



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.



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 characteristics 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.



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.



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.

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.

Language of Health Literacy:

In order to access _____, *I must* _____.

First, I am going to _____ *because* _____.

In order to overcome _____ (barrier), *I will* _____.



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