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.

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Grades 6-8 Framework

In grades 6-8, students expand their understanding of the health skill, *Access Valid & Reliable Resources*, by creating a plan for how they will access the information, products and services they need to live a healthy life. As in previous grade levels, students in grades 6-8 first determine criteria for whether a resource is valid and practice locating valid information. Building upon validity, students examine the reliability of resources, evaluating ability to access necessary resources. From there, students create a plan for accessing valid & reliable resources by identifying potential barriers to accessing the information, products, and services they need.

Mastery of *Access Valid Information* for grades 6-8 means students are able to locate, analyze, and evaluate sources of information to determine if the information, products, and services are valid and reliable. Students will also be able to explain why it is not only important to access valid information, but why accessing this information is important for their future health and well-being.

The Steps:

Step 1: Identify When You Need Help & Information

Step Overview: Students in this grade level become proactive seekers of health information and help. In order to do this, they must first be able to identify when they need help or information. This step is meant to help students become aware of when they need additional help and information, so they are able to seek out resources they need to be healthy.

Step 2: Analyze the Validity of Help & Information

Step Overview: An individual receives information pertaining to their health on a daily basis without seeking it out on their own. For this reason, it is important to be able to analyze the validity of sources of information before locating information on one's own. Also, many times information we already have influences our health choices and it is important to analyze the information already known before seeking additional pieces of information. In addition to looking at published sources, students should also learn how to analyze the help and information they receive from people in their life. In some cases it may be help for complete Step 3: Locate Valid Help & Information before analyzing the validity. Discuss situations that require this consideration with students to help them deepen their understanding of *Access Valid & Reliable Resources*.

Sub Skill(s):

- Define criteria for valid resource
- Use a checklist to evaluate the validity of a resource
- Analyze information from people

Step 3: Locate Valid Help & Information

Step Overview: Now that students have learned to analyze the validity of health information and help, they are ready to locate help and information for their own health-related questions. They should spend time searching for answers to their health-related questions. Extended source exploration in a variety of contexts, including home, school, and community, provides practice opportunities for students to locate valid help and information.

Sub Skill(s):

- Know "go-to" resources
- Ask resource questions
- Locate resources

Step 4: Make a Plan to Access Valid Help & Information

Step Overview: This step allows students to develop their capacity to make a plan for locating the valid help and information they need to enhance their health. Reliable resources are resources that are able to be access easily and consistently by the person who needs them. Important criteria to keep in mind is proximity, cost, and time commitment. Students should then explore barriers to accessing valid health help and information, identifying the resources available to them and creating a plan for how to use resources more difficult to access.

Sub Skill(s):

- Analyze reliability of resources
- Identify barriers to accessing resources
- Identify actions to access resources

Step 5: Reflect

Step Overview: Learning to reflect takes practice and intention. After an individual analyzes the validity and reliability of resources, locates valid resources, and makes a plan for accessing valid and reliable resources, they then must reflect on how that valid and reliable resource enhanced their health. Building time for students to reflect is crucial in developing metacognition, which supports the development of other health skills, such as *Self-Management* and *Advocacy for Self & Others*.

Reflection Question(s):

- How did valid and reliable help and information enhance my health?
- How did invalid and/or unreliable 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?

Teaching Tips

- Collaborate with other content area teachers to ensure alignment in criteria to evaluate valid resources. Be sure to use common language and criteria to support student understanding.
- Utilize checklists to support students analyzing a resource for validity and reliability. See the Teaching Progression for example checklists. Add and remove criteria as necessary to align with other content areas at your school.
- Practice *Access Valid & Reliable Resources* with each health content to help students practice locating valid resources for a variety of health topics.
- Provide students practice opportunities to analyze health services and products for validity and reliability.
- 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.
- Teach *Access Valid & Reliable Resources* outside of the classroom by letting students interact with different spaces where they can interact with health products, services, and information, such as the nurses office, community resource centers, and public health buildings.
- When reinforcing Access Valid & Reliable Resources throughout the year, it may be helpful to switch Step 2: Analyze the Validity of Help & Information and Step 3: Locate Valid Help & Information.

See *Teaching Progression* for suggested learning activities.

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Teaching Progression:

Step 1: Identify When You Need Help & Information

GUIDING QUESTIONS:

When do I need help? When do I need information?
What are the health services I will need throughout my life?

