Access Valid & Reliable Resources
Grades 6-8

Language of Health Literacy:

One situation that requires valid and reliable (information/services/products) is ____ because ____.

I can trust information that has ____ because ____.
It is important that (information/services/products) related to my health has ____ because ____.
Where did you get information about ____?
Tell me more about ____.
When you say ____, what do you mean?
How has this advice, help, or information worked in your life?
Where could I look for more information about this?
How do you think this advice, help, or information would impact my health?

At (home/school/community), I can find ____.
A question I have after (reading/hearing) ____ is ____.
To find more information about ____ I looked at ____.
I searched for ____ because ____.
Using ____, I found additional information about ____.

A reliable resource is ____.
In order for a resource to be reliable, it needs to ____.
A barrier someone could face is ____.
In order to access ____ I must ____.

Step 1: Identify When You Need Help & Information
Sub Skills:
- Define criteria for valid resource
- Use a checklist to evaluate the validity of a resource
- Analyze information from people

Step 2: Analyze the Validity of Help & Information
Sub Skills:
- Know “go-to” resources
- Ask resource questions
- Locate resources

Step 3: Locate Valid Help & Information
Sub Skills:
- Analyze reliability of resources
- Identify barriers to accessing resources
- Identify actions to access resources

Step 4: Make a Plan to Access Valid Help & Information
Reflection Questions
- How did valid help and information enhance my health?
- How did invalid help and information get in the way of living a healthy life?
- What barriers did I encounter accessing valid help and information?
- What actions did I take to access valid help and information? Were these the right actions for me?