



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.

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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.