

## Health Skill:



# Access Valid & Reliable Resources

## Background Information

The health skill model, *Access Valid & Reliable Resources*, prepares students to be able to critically evaluate the health resources around them, whether that is from research articles, advertisements, people, and/or health services. With so many resources available, printed, distributed, and broadcasted, it is vital that students understand how to determine if resources are valid and reliable. When it comes to accessing valid and reliable health services and help, students need to know how to evaluate the services to determine if it will lead to the health outcomes they need. *Access Valid & Reliable Resources* is a necessary skill in a variety of content areas, such as science, social studies and literacy, and is particularly important in health, since invalid and unreliable resources can prevent someone from living a healthy life. Accessing valid and reliable information, products, and services is important in the prevention, detection, and treatment of health problems. Mastery of this skill will empower students to either accept or reject the resources they have found in order to achieve better health. Mastering this standard improves health literacy and increases confidence to access legitimate sources of information, products, and services, from a variety of resources that will enhance their health.

### Notes on Grade Level Progression

Activities, vocabulary, and language throughout the grade levels are vertically aligned and build upon one another.

If students require scaffolding, refer to previous grade levels for additional ideas for activities and instruction that address gaps in student skills. For enrichment activities, look at higher grade levels in order to provide additional practice opportunities or for ideas on how to deepen understanding.

#### PreK-2

- Identifying trusted adults
- Finding trusted adults

#### 3-5

- Defining trusted information
- Applying criteria of trusted information
- Locating trusted information

#### 6-8

- Identifying when help and resources are needed
- Defining valid information, products, and service
- Analyzing information, products, and services for validity & reliability
- Identifying barriers and action steps to accessing valid information, products, and services
- Reflecting on the use of valid information, products, and services

#### 9-12

- Identifying when help and resources are needed
- Defining valid information, products, and service
- Evaluating information, products, and services for validity & reliability
- Creating a plan to access valid information, products, and service
- Reflecting on the use of valid information, products, and services

### NATIONAL HEALTH EDUCATION STANDARD (NHES) 3:

Students will Demonstrate the ability to *access valid information* and products and services to enhance health.

*National Health Education Standard Rationale: Access to valid health information and health-promoting products and services is critical in the prevention, early detection, and treatment of health problems. This standard focuses on how to identify and access valid health resources and to reject unproven sources. Application of the skills of analysis, comparison, and evaluation of health resources empowers students to achieve health literacy.*



### Grades 3-5 Framework

In grades 3-5, students build on their understanding of *Access Valid & Reliable Resources* by expanding ideas pertaining to trusted adults learned in grades PreK-2 to trusted information. First, students identify characteristics of trusted information, products, and/or services. Next, students determine where in their home, school, and community they can go to for information. It is also important that students know where they can locate resources as well as being able to determine when resources are needed. Finally, students analyze the characteristics and resources for validity, deciding if the information or source is trustworthy.

Accessing trusted adults should continue to be a focus in grades 3-5. For guidance and activities on identifying trusted adults, see the health skill guide for Access Valid & Reliable Resources for grades PreK-2. Posters for trusted adults for grades 3-5 are available with the other support documents for grades 3-5.

Mastery of *Accessing Valid & Reliable Resources* for grades 3-5 means students are able to access valid information, products, and services and locate resources from home, school, and the community that provide valid information.

## The Steps:

### Step 1: Identify Characteristics of Trusted Information



**Step Overview:** Since trust looks different for everyone, students should be given time to determine how they define trust. Students first think of characteristics of people in their life that they trust and transfer these characteristics to sources of information. From there, teachers can provide a checklist with the criteria of valid information that can aid students in evaluating a source of information.

Students should be provided opportunities to apply their criteria of trust to a variety of sources of information.

#### Sub Skill(s):

- Define trusted information
- Use a checklist to evaluate a source
- Apply criteria of trusted information

### Step 2: Locate Trusted Information



**Step Overview:** Once students have learned how to determine if a source of information should be trusted, they then must be able to locate trusted resources and information. In this step, students should interact with a variety of resources to answer a relevant health-related questions. Teachers are encouraged to think outside of their classrooms and tap into the professionals and resources in their school community. Students should also continue to use the checklist introduced in step 1 to reinforce the evaluation of sources.

Students should also continue to use the checklist introduced in step 1 to reinforce the evaluation of sources.

