex** was in a bad mood all day. She was short with her younger sister in the morning when they were fixing their breakfast. Alex was furious that Allison used up the last of the peanut butter on her toast. When she got to school, a student she didn't know ran into her. Alex raised her voice at the other student and told her to back off. After school she skipped out on basketball practice because she wasn't in the mood. A friend texted her and asked her what was up. Alex said she was mad at her brother because he had read some of her texts last night and was making fun of her. Alex wasn't able to tell her brother how his actions made her feel, so she ended up holding her emotions inside and taking her frustration out on others. Did Alex handle her emotions in a healthy way? What could she do differently?

### What Is Emotional Health?

Having good **emotional health** means that you have a positive state of well-being that allows you to function in society and meet the demands of your daily life. Emotional health is focused on maximizing your potential and living your best life and it is an important part of overall wellness. It includes things like self-esteem, identity, body image, resilience, empathy, and impulse control.

The terms emotional health and mental health are often used to mean the same thing, but they are slightly different. **Mental health** involves successful thinking and mental processing. It includes things like your ability to stay focused, to process information, to store and retrieve information, to understand what you see and hear, and to reason and make decisions. Mental health exists on a full range from optimal functioning to serious mental illness.



274



# Teaching Through Content

feeling. When others understand what you are going through, they can provide the support and encouragement you need to manage your emotions successfully. If you are struggling with negative emotions, reach out to an adult you trust for guidance.

Talking about positive emotions like joy and happiness is also important. If you only express negative emotions, your friends and family may not want to be around you. Generally, it isn't much fun to be around someone who is always negative. Try spending as much time expressing your positive emotions as you do negative ones. Doing this will help you create emotional balance in your life.

## Your Changing Emotions

The physical changes you go through during puberty can change how you experience emotions. Your emotions can change for any of the following reasons.

- Your hormone levels are changing. These changes can make emotions feel more intense. You may notice that you have bigger mood swings (moving from one extreme emotion to another). You may also experience more irritability or anxiety.
- Your sleeping is disrupted. Physical changes occur that can disrupt your sleeping patterns. Not sleeping well generally leads to more moodiness and irritability.
- Your brain is not fully developed. The human brain does not reach maturity until the early twenties. As a result, kids and teenagers have a more difficult time managing, or regulating, emotions.
- You are going through social changes. During adolescence you also go through a lot of social changes. Friendships can shift when you change schools, sport teams, or groups; popularity can shift as people develop and grow at different rates; and social media use can increase and trigger more frequent and more intense emotional reactions. All of these changes can make your emotions feel scary and out of control.

### HEALTHY LIVING TIP

If you aren't sure how to express your feelings, try rehearsing options in your head or out loud to yourself. By practicing what you want to say you can see how it feels to share and build your confidence before trying to share with another person.

## Emotional Intelligence

Learning to identify and use emotions in productive ways is part of what is called emotional intelligence. **Emotional intelligence** includes self-awareness, self-management, social awareness, and social skills (figure 6.3). Having good emotional intelligence affects things like

- your ability to manage stress,
- your ability to build relationships and manage conflict,
- your ability to keep emotions under control,
- your self-confidence and self-motivation,
- your leadership abilities, and
- your success in academics and work life.



# Teaching Through Content

## LESSON 6.1 Emotional Wellness

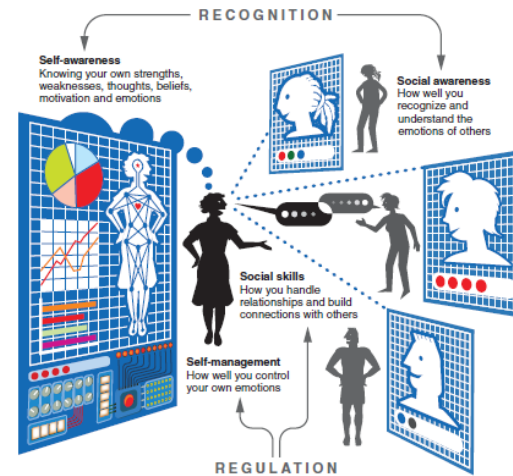


Figure 6.3 Emotional intelligence.