NHES PERFORMANCE INDICATORS:

(3.8.4) Describe situations that may require professional health services.

VALUABLE VOCABULARY:

access,
information,
help,
situations

Step 1: Identify When You Need Help & Information

SUGGESTED LEARNING ACTIVITY 1:

Explain to students that throughout their life they will need to be able to recognize when they need help or more information. Provide an example from your life of a moment when you realized you needed additional help or information. For example, you could tell about a time when you were not feeling well, or you saw an advertisement for a healthy snack.

Facilitate a discussion that prompts students to reflect on their own life and come up with examples of when they realized they needed help or information.

Language of Health Literacy:

When dealing with _____, it's important to seek valid (information/services/products) because _____.

One situation that requires valid and reliable (information/services/products) is _____ because_____.

If _____ (happens), I will need to seek out additional help and information because_____

If I receive information about a topic related to my health, I should seek out additional information because_____

Teaching Progression: Step 1 | Identify When You Need Help & Information (Cont.)

SUGGESTED LEARNING ACTIVITY 2:

Divide students into small groups. Assign each student group one of the following age groups: infants and toddlers (0-3), preschoolers (3-5), grade schoolers (5-12), teens (12-18), young adults (18-21), early adulthood (21-30), middle adulthood (30-50), and late adulthood (50 and up). Have students brainstorm all of the health-related help that people would need at that age. Have students put their answers on index cards or sticky notes. Create a giant timeline with student responses.

Facilitate a whole-group discussion to debrief the activity to check for student understanding.

TEACHING NOTES:

- Example health information and services: making new friends, substance use, sexual health, risk-management, etc.
- Help students come up with ideas by prompting them to think of their experiences and the people in their life that are those ages.
- Discussion Questions: What are the differences between each age range? What are the similarities between each age range? What do you notice about the health information and services someone needs as they get older?

SUGGESTED LEARNING ACTIVITY 3:

Give students scenarios that show someone needing help or information. Have students work in pairs to read through the scenarios, identifying when the person needed help or information, why the person needed help or information, and what help or information was needed. Have students share their answers with the class, eliciting feedback from other students.

TEACHING NOTES:

- Example scenarios: a friend offering an electronic nicotine device; wanting to change eating habits to be healthier, not being able to read (see) the board from a seat in the classroom.
- Make sure scenarios are relevant and responsive to the lives of your students.
- Model and provide the *Language of Health Literacy* to support student responses.

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Teaching Progression:

Step 2: Analyze the Validity of Help & Information

SUB SKILL(S):

- Define criteria for valid resource
- Use a checklist to evaluate the validity of a resource
- Analyze information from people

GUIDING QUESTIONS:

How do I know if information is valid? How can I determine whether or not a resource is providing valid health information? What questions do I need to ask in order to analyze the validity of information and services?

NHES PERFORMANCE INDICATORS:

(3.8.1) Analyze the validity of health information, products

VALUABLE VOCABULARY:

analyze, access, information, validity, reliability, accessible resources, cite, credentials, expert, bias, impartial

Step 2: Analyze the Validity of Help & Information
Sub Skill: Define Criteria For Valid Resource

SUGGESTED LEARNING ACTIVITY 1:

Explain to students that information either comes to us, or we seek out information when we have a question or need help. Both play an important role in informing a person's health behaviors.

Ask students to share the different forms in which information and resources come to them. For instance, advertisements provide information and influence the understanding of a topic as well as the health of an individual. Chart student responses and add types of resources as necessary.

See Next Page For Teaching Notes.

Language of Health Literacy:

I can trust information that has _____because_____.

It is important that (information/services/products) related to my health has_____ because_____

Valid (information/services/products) means_____

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Teaching Progression: Step 2 | Analyze the Validity of Help & Information (Cont.)

TEACHING NOTES:
- Keep this chart up for the remainder of instruction for students to reference.
- These forms are usually places students can go to when they are proactively looking for information.

SUGGESTED LEARNING ACTIVITY 2:

Using the understanding that information is often coming from all around, explain to students that it is important to take time to determine if the information we are seeing is valid. This process will also help when they seek out information on their own. Define the word *valid* for students. *Valid* means *a source of information is offering correct information that can be trusted.*

Explain to students the following information about valid information: Valid information can often be verified by looking at multiple sources and is provided by an expert. Valid information should be based on facts and free of opinion or personal feelings.

