



Teaching Progression:

Step 1: Identify Characteristics of Trusted Information

SUB SKILL(S):

- Define trusted information
- Use a checklist to evaluate a source
- Apply criteria of trusted information

GUIDING QUESTIONS:

Should I trust everything I read or see?
How can I tell if information should be trusted?

NHES PERFORMANCE INDICATORS:

(3.5.1) Identify characteristics of valid health information, products and services.

VALUABLE VOCABULARY:

*information,
products,
services,
valid,
trustworthy,
expert, criteria*

Step 1: Identify Characteristics of Trusted Information **Sub Skill: Define Trusted Information**

Language of Health Literacy:

*I trust when a resource has _____
because _____
Something I know I can trust is _____
because _____*



SUGGESTED LEARNING ACTIVITY 1:

Activate student background knowledge by asking them about a person who they trust and go to for information. Brainstorm a list with students of the characteristics of people that they trust. Add any additional characteristics that are specific to sources of information. For example, being an expert or providing facts rather than opinions may need to be added to the list. Hang this list up for students to see as they learn this skill. Explain to students

that they want to make sure they are using these same characteristics when deciding whether a source of information pertaining to their health should be trusted.

SUGGESTED LEARNING ACTIVITY 2:

Present a health-related question that resonates with your students. For example, what is a healthy diet? Explain to students that in order to answer this question, they need to find information. Sometimes people look for information on their own, searching the internet, and sometimes, people find this information in their everyday life, looking at advertisements or talking with people. Both of these ways of gathering information



Teaching Progression: Step 1 | Identify Characteristics of Trusted Information (Cont.)

can help or hinder making healthy choices. Share with students that there is a lot of incorrect and misleading information available, which is why it is important to make sure they trust a source of information before they use it to inform choices and habits. Share a story about a time invalid information affecting your health. Ask students to share what they noticed about your story.

Step 1: Identify Characteristics of Trusted Information
Sub Skill: Use A Checklist To Evaluate A Source



SUGGESTED LEARNING ACTIVITY 1:

Provide questions that students can ask themselves when reviewing a source of information. Model using these questions to evaluate a source pertaining to the health-related question from earlier. Students need to determine if the information presented in the source should be trusted.

Provide students with specific examples of each of these criteria and practice identifying how they would determine if the resource meets the criteria. Below are examples of the types of questions students could ask themselves to decide if a source should be trusted or not:

Criteria for Trusted Source:	Yes? No?	Evidence from Source:
Is the author(s) listed? Is the author(s) an expert on the topic?		
Is the site or resource from an organization you trust (.gov, .edu, .net, 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 resource up to date?		
Do the ideas make sense based on what you already know about the topic?		
Is this site or resource trying to use your emotions?		
Can you find the same information in another resource?		

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.



Teaching Progression: Step 1 | Identify Characteristics of Trusted Information (Cont.)

Step 1: Identify Characteristics of Trusted Information

Sub Skill: Apply Criteria Of Trusted Information To A Source Of Information



SUGGESTED LEARNING ACTIVITY 1:

Provide student pairs with provide two different websites about the same topic that provide supporting information. As they are exploring, they should be identifying and recording the features of the websites. Then, instruct them to compare and contrast these sites. Ask students to share their observations of the websites. Discuss the importance of finding the same information on multiple sites, which is usually an indication that the information can be trusted.

Language of Health Literacy:

_____ has _____ (criteria).

This makes it trustworthy because _____.

_____ does not have _____ (criteria).

This makes it a less trustworthy resource because _____.

_____ gives me information I can trust because _____.

I trust this resource because _____.

TEACHING NOTES:

- Make sure websites are student-friendly. Have students work together to explore the websites.
- Provide a graphic organizer, such as a venn diagram, to help students organize their thoughts.



SUGGESTED LEARNING ACTIVITY 2:

Present a new health-related question to the class. Divide students into groups and give each group of students a different source that answers the same health-related question. Have students answer the questions provided earlier (see checklist on page 4) to decide if the information should be trusted. Then, have each group provide their answer for the question to the whole class. Chart the answers in front of the class. Debrief with students what they notice about the different answers and ask students to vote for the answer they trust the most. Discuss with the class why they chose the answer they did.

Give students the opportunity to reflect in writing or verbally what they learned about trusted sources and questions they still have about them. Use this as an opportunity to address misunderstandings about trusted sources.

TEACHING NOTES:

- Example health-related question: How often should a person wash their hands?
- Sources can include advertisements, news articles, brochures, or websites.