### Developing Empathy

Have you ever teared up when someone you care about is crying or hurting? Do you feel happy when a friend is successful at something that really matters to them? When you experience these things, you are showing empathy for another person. **Empathy** is your awareness of the feelings and emotions of other people. Empathy involves feeling the way someone else feels and understanding how someone else feels. Empathy is at the center of every relationship you have in life. If you are not able to relate to the emotions of others it is challenging to develop meaningful relationships or to function fully in society. Here are some ways we can develop empathy.

- By sharing in the life stories of others. Seeing how another person experiences life causes us to imagine and wonder what it feels like.
- By making an effort to understand differences in social cultures, values, and traditions. The more you reach out and get to know other people who are different from yourself, the more empathy you can develop.
- By asking questions and learning about situations different from your own. Understand what it is like to have a particular disability, to live in a different neighborhood, to be adopted, or to be of a different economic status. The more you learn about different circumstances, the more empathy you can develop for others in those circumstances.



# Teaching Through Content

## Skill-Building Challenge

### Expressing and Communicating Empathy

**STEP 1:** Get into groups or teams according to your teacher's instructions. As a group, develop a story about two friends. One friend is going through something painful or difficult and the other friend is showing empathy and support. Share your own experiences with each other as you develop your story and try to use at least one contribution from everyone in your group as part of the story. Write your story out. Make sure the story is detailed and clearly expresses how the two characters are feeling and how they are expressing themselves.

**STEP 2:** Create a skit based on the story. You may need to add some details and conversation between the friends to help create the skit. Try to be realistic when expressing the emotions in your skit. Perform the skit for the class and have them point out examples of emotions they see represented in the skit.

### Healthy Living Skills

This lesson focused on communicating empathy to others. Here are some more ways you can develop healthy living skills related to this lesson.



#### ANALYZING INFLUENCES

Identify three people or things that influence how you express your emotions. For example, your family may be very open and honest, and as a result you feel comfortable sharing your emotions with friends. Think about whose behaviors you model and the ways in which emotions are expressed in your family, community, and culture. Explain how each person or thing you picked influences the way you express your emotions.



#### ACCESSING INFORMATION

Use the Internet to research common face emojis (smiling, frowning, crying, and so on). Draw ten common emojis. Label each emoji according to the emotion it is expressing.

#### Analyzing Influences Skill Cue



#### Accessing Valid and Reliable Information Skill Cue



Lesson: Your Emotional Health

Expressing and Communicating Empathy Worksheet

**Part 1:** Work with your partner or group to create a story that demonstrates empathy. Make sure one character is dealing with something difficult, embarrassing or painful and one character is showing an empathetic response. Share your own stories to help make the story you write realistic. Make your story detailed and write it below.

**Active listening skills**

- Make eye contact
- Show interest
- Restate
- Ask questions
- Respond

**I messages**

- State feelings
- Describe what happened
- Explain why you feel the way you do
- Ask for what you need

**Part 2:** Create a skit using your story. Practice your skit and try to make it feel real. Follow your teacher's directions and perform the skit as instructed. Use the check list below to evaluate how well another group did on their skit.

#### Skit Evaluation Checklist

- The skit is realistic.
- The empathetic character acknowledges the feelings of the other person.
- The empathetic character asks questions about their friend and the situation and tries to understand.
- The empathetic person offers emotional comfort and support.



# Skills Based Health Teaching

LESSON 1.1 Understanding Your Health

**Skill-Building Challenge**

### Influences on Your Wellness

Think about what things influence your wellness. Remember that wellness is more than just being free from disease; it is the active pursuit of making healthy choices in all parts of your life. For each part of wellness identified in the following list, write down three different things that influence that part of your wellness. The influences you pick can be personal, social, environmental, or genetic. Try to identify as many different influences as you can.

