



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.

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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 _____.