Explore the idea that anyone can publish on the internet, so not all sites are trustworthy or valid. People who create posts, blogs, or other websites, aren't necessarily "experts" in the subject about which they are writing. Their "facts" may not be true, or they may represent their opinions as facts. Students need to carefully evaluate the sites they use for research and then decide which ones they will trust. Explain to students that .gov, .org, and .edu are more reliable sources than .com because these sites are often not trying to earn money or sell products. Other factors to use to determine reliability are the author's purpose behind the source, who wrote the source (e.g. PhD., M.D.), and who is sponsoring the information. It is important to teach students how to find the information in sources (e.g. author name, publish date, organization).

Step 2: Analyze the Validity of Help & Information
Sub Skill: Use A Checklist To Evaluate The Validity Of A Resource

SUGGESTED LEARNING ACTIVITY :

Provide students with a variety of resources about health information, products, and services. These could be websites, articles, advertisements, product packaging, brochures, testimonials, etc. Model asking questions that help you determine the validity of a resource.

Working in groups or pairs, give students time to review the resources, answering the questions you modeled earlier. Have students write a paragraph about the reasons they think the resource is valid or invalid, citing the most important features and evidence from the text. When students are finished, have each group or set of pairs present their source and whether or not they think it is a valid source.

Language of Health Literacy:

_____ is a (valid/invalid) resource.

The text features_____, which makes me think _____.

In the text it says, "_____"

The claims by the author provide_____ rather than_____.

Since the author provides facts rather than opinions, I know I can trust the information provided because _____

Teaching Progression: Step 2 | Analyze the Validity of Help & Information (Cont.)

Below are examples of the types of questions students could ask themselves to decide if a source is valid or not:

Criteria for Valid Resource:	Yes? No?	Evidence from Resource:
Is the author(s)/provider(s) and their credentials listed?		
Is the site or resource from a respected organization (.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 current?		
Are the claims realistic?		
Do the ideas make sense based on what you already know about the topic?		
Does the information educate you without appealing to your emotions?		
Can you find the same information in another resource?		

TEACHING NOTES:

- 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.

- Assist students while they work through the sources, answering questions and pointing out important features.

- Model and provide the *Language of Mastery* to support students in their analysis and writing.

- If necessary, provide an exemplar explanation to help students construct their own responses.

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Teaching Progression: Step 2 | Analyze the Validity of Help & Information (Cont.)

Step 2: Analyze the Validity of Help & Information
Sub Skill: Analyze Information From People

SUGGESTED LEARNING ACTIVITY 1:
Facilitate a group discussion on information we get from people, including friends, family, school staff, and professionals. Ask students how they determine when advice, help, or information someone gives them is valid. Chart these responses so students can use them as a reference when working through the next activity.

Explain to students that similar to how we question resources we find, we want to question the information we get from people. Provide students a list of questions they could ask when they want to learn more about advice, help, or information shared with them.

Language of Health Literacy:

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?

Model for students through role play how you would use the questions when presented with advice, help, or information. Then, provide pairs of students with different scenarios and allow them to practice asking questions to learn more about the validity of the advice, help, or information someone has shared with them.

TEACHING NOTES:

- Take this opportunity to learn about and honor the people in students' lives and the expertise they have to offer.
- Add questions that students generate.
- Model and provide the *Language of Health Literacy* that students can use to guide a conversation with the person giving information.

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Teaching Progression: Step 2 | Analyze the Validity of Help & Information (Cont.)

SUGGESTED LEARNING ACTIVITY 2:

Place students into paris. Have each student read about a health topic, preferably reading different sources. Then, instruct each student to share information they learned with their partner. As one partner shares, have the other partner ask questions to evaluate the validity of the information being given. Allow students to switch role, so each gets an opportunity to practice asking questions.

TEACHING NOTES:

- Use a variety of scenarios that include information from friends, family, school staff, or professionals.
- Help students feel empowered to ask questions of everyone, regardless of position, in order for them to begin to become advocates for their own health.