Wellness { PHYSICAL  
EMOTIONAL  
SOCIAL  
SPIRITUAL  
INTELLECTUAL

---

**Healthy Living Skills**

This lesson focused on recognizing influences on your health and wellness. Here are some more ways you can develop healthy living skills related to this lesson.

**HEALTHY COMMUNICATION**

This chapter identifies five benefits of making healthy decisions. Create a poem or rap that could be used to communicate these benefits to other young people your own age. Be as accurate and thorough as you can and use only appropriate language and ideas. Write down your poem or rap. Be prepared to share your work with others in the class if your teacher asks you to.

**SETTING HEALTHY GOALS**

Set one goal for tomorrow that will improve one part of your wellness. For example, you might walk to school for your physical wellness or spend one hour reading instead of being on social media for your intellectual wellness. Write your goal down on a small piece of paper and carry it with you during the day as a reminder.

12

Youth Violence, Bullying, and Gangs LESSON 9.3

**Skill-Building Challenge**

### Analyzing Influences

Reflect on yourself and your own circumstances. Think about whether or not you are at risk for engaging in bullying or cyberbullying, or if you are at risk of being a victim of bullying or cyberbullying. Write down as many positive and negative influences that you can think of that are related to your risk. Positive influences are those things that protect you from becoming a bully or a bully victim. Negative influences are those things that make it more likely that you will be a bully or a bully victim. Consider individual, peer, family, media, technology, and societal influences.

---

**Healthy Living Skills**

This lesson focused on analyzing influences. Here are some more ways you can develop healthy living skills related to this lesson.

**ACCESSING INFORMATION**

Make a list of adults you trust and would feel safe talking to if you were a victim of violence or were being pressured to join a gang or participate in violence. Try to identify two adults at your school and two at home or in your community. Write down their names and how to find or contact them. If possible, enter their contact numbers or email addresses into your phone.

**HEALTHY COMMUNICATION**

Write out how you would talk to an adult if you were in a threatening situation. Remember to explain the situation, describe the threat, and identify the risks to you and others. Be sure to also ask for help.

**DECISION MAKING**

What are the short- and long-term consequences of becoming involved in a gang? Develop a decision tree or write a short story that illustrates what might happen to someone who chooses to join a gang versus someone who does not.

**PRACTICING HEALTHY BEHAVIORS**

Identify the individuals and places in your life that might make you more likely to engage in violent behaviors or be the victim of violence. Consider ways to avoid or limit your exposure to the people and places on your list and follow through with some of your ideas.

419

LESSON 11.2 Tobacco and E-Cigarettes

### Tobacco Products and School Policies

School policies should positively influence students to continue to abstain from use if they do not use tobacco products and help them to quit if they are currently using. School policies prohibit the use of tobacco on school property by students and adults. Schools need to send a clear message that tobacco use of any kind by any individual is not permitted on school grounds and then enforce that message when necessary. Many state education departments and local school districts are adopting comprehensive tobacco-free policies that ban all tobacco products on school property in both indoor and outdoor areas. While states are adopting these policies, the local school enforcement of the policy varies when it comes to adult community members who are on school grounds to watch a football game or band concert as examples. Schools are in a unique position to set a standard for students when it comes to tobacco use. Yet for students to understand the complete ramifications of their actions from using to breaking the law, they must see adults being held accountable for their actions as well if they are found smoking, chewing, or vaping on school grounds, indoors or outdoors. Schools that effectively educate their students and staff about the dangers of all types of tobacco products and enforce the rules and laws of their community on the students as well as the community members find a decrease in the overall use of tobacco products.

---

**Skill-Building Challenge**

### Analyzing Influences: Who Influences Me?

Based on the information you have just read, think about who or what influences the decisions you may make about using tobacco products, including vaping. List two or three names of people or concepts like the media (TV, movies, or social media) that may influence your decision to smoke, chew, or vape.

\_\_\_\_\_

\_\_\_\_\_

Of the two or three names or ideas you wrote down, fill out the following boxes as to how they influence you.

