

## 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.*



### Grades 9-12 Framework

In grades 9-12, students continue to develop their abilities to evaluate the validity and reliability of materials. Since students in grades 9-12 are more autonomous, the instruction for these grades should rely more on personal research and connection to personal experiences. Students should be asked to reflect on their own health-related questions, identifying the questions that require further research and/or help. Steps 4 and 5 of the *Access Valid & Reliable Resources* at the secondary level prepares students to learn other health skills, including *Goal Setting, Self-Management, and Advocacy for Self & Others*.

Mastery of *Accessing Valid & Reliable Resources* for grades 9-12 means students are able to evaluate the validity and reliability of health-related resources, locate health related resources on their own, and create a plan for using valid health resources when needed.

## The Steps:



### Step 1: Identify When You Need Help or Information

**Step Overview:** Students in this grade level become proactive seekers of health resources. 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. Students should generate a variety of health-related questions in various categories, including mental health, physical health, substance use, and sexual health. They then identify the health-related questions they feel prepared to answer on their own and the health-related questions for which they need additional help and/or information.

#### Sub Skill(s):

- Identify health-related questions
- Determine when help and/or information is needed



### Step 2: Evaluate 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 evaluate a variety of resources, including health services and products.

#### Sub Skill(s):

- Define criteria for valid resource
- Use a checklist to analyze the validity of a resource
- Ask questions to analyze information provided by people



### Step 3: Locate Valid Help & Information

**Step Overview:** Now that students have learned to analyze the validity of health resources, they are ready to locate help and information for their own health-related questions. Students use their generated health-related questions from Step 1. Then, they spend time searching for answers to these questions. Extended source exploration in a variety of contexts, including home, school, and community should be used to provide practice opportunities for students to locate valid resources from a variety of sources.

#### Sub Skill(s):

- Use a variety of resources
- Locate valid 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 accessed 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 valid resources
- Identify actions to access valid resources



### Step 5: Reflect

**Step Overview:** Learning to reflect takes practice and intention. After an individual analyzes the validity of a resource, locates a valid resource, and makes a plan for accessing valid health resources, they then must reflect on how that valid resource enhanced their health. Building time for students to reflect is crucial in developing metacognition, which supports students to learn 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.
- As students turn 18 and have more abilities to access health-related resources, discuss how they will need to access health-related resources as an adult and how that may be different than what they have done in the past.

See *Teaching Progression* for suggested learning activities.



## Teaching Progression:



### Step 1: Identify When You Need Help or Information

**SUB SKILLS(S):**

- Identify health-related questions
- Determine when help and/or information is needed

**GUIDING QUESTIONS:**

What are the situations I can handle on my own? How do I know when I need help? How do I know when I need more information?

**NHES PERFORMANCE INDICATORS:**

(3.12.4) Determine when professional health services may be required.

**VALUABLE VOCABULARY:**

*symptoms,  
health-enhancing,  
professional health  
service*

### Step 1: Identify When You Need Help or Information Sub Skill: Identify Health-Related Questions



**SUGGESTED LEARNING ACTIVITY 1:**

Independently, have students reflect on the health concerns and questions people their age have. Provide different categories of health to help generate questions. These questions can be questions that students have personally. Have students write their questions down.

After previewing questions and making necessary judgement calls around classroom safety, have students share out some of the questions they came up with. Chart the questions that come up, separating them into the categories you gave students from independent work time. Ask students from the class-generated question list which questions they are able to answer and act on by themselves. Label the questions that students feel equipped to answer on their own. You will use these questions for Step 2. Label the questions that students do not feel equipped to answer on their own. You will use these questions for Step 3.

**Language of Health Literacy:**

Should I \_\_\_\_\_?

Is \_\_\_\_\_ healthy?

Is \_\_\_\_\_ true?

What do I do about \_\_\_\_\_?

\_\_\_\_\_ is happening. What do I do about it?

What is \_\_\_\_\_?

How do I \_\_\_\_\_?

How \_\_\_\_\_?



