



## Teaching Progression:



### Step 3: Locate Help & Information

**SUB SKILL(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:**

*locate, search,  
help, information,  
variety, resources*

### 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.