Positive influence; encourages you not to use tobacco products	Negative influence; encourages you to use tobacco products
_____	_____
_____	_____

Now think about the people or ideas in the boxes. Are you making good choices as to who your friends are or what you are paying attention to? If you are, then keep your friends and keep doing what you're doing. If you aren't, then think about how you could encourage the friends you have to change their way of thinking, consider getting different friends, and consider making better choices overall.

506



# Skills Based Health Teaching

## Skill-Building Challenge

### Influences on Your Wellness

Think about what things influence your wellness. Remember that wellness is more than just being free from disease; it is the active pursuit of making healthy choices in all parts of your life. For each part of wellness identified in the following list, write down three different things that influence that part of your wellness. The influences you pick can be personal, social, environmental, or genetic. Try to identify as many different influences as you can.



### Analyzing Influences Skill Cue



## Health and Wellness

**HEALTHY LIVING TIP**  
Each day write down one thing you did that benefited each part of your wellness: spiritual, social, emotional, physical, and intellectual.

When we use the term **health**, we typically mean that someone is free of illness or disease. Health isn't only about your physical body. It also includes things like your emotions, your social connections, and your sense of purpose in life. When we talk about all these parts of your well-being, we are talking about wellness (figure 1.1). **Wellness** is more than just being free from disease—it is the active pursuit of making healthy choices in all parts of your life. Ideally you want to be healthy and be actively working on your wellness.

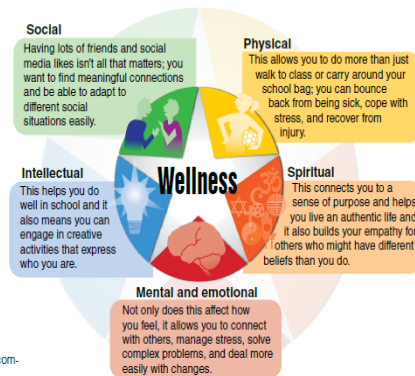


Figure 1.1 The five components of wellness.

## Influences on Health and Wellness

Many things will influence your health and wellness (figure 1.2). When something has a strong influence on your health, we call it a determinant. Determinants can be social, environmental, personal, or lifestyle related.

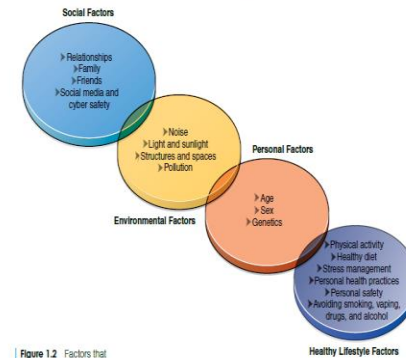


Figure 1.2 Factors that influence health.

### Personal Influences on Health

Some things that affect your health are out of your control. For example, you did not get to decide what genes you got from your parents. Your heredity, age, and the sex you were born as are examples of personal influences on your health. Age typically increases our risk for disease and disability. Heredity can increase or decrease your risk for common diseases like heart disease and cancer. Even the sex we are born with plays a role in our health. On average, females live 4 to 5 years longer than males in the United States. Even though you can't control these things you can learn to understand their influences and make choices that are best for you given your personal circumstances.



### Environmental Influences on Health

The environment affects your health. Loud noises in the environment can damage your hearing, strong sunlight can harm the eyes or cause skin cancer, and pollution can make things like asthma much worse. The access you have to healthy food and places to play and exercise at school can also influence your health.



### Social Influences on Health

The people around you are part of your social environment. The people closest to you will influence decisions you make and actions you take. For example, if you hang out with friends who avoid risky behaviors like smoking and drinking, you are less likely to do those things too. If your friends like to be physically active and eat well, you are more likely to participate in those healthy behaviors.



### Heredity

We all inherit different characteristics from our birth parents. **Heredity** is the passing of characteristics from parent to child. Hair and eye color, skin color, height, and body type, as well as some health conditions or health risks, are part of our heredity. Our heredity is largely determined by our genes. Human genes carry the information our body uses to create all our individual traits and characteristics. How your genes are organized and sequenced makes you different from every other person. The study of genes, including their influence on our health, is called genetics.