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

### TEACHING NOTES:

- Example health categories: mental health, physical health, substance use, and sexual health.
- Example health questions: How do I deal with stress? How much water should I drink in a day? Is marijuana bad for me? What is the best form of birth control for me?
- Model and provide the *Language of Health Literacy* to help students come up with their questions.
- Put parameters around this activity that uphold your classroom norms and understanding around health class appropriate materials.
- Be careful not to make assumptions about the questions students have about their health, potentially rushing to label certain questions inappropriate. If a student poses what seems like an inappropriate question, ask them to explain their intention. Otherwise, you may suggest that a legitimate health question for that student is one to be embarrassed about, preventing them from seeking the help and information they need in the future.

## Step 1: Identify When You Need Help or Information

### Sub Skill: Determine When Help And/Or Information Is Needed



#### SUGGESTED LEARNING ACTIVITY 1:

Tell a story about a time when you handled a health-related situation on your own. For example, share about a time when you had a cold for a couple of days and were able to nurse yourself back to health. Then, tell a story about a time when you needed additional help or information. For example, share about a time a friend gave you information that didn't seem quite right about a new diet they were trying. Ask students to discuss the differences they noticed about the stories. Ask students to identify the signals they noticed in the second story that clued them in that additional help and/or information was needed.

Have students respond to the following questions in writing:

- What are the situations I can handle on my own?
- How do I know when I need help? How do I know when I need more information?

Facilitate a whole-class discussion about the questions.

#### Language of Health Literacy:

*I feel confident to handle \_\_\_\_\_ because \_\_\_\_\_.*

*I would want to seek additional help and/or information for \_\_\_\_\_ because \_\_\_\_\_.*

*I know I need more information or help when \_\_\_\_\_ because \_\_\_\_\_.*



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



### SUGGESTED LEARNING ACTIVITY 2:

Divide students into small groups. Give students various scenarios of health-related symptoms or situations. Explain to students that they will classify each scenario with the following rating system: one if the situation could be managed on their own (e.g. using a stress management technique); two if the situation may need additional guidance/help (e.g. being cyberbullied); or three if the item may need the assistance of a trained professional (e.g. insomnia, chronic anxiety, over/under eating).

Provide time for students to work through each scenario and provide a ranking. Explain to students that not everyone will rank the scenario the same and that is ok. Ask students to share their rankings and reasoning for the different scenarios.

### TEACHING NOTES:

- If students rank a scenario very differently than you anticipated, talk with the student in order to help them address concerns and potential skill gaps.
- Facilitate a whole-class discussion about the similarities between the scenarios that were ranked similarly (e.g. scenarios regarding a health condition required a health care professional and managing personal responsibilities had a higher likelihood to be handled independently).
- Reinforce throughout the conversation that seeking help and information is not a weakness but a strength. Seeking additional resources is a strategy used to help be successful.



## Teaching Progression:

### **Step 2: Evaluate the Validity of Help & Information**

#### SUB SKILLS(S):

- Define criteria for valid resource
- Use a checklist to analyze the validity of a resource
- Ask questions to analyze information provided by people

#### GUIDING QUESTIONS:

Why is it important that health-related information is valid and reliable? How do I determine whether or not a resource is providing valid and reliable health information?

#### NHES PERFORMANCE INDICATORS:

(3.12.1) Evaluate the validity of health information, products, and services.

#### VALUABLE VOCABULARY:

*analyze, access, validity, reliability, accessible resources, cite, credentials, expert, objective, subjective*

### **Step 2: Evaluate 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 resources come to them. For example, advertisements provide information and inform the understanding and health of an individual. Chart student responses and add forms of resources as necessary. Keep this chart up for the remainder of instruction for students to reference. The sources identified are also usually places students can go to when they are proactively looking for resources.

#### Language of Health Literacy:

*Valid means \_\_\_\_\_.*

*I know information/a product/service is valid because \_\_\_\_\_.*





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



#### SUGGESTED LEARNING ACTIVITY 2:

Return to the questions from Step 1 that students felt equipped to answer. Have students pick one of the questions they identified. Have them write their answer to the question and explain where they got that answer. Their explanations can include sources, such as personal experience, a newspaper article, an advertisement, a person in their life, or can't remember.

Prompt students to be as specific as possible. For example, if a student says they read the information in an article, ask them about where they found the article or who wrote the article.

