



Teaching Progression:

Step 2: Analyze the Validity of Help & Information

SUB SKILLS(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 _____.



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 source.

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.



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.

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.

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?

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.



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



SUGGESTED LEARNING ACTIVITY 2:

Place students into pairs. 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.