# Skills Based Health Teaching

## Skill-Building Challenge

### Analyzing Influences

Reflect on yourself and your own circumstances. Think about whether or not you are at risk for engaging in bullying or cyberbullying, or if you are at risk of being a victim of bullying or cyberbullying. Write down as many positive and negative influences that you can think of that are related to your risk. Positive influences are those things that protect you from becoming a bully or a bully victim. Negative influences are those things that make it more likely that you will be a bully or a bully victim. Consider individual, peer, family, media, technology, and societal influences.

### Analyzing Influences Skill Cue



## Bullying

**Bullying** is the most common form of youth violence. Bullying refers to any unwanted aggressive behavior by another youth or group of youths who are not siblings or dating partners. Bullying involves a real or perceived difference in power and is repeated multiple times. In other words, the person doing the bullying, or **bully**, thinks they are more important or powerful than the person they are bullying. Bullying can be physical, emotional, or social (figure 9.7). Examples of bullying can include tripping, hitting, name-calling, teasing, spreading rumors, or leaving someone out of a group. Bullying can also occur through technology; this is called electronic bullying, or **cyberbullying**.



**Physical bullying**  
hitting, kicking, punching, spitting, tripping, pushing

**Emotional bullying**  
teasing, name calling, inappropriate sexual comments, verbal or written threats

**Social bullying**  
excluding someone, spreading rumors, making embarrassing comments

Figure 9.7 Types of bullying.

### Influences on Bullying Behavior

People often become bullies when they have been bullied themselves, or when they have been the victim of other forms of abuse or violence. A person who is both the victim of bullying and the offender is called a **bully victim**. There are common characteristics among many bullies, and among many bully victims (figure 9.8).



## Cyberbullying

Cyberbullying is similar to traditional bullying in a lot of ways. It shares most of the same influences and consequences. In other ways it is quite different and can even be worse. Electronic media is fast, and rumors, lies, and hurtful posts can spread quickly and widely. People are often more aggressive online because they can hide behind the screen and remain anonymous (unknown). This can make cyberbullying even more aggressive and cruel than traditional bullying. See figure 9.9 for examples of what cyberbullying looks like.

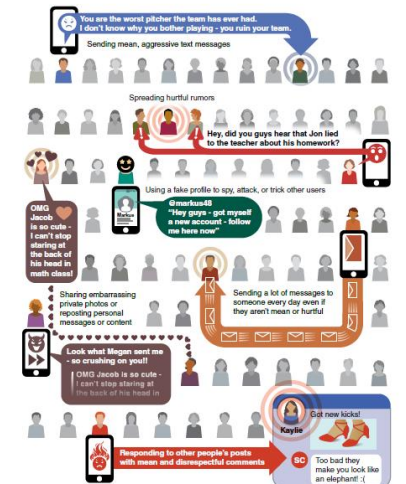


Figure 9.9 What cyberbullying looks like.

Sometimes people are trying to be funny and to get attention on social media and they hurt someone else in the process. If this happens rarely, it is not cyberbullying. True cyberbullying happens repeatedly over time and is intentional (on purpose). If you hurt someone online by accident it is important to apologize to the person. Removing a hurtful post and apologizing publicly online shows maturity.



# Skills Based Health Teaching

## Analyzing Influence Skill Cue



## Skill-Building Challenge

### Analyzing Influences: Who Influences Me?

Based on the information you have just read, think about who or what influences the decisions you may make about using tobacco products, including vaping. List two or three names of people or concepts like the media (TV, movies, or social media) that may influence your decision to smoke, chew, or vape.

---



---



---

Of the two or three names or ideas you wrote down, fill out the following boxes as to how they influence you.

Positive influence; encourages you not to use tobacco products	Negative influence; encourages you to use tobacco products

Now think about the people or ideas in the boxes. Are you making good choices as to who your friends are or what you are paying attention to? If you are, then keep your friends and keep doing what you're doing. If you aren't, then think about how you could encourage the friends you have to change their way of thinking, consider getting different friends, and consider making better choices overall.