Facilitate a whole-class discussion about what they noticed about recalling the sources of information they have used to answer important health-related questions, highlighting that we often don't internalize the source with the information. Not internalizing the source can mean we internalize a piece of information without first making sure it is correct.

#### TEACHING NOTES:

- Students will likely struggle to pin point from memory how they learned certain health information, which is the purpose of the activity, helping students understand that we internalize health information sometimes without being fully aware.



#### SUGGESTED LEARNING ACTIVITY 3:

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 help when they seek out information on their own as well. Define the word *valid* for students. *Valid* means *a resource is offering correct, evidence-based guidance or services that can be trusted*.

Explain to students the following information about valid resources: Valid resources can often be verified by looking at multiple sources and is provided by an expert. Valid resources 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. Websites that end .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).

For products and services, students want to investigate if the results promised are backed by scientific study. Remind students of their learnings in science about the scientific method and how hypothesis are tested and validated. If products and services cannot provide data about their effectiveness that should be cause for concern and additional questioning.



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

**Step 2: Evaluate the Validity of Help & Information**

**Sub Skill: Use A Checklist To Analyze The Validity Of A Resource**



**SUGGESTED LEARNING ACTIVITY 1:**

Provide students with a variety of resources about health information, products, and services. 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. When finished, have students present their source and whether or not they think it is a valid source.

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

**Language of Health Literacy:**

\_\_\_\_\_ is a valid/invalid resource.

The resource features \_\_\_\_\_, which means \_\_\_\_\_.

Because the resource has \_\_\_\_\_, it provides valid information because \_\_\_\_\_.

In the resource it says, "\_\_\_\_\_."

The claims by the author provide \_\_\_\_\_ rather than \_\_\_\_\_.

Criteria for Trusted Resource:	Yes? No?	Evidence from Source:
Is the author(s)/provider(s) credentials listed?		
Is the site or resource from a respected organization (.gov, .edu, 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 resources current?		
Are the claims realistic?		
Is there data that supports claims?		
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 Progression: Step 2 | Evaluate the Validity of Help & Information (Cont.)

### 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.
- Example Resources: websites, articles, advertisements, product packaging, brochures, testimonials, etc.
- Assist students while they work through the sources, answering questions and pointing out important features.
- Model and provide the *Language of Health Literacy* to support students in their work.

## Step 2: Evaluate the Validity of Help & Information

### Sub Skill: Ask Questions To Analyze Information Provided By 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 just like we question sources 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?*

### 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* to support students in guiding a conversation with the person giving information.



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



### SUGGESTED LEARNING ACTIVITY 2:

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:

- 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.



See *Stage 1: Communication Techniques of Interpersonal Communication* for guidance on using effective speaking and listening strategies.



See *Advocacy for Self & Others* for guidance on supporting students to advocate when they have questions about health products and services.



## Teaching Progression:



### Step 3: Locate Help & Information

#### SUB SKILLS(S):

- Use a variety of resources
- Locate valid resources

#### GUIDING QUESTIONS:

Where are all the different sources that I can get health information/services? What people could I go to for valid and reliable health information/services?

#### NHES PERFORMANCE INDICATORS:

(3.12.5) Access valid and reliable health products and services.

#### VALUABLE VOCABULARY:

*analyze,*  
*access, validity,*  
*reliability,*  
*accessible resources,*  
*cite, credentials,*  
*expert, objective,*  
*subjective*

### Step 3: Locate Additional Help & Information

#### Sub Skill: Use A Variety Of Resources



#### SUGGESTED LEARNING ACTIVITY 1:

Remind students that often information comes to them related to their health, however, there are many times when they will need to be proactive in searching for additional help and information. Refer to the question list from Step 1, focusing on the questions students felt like they could not answer or address. Ask students to share how they would begin to locate additional help and/or information for some of the questions. For example, students may say they would google the question or ask an adult for help. Chart student responses.

#### Language of Health Literacy:

To figure out \_\_\_\_\_, I located \_\_\_\_\_  
\_\_\_\_\_, and \_\_\_\_\_.