SUGGESTED LEARNING ACTIVITY 3:

Give students an opportunity to think of a time when someone gave them advice, help, or information that was valid and reliable. Have them reflect how they knew the advice, help, or information was valid and reliable. Finally, have them reflect on the results of the advice, help, and information.

TEACHING NOTES:

- This process can be done through discussion or in writing.
- Repeat this activity with a time students received advice, help, or information that wasn't valid or reliable.

Teaching Progression:

Step 3: Locate Valid Help & Information

SUB SKILL(S):

- Know "go-to" resources
- Ask resource questions
- Locate resources

GUIDING QUESTIONS:

How do I locate the help and information I need for my health? Where are the different places I can go for help and information for my health?

NHES PERFORMANCE INDICATORS:

(3.8.2) Access valid health information from home, school, and community. (3.8.5) Locate valid and reliable health products and services.

VALUABLE VOCABULARY:

analyze,
accessing information,
validity, reliability,
cite, search,
locate

Step 3: Locate Valid Help & Information
Sub Skill: Know "Go-To" Resources

SUGGESTED LEARNING ACTIVITY 1:

Create a chart that is divided into three categories: home, school, and community. Ask students what help or information is available in these spaces. Write down student responses and add additional sources as needed.

Language of Health Literacy:

At home, I can find _____.

At school, I can find _____.

In my community, I can find _____.

TEACHING NOTES:

- Some examples may be repeated in all three categories.
- Keep charts up for students to reference during the rest of instruction.
- Model and provide the *Language of Health Literacy* to support student discussion and identification of resources.

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Teaching Progression: Step 3 | Locate Valid Help & Information (Cont.)

Step 3: Locate Valid Help & Information
Sub Skill: Ask Resource Questions

SUGGESTED LEARNING ACTIVITY 1:

Remind students that often they receive information pertaining to their health without searching for it. This means that they will often have questions about the information they receive or will need to do additional research to confirm whether or not the resource is valid. Explain to students that good resource finding requires good questioning.

Have students revisit the resource you gave them in Step 2. Ask students what additional questions they have after reviewing the source. For example, if they were looking at a food label that said how many grams of sugar are in a serving, they may wonder how many grams of sugar someone should eat a day. Give students time to write as many questions as they can that would deepen their understanding of the information in the original source.

Language of Health Literacy:

After learning _____, I wondered _____.

Once I learned_____, I wanted to know more about _____.

A question I have after (reading/hearing)_____ is _____.

Step 3: Locate Valid Help & Information
Sub Skill: Locate Resources

SUGGESTED LEARNING ACTIVITY 1:

Once students have generated questions, have students try to locate the information they need to answer their additional questions. Give students plenty of time for this activity, extending to multiple class periods if time allows. Part of research is creating time and space to be curious. Encourage students to bring in information from home or community. If students feel stuck, help them think through the different places they can go to for information. If students begin to bring up concerns around not being able to access certain information, such as something a doctor would be able answer, tell them they will explore that idea in the next step.

Language of Health Literacy:

To find more information about _____, I looked at _____.

I searched for _____ because _____.

Using _____, I found additional information about _____.

See Next Page For Teaching Notes.

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Teaching Progression: **Step 3 | Locate Valid Help & Information (Cont.)**

TEACHING NOTES:

- Provide a variety of resources students could use, including access to additional printed materials, access to a resource library, access to experts in the building, access to the internet, etc.
- Collaborate with others in the building who are willing to make themselves available for students to interview.
- Direct students to places such as the cafeteria, nurse's office, or counselor's office to look at the resources and talk to adults available in those spaces.
- Remind students to use the questions from Step 2 to continually analyze the validity of the information they find.
- 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.

Teaching Progression:

Step 4: Make a Plan to Access Valid Help & Information

SUB SKILL(S):

- Analyze reliability of resources
- Identify barriers to accessing resources
- Identify actions to access resources

GUIDING QUESTIONS:

What might be some barriers to finding health-enhancing help and information? How do I plan to get information that may not be available to me? How do I make sure I get the help and information I need to enhance my health?

NHES PERFORMANCE INDICATORS:

(3.8.2) Access valid health information from home, school, and community. (3.8.3) Determine the accessibility of products that enhance health.

