

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.