By collecting a variety of sources I was  
able to \_\_\_\_\_ because \_\_\_\_\_.



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

### Step 3: Locate Additional Help & Information

#### Sub Skill: Locate Valid Help & Information



##### **SUGGESTED LEARNING ACTIVITY 1:**

Divide students into groups and have each group decide on a health-related question they would like to explore.

Provide categories of different sources of information (e.g. scholarly articles, medical journals, people, websites, videos, print materials). Have students find a resource within each category. Instruct students to go through checklist from Step 2 to evaluate each resource for validity.

Have each group present their findings to the class. After each presentation, have students, who are not presenting, provide feedback and next steps for further research.

##### **Language of Health Literacy:**

*We use \_\_\_\_\_ (source) because \_\_\_\_\_.*

*We found out \_\_\_\_\_ by going to \_\_\_\_\_ (source).*

*To answer our health-related question, we located information from \_\_\_\_\_ because \_\_\_\_\_.*

##### **TEACHING NOTES:**

- Collaborate with others in the building who are willing to make themselves available for interviews. Direct students to places like the cafeteria, nurse's office, or counselor's office to look at the information and talk to the adults available in those spaces.
- Allow students time to explore when finding these resources.
- 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.
- If students feel stuck, help them think through the different places they can go to for resources. If students begin to bring up concerns around not being able to access certain resources, such as health information from a doctor, tell them they will explore that idea in the next step.
- Encourage students to bring in resources from their home or community.
- 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.
- Offer a menu of options for the types of ways students can present their research, such as poster, brochure, review, story, drawing, etc.



##### **SUGGESTED LEARNING ACTIVITY 2:**

Explain to students that after listening to presentations, additional questions may arise. In their daily life, students should use these additional questions to further their understanding of a topic and to continue their research. As a follow-up activity, have students research follow-up questions to deepen their understanding of the topics presented.



## Teaching Progression:



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

**SUB SKILLS(S):**

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

**GUIDING QUESTIONS:**

What might be some barriers to accessing health-enhancing products? How do I strategize to get help and/or information that may not be available to me? How do I ensure I access the help and/or information I need to enhance my health?

**VALUABLE VOCABULARY:**

*strategize,  
barrier, access,  
accessible resources*

**NHES PERFORMANCE INDICATORS:**

(3.12.2) Use resources from home, school, and community that provide valid health information. (3.12.3) Determine the accessibility of products and services that enhance health. (3.12.5) Access valid and reliable health products and services.

### 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 \_\_\_\_\_ 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 Accessing Valid Resources



### SUGGESTED LEARNING ACTIVITY 1:

Introduce the idea that some individuals will experience barriers when accessing health-enhancing resources. Facilitate a group discussion about what creates barriers. Explain to students that just because they may not have easy access to something they need doesn't mean they should give up. Instead, they can create a plan or alternative to get help and/or information they need.

### Language of Health Literacy:

A barrier to accessing \_\_\_\_\_ may be \_\_\_\_\_.

Because I do not have access to \_\_\_\_\_, it will be more difficult to \_\_\_\_\_.

Because of \_\_\_\_\_, it will be more difficult for me to access \_\_\_\_\_.

See Next Page For Teaching Notes.



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

### TEACHING NOTES:

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



See *Analyze Influences* for guidance on having students identify and analyze social determinants of health and other barriers.

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

### Sub Skill: Identify Actions To Access Valid Help & Information



#### SUGGESTED LEARNING ACTIVITY 1:

Provide students with scenarios or real-life stories about a person needing health information or services.

Include details such as the health information and service needed and potential barriers to accessing the health information or service. Ask students to work through each scenario by answering the following questions:

- What resources does the person already have access to?
- What are the health resources needed?
- Who should the person ask for health information and/or help?
- Where should the person go for health information and/or help?
- What barriers is the person facing accessing health information and/or help?
- How should the person overcome barriers to accessing health information and/or help?
- What are some action steps the person should take to access health information and/or help?