VALUABLE VOCABULARY:

barrier, analyze, accessing, validity, reliability, accessible, resources, information

Step 4: Make a Plan to Access Valid Help & Information
Sub Skill: Analyze Reliability Of Resources

SUGGESTED LEARNING ACTIVITY 1:

Explain to students that once we decide a resource is valid, we then must determine if we can reliably access the resource when we need it. Define *reliability* for students. *Reliability* means to *be able to depend on something or someone consistently*. Ask students to identify a person in their life that they would describe as reliable. Have students write out the way that person acts that makes them think they are reliable.

Language of Health Literacy:

A reliable resource is _____.

In order for a resource to be reliable, it needs to _____.

I know this resource is reliable because _____.

_____ (resource) is more reliable than _____ .because _____.

Instruct students to share their description with a partner. Then, have students share out the characteristics they came up with to the whole class. Chart student responses. Finally, ask students to name characteristics of reliable resources.

See Next Page For Teaching Notes.

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Teaching Progression: Step 4 | Make a Plan to Access Valid Help & Information (Cont.)

TEACHING NOTES:

- Use other definitions to support the needs of your students.
- Example charactertistics of people: there when you need them, doesn't try to get you to do things you don't want to do, listens to you.
- Example characteristics of reliable resources: able to access when needed, close to where you live, within your budget.

SUGGESTED LEARNING ACTIVITY 2:

Provide students with a checklist of criteria they should consider when analyzing a resource for reliability. Below are examples of questions students can ask. Then, have students locate a resource that would help them be healthier. Instruct students to use the reliability checklist to analyze the resource for validity.

Criteria for Reliable Resource:	Yes? No?	Evidence from Resource:
Will this resource be available for the foreseeable future?		
Do you have time to use this resource consistently?		
Will you be able to access this resource when you need it?		
Is this resource free? If not, do you have the money you need to pay for this resource?		
Do you need/have permission to use this resource?		
Do you need transportation to access this resource? If so, do you have transportation?		
Are there any potential barriers to accessing this resource that need to be considered?		

TEACHING NOTES:

- Add questions as needed to support the needs of your classroom.
- Have students select resources that are specific to health topics being covered. For example, if learning about tobacco products, students can research resources to help quit using tobacco.
- Model and provide the *Language of Health Literacy* to support student responses and analysis.

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Teaching Progression: Step 4 | Make a Plan to Access Valid Help & Information (Cont.)
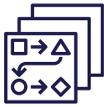
SUGGESTED LEARNING ACTIVITY 3:

Place students in pairs. Provide each pair of students with two different resources that are related to the same health topic. Instruct students to use the reliability checklist used earlier to determine which resource is more reliable. When students complete their evaluation, have the pair report to the class which resource they felt was more reliable and why, citing evidence from the resource and language from the checklist.

TEACHING NOTES:

- Example resources: two different mental health care options, two different health products for the same health concern, two different guides to healthy eating habits.

- Provide resources related to health topic you are studying to help students better understanding the resources available to them that can promote their health and well-being.

- Model and provide the *Language of Health Literacy* to support student responses and analysis.

SUGGESTED LEARNING ACTIVITY 4:

Facilitate a class discussion about what can happen if we analyze a resources for validity and not reliability. Prompt students to consider the outcomes of trying to use a resource that isn't reliable.

Use the following questions to guide the discussion:
- Why is it important for a resource to be valid and reliable?
- How can a reliable resource promote the health outcome you are seeking?
- How can an unreliable resource make it harder to achieve the health outcome your are seeking?

Step 4: Make a Plan to Access Valid Help & Information
Sub Skill: Identify Barriers To Access Resources

SUGGESTED LEARNING ACTIVITY 1:

Place posters around the room with the following headings on the top: health services, health products, health information. Instruct students to go around to the posters and list as many specific examples that align with the heading of the poster.

Language of Health Literacy:

A barrier someone could face is _____.

_____ can be a barrier because_____.

Facilitate a whole-class discussion about what students wrote on the posters and add any items that may have been missed.

See Next Page For Teaching Notes.

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Teaching Progression: Step 4 | Make a Plan to Access Valid Help & Information (Cont.)