## LESSON 11.2 Tobacco and E-Cigarettes

### Factors That Influence Tobacco Use

There are multiple reasons why you may choose to use tobacco products. This is a time in your life when you are beginning to establish who you are as you have more freedom to make your own choices, and a time to see who and what influences you. Everyone is influenced by someone or something. Your friends and family may influence you because they are usually a part of the decisions you make in your life. Celebrities or athletes may influence you to buy certain brands of clothing or spend money at a certain store because they tell you it's the store they shop at. It's hard to know who to listen to when you are making decisions, especially if important people in your life are giving you different suggestions. You will also have to make difficult decisions that may go against what your friends want you to do or what your family tells you to do. One of these difficult decisions may be about whether you should smoke or vape.



## Influences on Using Tobacco Products LESSON 11.2

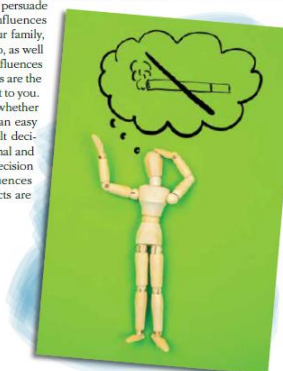
### General Factors That May Determine Whether Teens Use Tobacco Products

- **Age:** Teens are more willing to take risks and are more influenced by what others are doing than adults are. The age teens start vaping tends to be eighth or ninth grade but may even be younger.
- **Gender:** Females tend to smoke fewer cigarettes or e-cigarettes overall than males. Males are more likely to use e-cigarettes than cigarettes.
- **Stressful events:** The more stressful events a teen has experienced in their life the greater the risk of smoking cigarettes or e-cigarettes.
- **Perception of risk:** Teens who see smoking as a great risk are less likely to smoke regular cigarettes.
- **Media:** Movies, social media, magazines, and stores may make using tobacco, especially e-cigarettes, look cool and adult-like.

There are two types of influences that will affect the decisions you make: internal influences and external influences. An influence is a thought or feeling that guides you or persuades you or motivates you to do something. **Internal influences** guide or persuade or motivate you from inside yourself. Internal influences are your own thoughts and opinions about something that guide your decisions. **External influences** guide or persuade or motivate you from outside. External influences can include the environment you live in, your family, friends, clubs and organizations you belong to, as well as social media. Both internal and external influences will also be guided by your values. Your values are the beliefs you have about what is really important to you.

One decision you may have to make is whether you will use tobacco products. This may be an easy decision for you or it may be a more difficult decision. Whether it is easy or difficult, your internal and external influences will play a part in your decision making. Some internal and external influences around whether you will use tobacco products are shown in table 11.2.

**HEALTHY LIVING TIP**  
Practice saying no to tobacco products before you are offered them the first time.



1. **TV streaming:** Tobacco use is prevalent and more prominent on streaming shows compared to broadcast TV shows. In seven Netflix shows, there were 319 depictions of tobacco compared to 139 depictions in seven broadcast shows, with 79 percent of the shows depicting smoking prominently.
2. **Video games:** Video game players reported that 94 percent of video games show tobacco use portrayed in a positive or neutral light. Many gamers say that the use of tobacco by a character made them seem cooler, tougher, or grittier.
3. **Celebrities:** Celebrities who pose with cigarettes or are vaping and then post on social media are giving the tobacco industry free advertising and helping to normalize and make smoking cool again.
4. **Movies:** Youth and young adults who are heavily exposed to tobacco imagery in movies are twice as likely to begin smoking as those with less exposure. More than one-third of PG-13 movies continue to include tobacco imagery.
5. **Sports:** Smokeless tobacco continues to have a cultural association with sports, especially baseball. Smokeless tobacco is banned in 15 of 30 major league ballparks and has been banned in the minor leagues since 1993.



