



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.