TEACHING NOTES:

- Health services could include: pregnancy testing, flu shots, dental care, etc. Health products could include: tampons, aspirin, toothpaste, medication, etc.
- Health products could include: helmets, feminine care products, personal hygiene products, etc.
- Health information could include: eating a balanced meal; learning CPR; using effective care for the skin in the summer, etc.

SUGGESTED LEARNING ACTIVITY 2:

Review the chart created from Step 3 about the types of resources available in their home, school, and community that supplement the health services, products, and resources they just identified. Explain to students that some individuals or groups of people do not have access to everything that was listed due to a variety of factors, such as socioeconomic status, gender, race, and geography. Sometimes these things can make it difficult for someone to get the help or information they need.

Define the word barrier for students. A *barrier* is *an obstacle or challenge that may keep an individual from doing something.*

Through class discussion, have students answer the following question: What might be some barriers to people accessing health-enhancing help and information? Additional time may be needed here to provide more information and context on barriers. A variety of artifacts including articles, testimonials, documentaries, etc., may be studied to help students connect to others with their shared experience or learn about barriers they might not face.

TEACHING NOTES:

- Answers could include:
  - the person lives in a rural area and does not have proper access to the product;
  - the product may be sold online and the person does not own a credit card;
  - the items may be behind the shelf and the person is embarrassed to ask for them;
  - money and time can be limited;
  - biased health care professionals leading to inadequate care due to a person's race or language abilities.
- Make sure to address the barriers that are most relevant and pressing for your students. To support the development of empathy and perspective taking, prompt students to think about barriers that do not impact them.
- Ensure all students are able to participate in discussion by using a variety of discussion protocols and strategies.
- Prompt students to use the word barrier to deepen their understanding and use of the word.
- Model and provide the *Language of Health Literacy* to support students using the word barrier and discussing the impacts of barriers.

Teaching Progression: **Step 4 | Make a Plan to Access Valid Help & Information (Cont.)**

SUGGESTED LEARNING ACTIVITY 3:

Ask students to independently create their own version of the home, school and community chart, leaving off any of the resources they feel would not be easy to access. For example, a student may not be able to put a specific family member on their chart because they do not feel comfortable going to them for help.

TEACHING NOTES:

- Keep in mind that some students may be triggered by this task and ask not to participate. Offer personal conversations or drawing options as deemed appropriate for your classroom and the student(s) in need of additional support. Connect students to counseling support, if necessary.

- If time allows and supportive for students, have students to compare and contrast their list with others.

SUGGESTED LEARNING ACTIVITY 4:

Place students in groups of two or three. Give students two different health products or services. Ask students to brainstorm reasons for choosing one health product and/or services over another. Examples may be cost, convenience, habit, etc. Continue to reinforce the previous steps, asking students if one product or service is more valid and reliable despite a product being more difficult to access.

See *Analyze Influences* for guidance on looking at the external factors that can make it more difficult to access health-enhancing information, services, and products.

Step 4: Make a Plan to Access Valid Help & Information
Sub Skill: Identify Actions To Access Resources

SUGGESTED LEARNING ACTIVITY 1:

Explain to students that just because they may not have easy access to a resource they need doesn't mean they should just give up. Instead, they can create a plan or alternative to get the help and information they need.

Language of Health Literacy:

In order to access _____, I must _____.

First, I am going to _____ because_____.

In order to overcome_____(barrier), I will_____.

Divide students into new pairs. Provide students a variety of scenarios that are relevant to their life. Have students identify the resources that are available to the person in the scenario as well as the barriers. Then, have students make a plan for how the person in the scenario could overcome those barriers. Give students an opportunity to present their scenario to the class or a different pair of students, explaining their answers.

See *Goal-Setting* for guidance on identifying action steps to help enhance health.

Teaching Progression:

Step 5: Reflect

REFLECTION QUESTIONS:

- How did valid and reliable resources enhance my health?
- How did invalid and/or unreliable resources get in the way of living a healthy life?
- What barriers did I encounter accessing valid resources?
- What actions did I take to access valid resources? Were these the right actions for me?

VALUABLE VOCABULARY:

reflect

GUIDING 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? Why does it matter if resources are valid and reliable? What impact does valid and reliable resources have on my health?

NHES PERFORMANCE INDICATORS:

(3.8.1) Analyze the validity of health information, products, and services. (3.8.2) Access valid health information from home, school, and community. (3.8.3) Determine the accessibility of products that enhance health. (3.8.4) Describe situations that may require professional health services. (3.8.5) Locate valid and reliable health products and services.