# Assessing Skills Based Health

Living Well Health – Analytical Rubrics for Skills Based Assessment

## Analyzing Influences

Activity or Task: \_\_\_\_\_

Skill Cues:



Rating	Above Mastery 4	Mastery 3	Approaching Mastery 2	Novice 1
Identify the Internal and External Influences	Accurately identifies two internal AND two external influences.	Accurately identifies one internal AND one external influence.	Accurately identifies at least one internal influence OR one external influence. Does not accurately identify both.	Unable to correctly identify internal or external influences.
Evaluate the Internal and External Influences	Accurately and completely explains how two internal influences could impact them AND explains how two external influences could impact them.	Effectively explains how one internal influence could impact them AND how one external influence could impact them.	Effectively explains how one internal influence OR one external influence could impact them.	Unable to accurately explain how either an internal or external influence could impact them.
Make a Positive Choice/Protect from Negative Influence	Able to fully explain two positive choices they could make from the internal and/or external influences identified AND how they could protect themselves from two possible negative influences.	Able to explain one positive choice they could make from the internal and/or external influences identified AND how they could protect themselves from a negative influence.	Able to give an example or explain one positive choice they could make from the internal and/or external influences identified OR can give an example or explain one way they could protect themselves from a negative influence.	Unable to give an appropriate example of a positive choice they could make from an internal and/or external influence OR give an appropriate example of a way they could protect themselves from an internal and/or external negative influence.

Score: \_\_\_\_\_

Comments:

Living Well Health – Holistic Rubrics for Skills Based Assessment

## Analyzing Influences

Activity or Task: \_\_\_\_\_

Skill Cues:



Rating	Description
Above Mastery	4 Fully identifies internal and external influences. Accurately and completely evaluates how the influence impacts them. Able to identify strategies to engage a positive influence and protect from a negative influence.
Mastery	3 Identifies relevant internal and external influences. Effectively evaluates how the influence impacts them. Able to choose the positive influence. Attempts to protect from negative influences exist but may not be fully developed.
Approaching Mastery	2 Identifies most internal and external influences. Does not effectively evaluate or explain the influence. The ability to make a positive choice or protect themselves from a negative influence is not fully developed.
Novice	1 Unable to identify relevant influences. Cannot fully decipher the impact of the influence or make appropriate choices as a result.

Score: \_\_\_\_\_

Comments:

Living Well Health – Holistic Rubrics for Skills Based Assessment

## Analyzing Influences + Health Knowledge

Activity or Task: \_\_\_\_\_ Content Area: \_\_\_\_\_

Skill Cue:



Rating	Description	Rating	Description
Above Mastery	4 Identifies and utilized ample, accurate and specific background information and could clearly, accurately and appropriately connected the content to all aspects of the skill cue.	Above Mastery	4 Fully identifies internal and external influences. Accurately and completely evaluates how the influence impacts them. Able to identify strategies to engage a positive influence and protect from a negative influence.
Mastery	3 Identifies and utilized sufficient background information and could clearly, accurately and appropriately connect content to all aspects of the skill cue.	Mastery	3 Identifies most internal and external influences. Effectively evaluates how the influence impacts them. Able to choose the positive influence. Attempts to protect from negative influences exist but may not be fully developed.
Approaching Mastery	2 Identifies and utilized general background information. Student was unable to accurately connect the content to all aspects of the skill cue.	Approaching Mastery	2 Identifies most internal and external influences. Does not effectively evaluate or explain the influence. The ability to make a positive choice or protect themselves from a negative influence is not fully developed.
Novice	1 Identifies, or the information is inappropriate to the task. Quality of the information may be poor and/or student is unable to accurately connect the information to the skill cue.	Novice	1 Unable to identify relevant influences. Cannot fully decipher the impact of the influence or make appropriate choices as a result.

Score: \_\_\_\_\_

Comments:



# Contact Information:

- Terri Farrar, Ph.D.
  - WA K-12 Certificate, Health & Fitness
  - Department of Kinesiology
  - Pacific Lutheran University
  - farrartd@plu.edu
- Karen McConnell, Ph.D.
  - Certified Health Education Specialist
  - Department of Kinesiology
  - Pacific Lutheran University
  - mcconnke@plu.edu

## Live Well Middle School Health