#### Sub Skill(s):

- Know "go-to" trusted sources of information
- Use a variety of sources to answer health-related questions



## Teaching Tips

- Develop student understanding of the word trust beyond adults to help them understand the characteristics of a trusted individual. For example, prompt them to think about their friends or family members for characteristics related to trust.
- Practice *Access Valid & Reliable Resources* with each health content to help students practice locating valid resources for a variety of health topics.
- Create a bank of resources students and their families can access for a variety of health-related topics. Allow students to explore these resources throughout the year.
- Be sure to include all forms of information and resources, including people, printed materials, websites, and services.
- Provide checklists with criteria of valid information to help students evaluate resources.
- Collaborate with other content teachers to reinforce evaluating resources for validity. Be sure to use common language and criteria to support student understanding.

See *Teaching Progression* for suggested learning activities.



## Teaching Progression:



# Step 1: Identify Characteristics of Trusted Information

### SUB SKILLS(S):

- Define trusted information
- Use a checklist to evaluate a source
- Apply criteria of trusted information

### GUIDING QUESTIONS:

Should I trust everything I read or see?  
How can I tell if information should be trusted?

### NHES PERFORMANCE INDICATORS:

(3.5.1) Identify characteristics of valid health information, products and services.

### VALUABLE VOCABULARY:

*information,  
products,  
services,  
valid,  
trustworthy,  
expert*

## Step 1: Identify Characteristics of Trusted Information Sub Skill: Define Trusted Information

### Language of Health Literacy:

*I trust when a source has \_\_\_\_\_  
because \_\_\_\_\_  
Something I know I can trust is \_\_\_\_\_  
because \_\_\_\_\_*



### SUGGESTED LEARNING ACTIVITY 1:

Activate student background knowledge by asking them about a person who they trust and go to for information. Brainstorm a list with students of the characteristics of people that they trust. Add any additional characteristics that are specific to sources of information. For example, being an expert or providing facts rather than opinions may need to be added to the list. Hang this list up for students to see as they learn this skill. Explain to students

that they want to make sure they are using these same characteristics when deciding whether a source of information pertaining to their health should be trusted.

### SUGGESTED LEARNING ACTIVITY 2:

Present a health-related question that resonates with your students. For example, what is a healthy diet? Explain to students that in order to answer this question, they need to find information. Sometimes people look for information on their own, searching the internet, and sometimes, people find this information in their everyday life, looking at advertisements or talking with people. Both of these ways of gathering information



**Teaching Progression: Step 1 | Identify Characteristics of Trusted Information (Cont.)**

can help or hinder making healthy choices. Share with students that there is a lot of incorrect and misleading information available, which is why it is important to make sure they trust a source of information before they use it to inform choices and habits. Share a story about a time invalid information affecting your health. Ask students to share what they noticed about your story.

**Step 1: Identify Characteristics of Trusted Information**  
**Sub Skill: Use A Checklist To Evaluate A Source**



**SUGGESTED LEARNING ACTIVITY 1:**

Provide questions that students can ask themselves when reviewing a source of information. Model using these questions to evaluate a source pertaining to the health-related question from earlier. Students need to determine if the information presented in the source should be trusted.

Provide students with specific examples of each of these criteria and practice identifying how they would determine if the resource meets the criteria. Below are examples of the types of questions students could ask themselves to decide if a source should be trusted or not:

Criteria for Trusted Source:	Yes? No?	Evidence from Source:
Is the author(s) listed? Is the author(s) an expert on the topic?		
Is the site or resource from an organization you trust (.gov, .edu, .net, or .org)?		
Is the information based in fact rather than opinion?		
Is the site or resource free of errors (grammar, spelling, typographical, etc.)?		
Is the site or resource up to date?		
Do the ideas make sense based on what you already know about the topic?		
Is this site or resource trying to use your emotions?		
Can you find the same information in another resource?		

Collaborate with other content teachers who teach research skills to align questions and criteria. If another content area teacher has already taught this skill, review the questions and model for health-specific information. This may also be an opportunity to work with other content area teachers (e.g. Social Studies, Language Arts, Science) to reinforce or introduce the difference between facts and opinions.



## Teaching Progression: Step 1 | Identify Characteristics of Trusted Information (Cont.)

### Step 1: Identify Characteristics of Trusted Information

#### Sub Skill: Apply Criteria Of Trusted Information To A Source Of Information



#### SUGGESTED LEARNING ACTIVITY 1:

Provide student pairs with provide two different websites about the same topic that provide supporting information. As they are exploring, they should be identifying and recording the features of the websites. Then, instruct them to compare and contrast these sites. Ask students to share their observations of the websites. Discuss the importance of finding the same information on multiple sites, which is usually an indication that the information can be trusted.