SUGGESTED LEARNING ACTIVITY 1:

Ask students questions that will help them understand the importance of looking back on the resources they found and what they learned. For example, ask the following questions:

- How did valid and reliable help and information enhance my health?
- How did invalid and/or unreliable 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?

TEACHING NOTES:

- Model this reflection process by sharing with students a time when you used valid and reliable resources to enhance your health, or how invalid information impacted your health.

- Provide multiple opportunities for students to answer these questions.

- Allow students to reflect in a variety of modes, including: writing, partner discussion, whole-class discussion, and one-on-one conferencing.

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Assessing Mastery of Access Valid & Reliable Resources Grades 6-8

Students in grades 6-8 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.

3.8.1 Describe situations that may require professional health services.
  - I can determine when I need help and/or information.

3.8.2 Analyze the validity and reliability of health information, products, and services.
  - I can determine if help and information pertaining to my health is valid and reliable.

3.8.3 Access valid health information from home, school, and community.
  - I can explain what health information can be found in my home, school, and community.

3.8.4 Determine the accessibility of products that enhance health.
  - I can identify barriers to accessing health services, products, and information.
  - I can make a plan to overcome barriers to accessing health services, products, and information.

3.8.5 Locate valid and reliable health products and services.
  - I can locate a variety of valid and reliable health services, products, and information.

ASSESSMENT TOOL #1 (3.8.4)

Have students write about a situation in their life where they needed help. Students need to answer the following questions:

  - When was a time you needed help and/or information?
  - How did you know you needed help and/or information?
  - What help and/or information did you need?
  - What was the result?

If students are not comfortable writing about their personal experiences, have them write a fictional story about a character who needed help. Then have them answer the questions as the character.

ASSESSMENT TOOL #2 (3.8.1)

Give students two different sources, one valid and one invalid. Have students determine which is the valid source and have them explain their answers. Students can answer the questions used in the *Teaching Progression*, citing specific examples and evidence from the sources.

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ASSESSMENT TOOL #3 (3.8.1)

Give students a piece of information and the person who said it. For example, a friend says to you, "Vaping is good for you." As another example, a counselor tells you, "Being sad sometimes is normal." Have the students roleplay how they would address this conversation to make sure the information they are receiving is correct. Use the questions in the teaching progression as a support for students as they work through their roleplays.

ASSESSMENT TOOL #4 (3.8.2, 3.8.5)

Have students research a health-related question of their choosing. Require that students locate a variety of resources, including websites, printed materials, and interviews to answer their research question. Have students create an annotated bibliography that has at least three different sources of information, explaining why they felt the source was valid. Students can create a poster, brochure, or essay answering the question, citing the information they used.

ASSESSMENT TOOL #5 (3.8.1, 3.8.2, 3.8.3, 3.8.4, 3.8.5)

Have students think of a health-enhancing service, product, or piece of information they currently need pertaining to either their physical or mental health. Have students create a list of the resources they currently have access to related to that service, product, or piece of information. Then, have students list the resources they currently do not have access to related to that service, product, or piece of information. Students should create a plan for how they will address this barrier in order to access the health enhancing service, product, or piece of information. Have students create and maintain a journal keeping track of their progress. Check in with students as necessary, helping them to problem-solve and think through next steps.

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 resources 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 the 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. *Access Valid & Reliable Resources* 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.

Reinforce the understanding of the essential role trusted adults and profressionals 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 through a difficult situation. These questions can be a guide for independent reflection when students are challenged to work through a problem.

- How do you know *this* resource is valid?
- Where did you find *this* resource?
- What websites do you trust to get resource about *this*?
- Who gave you *this* resource?
- What other help/information do you need to answer *this* question?
- What additional questions do you have after reading about *this* resource?
- Who could you go to for more resources about *this*?

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.

> *access, information, situations, analyze, valid, reliable, resources, cite, credentials, expert, bias, impartial, analyze, locate, barrier, reflect*

Resource Bank

RMC Health
- Health Education Skills Models

National Health Education Standards
- Standards & Performance Indicators

Skills Based Lesson Plans
- Health Smart Va