

## 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.*



## PreK-2 Framework

In grades PreK-2, students begin their understanding of *Access Valid & Reliable Resources* with discussions about how to identify trusted adults that they may interact with in their school and community. Students learn what qualities trusted adults possess and how to access trusted adults if they are in need of help or information from them. They will also have an understanding of how this skill relates to both their physical and mental health by reflecting on the different supports adults in their life provide. Many of the activities in the teaching progression are written for students who have not started reading and writing. If students are reading and writing, adapt or add to activities to reinforce literacy skills. For some activities, guidance is provided for how literacy can be included.

Mastery of *Access Valid & Reliable Resources* for grades PreK-2 means students are able to identify trusted adults in their life and demonstrate ways of accessing a variety of trusted adults.

## The Steps:

### Step 1: Identify Trusted Adults



**Step Overview:** Students begin this health skill by identifying the trusted adults in their life. In order for an individual to go to trusted adults when they need help, they must first understand the characteristics of an adult they can trust. Students should spend time in this step thinking about those characteristics, drawing and showing pictures of adults that they go to for mental and physical health support.

#### Sub Skill(s):

- Define trust and safety
- Describe trusted adults
- Pick a trusted adult based on need

### Step 2: Find a Trusted Adult



**Step Overview:** In this step, students move from describing trusted adults in their life to locating trusted adults in their home, school, and community. Using scenarios, students determine if a situation is an emergency or not (see *Advocacy for Self & Others* for guidance on teaching this sub skill) and identify the ways they would reach trusted adults.

#### Sub Skill(s):

- Know "go-to" trusted adults
- Ask for help
  - Call a trusted adult
  - Go directly to a trusted adult
  - Have a trusted adult help find a trusted professional or other adult who can help



## Teaching Tips

- Develop student understanding of the word trust beyond adults to help them understand the characteristics of a trusted individual. For example, prompt them to think about their friends or family members for characteristics related to trust.
- Connect the idea of trusted adults to other content areas. For example, when reading stories that feature trusted adults reinforce messaging and learning by highlighting the characteristics these characters possess.
- Create a list with pictures of trusted adults in your community that students can reference when they need help. Invite these trusted adults into your classroom to get to know students and share how they can help them.
- Teach *Access Valid & Reliable Resources* through non-literacy modes by using movement and drawings to allow students to explore their understanding of trusted adults. For example, allow students to draw adults in their life they trust or use different forms of movement to show situations that feel safe or unsafe.
- Facilitate discussions around strangers and the role they play in staying healthy and safe. Some strangers pose threats, and others can offer help when needed, such as a store clerk or fire fighter. Be cautious not to use fear tactics when teaching about strangers as this can lead to bias and prevent students from developing relationships with diverse groups of people in the future.

See *Teaching Progression* for suggested learning activities.