#### Language of Health Literacy:

\_\_\_\_\_ has \_\_\_\_\_ (criteria).

*This makes it trustworthy because \_\_\_\_\_.*

\_\_\_\_\_ does not have \_\_\_\_\_ (criteria).

*This makes it a less trustworthy source of information because \_\_\_\_\_.*

\_\_\_\_\_ gives me information I can trust because \_\_\_\_\_.

*I trust this source of information because \_\_\_\_\_.*

#### TEACHING NOTES:

- Make sure websites are student-friendly. Have students work together to explore the websites.
- Provide a graphic organizer, such as a venn diagram, to help students organize their thoughts.



#### SUGGESTED LEARNING ACTIVITY 2:

Present a new health-related question to the class. Divide students into groups and give each group of students a different source that answers the same health-related question. Have students answer the questions provided earlier (see checklist on page 4) to decide if the information should be trusted. Then, have each group provide their answer for the question to the whole class. Chart the answers in front of the class. Debrief with students what they notice about the different answers and ask students to vote for the answer they trust the most. Discuss with the class why they chose the answer they did.

Give students the opportunity to reflect in writing or verbally what they learned about trusted sources and questions they still have about them. Use this as an opportunity to address misunderstandings about trusted sources.

#### TEACHING NOTES:

- Example health-related question: How often should a person wash their hands?
- Sources can include advertisements, news articles, brochures, or websites.



## Teaching Progression:



### Step 2: Locate Trusted Information

**SUB SKILLS(S):**

- Know “go-to” trusted sources of information
- Use a variety of sources to answer health-related questions

**GUIDING QUESTIONS:**

Where can I find trusted resources that will help me to be healthy?  
Who do I know that I can go to for trusted health information?

**NHES PERFORMANCE INDICATORS:**

(3.5.2) Locate resources from home, school and community that provide valid health information.

**VALUABLE VOCABULARY:**

*locate,  
products,  
services*

### Step 2: Locate Trusted Information

#### Sub Skill: Know “Go-To” Trusted Sources Of Information



**SUGGESTED LEARNING ACTIVITY 1:**

Remind students that sometimes information comes to them, and sometimes they will need to seek out information themselves. Brainstorm all of the possible resources that may be available in their home, school, and community. Then, create a master chart for each setting: home, school, and community. If students are struggling to think of resources, prompt students to think of printed materials, media, and human resources.

**Language of Health Literacy:**

*I would go to \_\_\_\_\_ (source of information) because \_\_\_\_\_.*

**TEACHING NOTES:**

- Give students time to think of as many resources as possible for each setting as they can.
- Printed materials include: books, magazines, newspapers, and billboards.
- Media includes: TV, radio, internet, and social networks.
- Human resources include: friends, family, neighbors, coaches, health professionals, and others.



## Teaching Progression: Step 2 | Locate Trusted Information (Cont.)



### SUGGESTED LEARNING ACTIVITY 2:

Have examples of the list of sources of information students identified earlier. Provide students with a variety of scenarios. Then, have students identify where they would go to in order to locate an answer to that question. Incorporate movement by having students stand next to that source of information. After each scenario, ask students to explain why they chose the source of information they did, reinforcing that there are often multiple answers.

## Step 2: Locate Trusted Information

### Sub Skill: Use A Variety Of Sources To Answer Health-Related Questions



### SUGGESTED LEARNING ACTIVITY:

Explain to students that they need to know where to access resources pertaining to their health. Divide students into small groups. Give each group a health-related question that is age appropriate and relevant. Task students with finding the valid information, services, and or products that help address their health-related question.

As students locate and explore resources on their own, have students refer back to the checklist above in order to reinforce how they evaluate that source of information and determine if it is valid. Once groups have acquired enough information to answer health-related questions, allow groups to present the answer to their health-related question, the resources they used, and an explanation of why they trusted those resources.

