



## 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.