#### SUGGESTED LEARNING ACTIVITY 2:

Once students have had sufficient practice with scenarios, ask students to go through this process with a health-related question or need they have. Students should answer the questions above for their own examples. Again, be aware that students may be triggered by this activity. Provide additional scenarios or personal conversations to help students work through practice. Connect students to counseling support if necessary. Depending on student comfort-level and time, have students present their real-life situations and answers to questions. If a student is stuck, allow the whole-class to help problem solve to determine strategies to overcome barriers and action steps.

#### Language of Health Literacy:

*In order to access \_\_\_\_\_, I must \_\_\_\_\_.*

*To overcome \_\_\_\_\_, I must \_\_\_\_\_.*

*I do not have access to \_\_\_\_\_, however, I do have access to \_\_\_\_\_.*



## Teaching Progression:



### Step 5: Reflect

#### REFLECTION 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?

#### GUIDING QUESTIONS:

How did valid help and information enhance my health? What impact did valid and reliable information have on my health? How did invalid help and information get in the way of living a healthy life?

#### NHES PERFORMANCE INDICATORS:

(5.8.7) Analyze the outcomes of a health related decision.

#### VALUABLE VOCABULARY:

*reflect,*  
*impact,*  
*outcomes*



#### 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.



# Assessing Mastery of Access Valid & Reliable Resources Grades 9-12

Students in grades 9-12 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.

**3.12.1 Evaluate the validity and reliability of health information, products, and services.**

- I can evaluate the validity & reliability of health information, products, and services.
- I can cite specific evidence to support my evaluation of the validity of health information, products, and services.

**3.12.2 Use resources from home, school, and community that provide valid health information.**

- I can name valid health information, products, and services available to me in my home, school, and community.
- I can use valid health information, products, and services available to me in my home, school, and community.

**3.12.3 Determine the accessibility of products that enhance health.**

- I can identify the barriers to accessing health-enhancing services, products, and information.
- I can make a plan for accessing health-enhancing services, products, and information.

**3.12.4 Determine when professional health services may be required.**

- I can determine when I can handle situations on my own.
- I can determine when I need help and/or information pertaining to my health.

**3.12.5 Access valid health information from home, school, and community.**

- I can locate valid health information, products, and services from a variety of sources.

## ASSESSMENT TOOL #1 (3.12.1)

Give each student a health service or product that is needed by someone their age. These could include vitamins, descriptions of medical procedures, biographies of medical professionals, etc. Make sure these are appropriate and responsive to the students in your classroom. Then, give students time to research that health service or product in order to make a recommendation. Students should complete a written explanation outlining what health service or product they would recommend, why they would recommend that health service or product, and the resources they used to inform that recommendation.

## ASSESSMENT TOOL #2 (3.12.4)

Have students write a narrative about a time when they needed help or information pertaining to their health. This narrative should be a personal story written in first person. If students cannot think of an example, have them write about why they have not sought out help or information pertaining to their health. Help students explore the barriers they may have faced, or the opportunities in their life that have led to not needing to ask for help or more information.



### ASSESSMENT TOOL #3 (3.12.1)

Give students two different sources about the same topic. Have students label the important parts of the article, including publishing date, author, graphics, etc. Once students have gone through each source, have students complete the analysis questions used in instruction to determine which source is more valid and reliable. Students should explain in writing why the source they picked is more valid and reliable, citing evidence and specific criteria to justify their response.

### ASSESSMENT TOOL #4 INFORMAL (3.12.1, 3.12.2, 3.12.5)

Have students conduct research on a health-related question of their choosing. Make sure student research question is feasible given the access to resources. For example, students could research the following questions:

- Is vaping healthy?
- What is the healthiest diet?
- What is the impact of exercise on mental health?

Once students have selected a research question, allow students to research the topic. Students should create an annotated bibliography that lists the valid and reliable resources they find. Require students to use a variety of resources, such as print materials, articles, websites, advertisements, etc.

In order to present their research, provide students with choice. Below are examples of the forms their research presentation could take:

- Poster
- PowerPoint
- Drawing
- Brochure
- Essay
- Infographic

## 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 information 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 professionals 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 crisis.

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

## Resource Bank

### RMC Health

- [Health Education Skills Models](#)

### National Health Education Standards

- [Standards & Performance Indicators](#)

### Skills Based Lesson Plans

- [Health Smart Va](#)