### Language of Health Literacy:

*I went to \_\_\_\_\_ to answer my health related questions because \_\_\_\_\_.*

*\_\_\_\_\_ (source) provided me trustworthy information about \_\_\_\_\_. I know this because \_\_\_\_\_.*

*\_\_\_\_\_ (source) did not provide me trustworthy information about \_\_\_\_\_. I know this because \_\_\_\_\_.*

### TEACHING NOTES:

- Examples of Health-related questions: How do I know if I broke my arm? What are germs? How do I get rid of a cold? If time allows, students can generate these questions on their own.
- Create a bank of printed materials, such as brochures, health posters, and fliers that students can reference during this activity. To involve the school community, have students visit different parts of the school, such as a counselor's office, nurse's office, or cafeteria to locate information within the school.
- For finding a health professional, students should consider which resources meet their needs and also where and how to locate these resources. Students can use their own background knowledge here or can use the internet to search for a variety of resources.
- Allow students time to explore finding these resources. Part of research is creating time and space to be curious. Encourage students to bring in information from home or the community.
- If available, provide computers for internet searches. Review some best practices for searching on the internet, explaining how different key words in the search can create different results.
- Actively participate with students throughout the entirety of the activity, checking for understanding, prompting students with additional questions, and directing them to spaces and resources you think could be helpful.





# Assessing Mastery of Access Valid & Reliable Resources Grades 3-5

Students in grades 3-5 will have mastered *Access Valid & Reliable Resources* by demonstrating their ability to showcase the performance indicators identified in Standard 3. Use the student friendly language below to support rubric creation and feedback to students.

**Standard 3:** Students will demonstrate the ability to access valid information, products, and services to enhance health.

## **3.5.1 Identify characteristics of valid health information, products, and services.**

- I can explain why I trust a piece of health information, product, and service.
- I can use a checklist to evaluate a source of information.
- I can apply the criteria of trusted information, products, and services.

## **3.5.2 Locate resources from home, school, and community that provide valid health information.**

- I can list a variety of sources of information in my home, school, and community that I can go to for health-related information.
- I can find trusted resources from my home, school, and community.

### **ASSESSMENT TOOL #1 (3.5.1)**

Ask students to bring in a source of information they trust in their life. This could be advice from someone in their life, a book, or a website. Have students explain in writing, or verbally, why they trust this source in their everyday life by answering the same questions used in class to determine if a source of information should be trusted.

### **ASSESSMENT TOOL #2 (3.5.1)**

Provide students a source of information. First, students should identify the different features of the source by labeling. Then, have students work through the questions used during instruction to determine if a source should be trusted.



### ASSESSMENT TOOL #3 (3.5.2)

Give each student a paper plate. Provide students time to find valid information that answers the following question: What makes a balanced meal? Students will use their valid resources to create a recommended healthy meal by drawing the meal on the plate. You can have cutouts of foods, or students could print items out or color them. On the back of the plate, have students list the sources they used to create their meal with explanations for why they trusted those sources. Have students compare and contrast their plates with others in the class.

#### Ask the following questions as students draw:

- How is this plate similar/different to the one you made?
- Is there any food on here that you do not care for?
- If so, what food from the same food group would you replace it with?
- After seeing all of the plates, what are some conclusions about healthy eating that you have formulated?

## Content Area Connections

Build content understanding through connections with other courses. Share suggestions with teachers to develop plans for content overlap and student language connections.

The skill of accessing valid and reliable information is present in a variety of content areas, including the sciences, history, reading, and writing. Because students will learn this skill in a variety of contexts, aligning criteria across contents can help students reinforce their understanding of the skill as well as prevent misunderstandings. Connect with teachers from across contents to determine how they build the foundation of this skill, saving instructional time and allowing yourself to focus on health-related content more specifically.

Utilize content structures and topics in classrooms to reinforce student understanding and to support ongoing student development. Accessing Valid Information can be used across content areas when students are struggling with individual situations. Remind students to consider who they could go to when they are having a problem or resources they could locate.

Reinforce the understanding of the essential role trusted adults play for all students. Explore the following questions with students across content areas. Add specific content information in place of the italicized words as necessary. These questions are meant to be used when students are trying to find someone who can help them through a difficult situation. These questions can also be a guide for independent reflection when students are challenged to work through a problem.

- Who can help you with *this*?
- Who have you gone to about *this* before?



**VOCABULARY REINFORCEMENT:**

Utilize the vocabulary words below to reinforce student understanding and to showcase the ability to use words across content areas. For example, an entire grade-level team can decide to teach these words within the specific contexts of their classes to deepen understanding of vocabulary and language use.

*health, influence, impact, because, internal, external, media, choice*

## Resource Bank

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**RMC Health**

- [Health Education Skills Models](#)

**National Health Education Standards**

- [Standards & Performance Indicators](#)

**Skills Based Lesson Plans**

- [Health Smart Va](#)