

## 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.



## Teaching Progression:



### Step 1: Identify Trusted Adults

#### SUB SKILL(S):

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

#### GUIDING QUESTIONS:

What makes me trust someone? How can adults help me?  
What does someone do that makes me feel safe or not safe?

#### NHES PERFORMANCE INDICATORS:

(3.2.1) Identify trusted adults and professionals who can help promote health.

#### VALUABLE VOCABULARY:

*trusted adult,*  
*community,*  
*safe,*  
*help*

### Step 1: Identify Trusted Adults | Sub Skill: Define Trust & Safety

#### Language of Health Literacy:

Trust means \_\_\_\_\_

I trust people when \_\_\_\_\_

I trust people who \_\_\_\_\_



#### SUGGESTED LEARNING ACTIVITY:

Provide an overview of the skill by explaining to students that when they need help for their mental or physical health, trusted adults are important. Additionally, share that when they are hurt or upset, first they should identify the trusted adults in their life that would be the most helpful for the situation. Then, they can figure out how they find that adult.

Teach students the definition of the words *trust* and *help* by showing a picture you drew or a photograph of a trusted adult helping you. Explain why you chose this person, highlighting the different characteristics they possess. For example, they are a good listener, they help when I am hurt, and they make sure I have what I need.

Model asking and answering the following questions:

- What makes me trust someone?
- How does a person help me?
- What does someone do that makes me feel safe or not safe?



## Teaching Progression: Step 1 | Identify Trusted Adults (Cont.)

### Step 1: Identify Trusted Adults | Sub Skill: Describe A Trusted Adult



#### SUGGESTED LEARNING ACTIVITY 1:

Give students a blank sheet of paper and drawing materials. Ask students to draw a picture of a trusted adult in their life helping them with something. Ask the following questions as students draw:

- Who is this person that is helping you?
- How are they helping you?
- Why did you choose this person?
- Why do you trust them?

#### Language of Health Literacy:

*I trust* \_\_\_\_\_

*They help me with* \_\_\_\_\_

Have students share their images with a partner, answering the questions above. Once students have explained their images, hang the images up around the classroom to serve as a reminder for students of the different ways trusted adults can look and act.

#### TEACHING NOTES:

- *Literacy Enrichment:* For students who are reading and writing, have students label their drawings with the characteristics of the person they drew and write out the answers to questions above.
- Model and provide the *Language of Health Literacy* to support student responses.
- Prompt students to think of situations that are specific to their health. These can include both mental health (e.g. comforting when they are sad) and physical health (e.g. taking care of a person when they are sick).



#### SUGGESTED LEARNING ACTIVITY 2:

Write scenarios that can be read to students that provide information about someone getting help from an adult. These scenarios will describe adults offering help to people their age. Provide as much information as needed to help students understand when to trust and when not to trust someone.

Explain a green light is when the adult in the scenario seems safe; a yellow light is when the scenario lacks enough information to determine if the adult is safe; and a red light is when the adult in the scenario seems unsafe. Discuss yellow in more depth to help students think through how to not be afraid of all strangers, but also make sure they are keeping themselves safe. Explain that trust looks different for everyone and that someone they may trust may not be trusted by others, and vice versa.

#### Example Scenarios:

- Maria falls down on the playground. Maria is hurt and needs a band aid for their knee. Maria's mom is there and has helped Maria in the past when they have gotten hurt and are good at comforting them when they are scared and sad.
- James is lost in the grocery store. James saw a ball they liked and walked away from their grandma when they saw a ball they liked. A person who works in the store comes up to James to see if they need any help. The person keeps a comfortable distance from James and asks if they are ok.
- Alex is playing in the front yard. A person who Alex has never met stands by the fence and asks Alex to come over. Alex says no, but the person keeps telling Alex to come over. The person then starts yelling at Alex.

See the next page for the rest of Suggested Learning Activity 2.



## Teaching Progression: Step 1 | Identify Trusted Adults (Cont.)

Place green, red, and yellow placeholders around the room. Direct students to stand up. Read each scenario and provide students time to move to the part of the room with the color that shows their level of trust for the adult. Once students have moved, ask students to explain why they chose the color they did, allowing students to share their perspectives and experiences. Continue to reinforce that trust looks different for everyone, and that someone they may trust may not be trusted by others, and vice versa.

### TEACHING NOTES:

- Be sure to include scenarios that are responsive to student background and experience.
- Use the drawing activity to inform scenarios that should or should not be included.
- Make sure to instruct on strangers and what this means for trusted adults. For example, many strangers, by definition, are yellow with the possibility of becoming green or red once trust is earned or not earned.

## Step 1: Identify Trusted Adults | Sub Skill: Pick An Adult Based On Need



### SUGGESTED LEARNING ACTIVITY 1:

Show pictures of different people in different occupations and contexts in students' life. Discuss each option with students by asking these questions:

- What does this person do? They are a police officer, and they keep us safe.
- Why can he/she/they be trusted? They are wearing a uniform. We see them in our hallway at school helping others.
- How could he/she/they help? They keep us safe. They help me find my house if I get lost. They protect my school from bad people. They make me feel better when I am sad.

### Language of Health Literacy:

*I would go to \_\_\_\_\_*

*They would help me \_\_\_\_\_*

### TEACHING NOTES:

- Some of these pictures should be professionals and some can be people in students' life, like family members. Make sure pictures represent student backgrounds and cultures. For example, if a family picture is used, make sure to include different familial structures.
- To help reinforce the types of help the school can provide, consider taking pictures of helpful school staff (e.g. counselors, nurses, principal, teachers).



## Teaching Progression: Step 1 | Identify Trusted Adults (Cont.)

### SUGGESTED LEARNING ACTIVITY 2:

Tape the pictures around the room. Read different situations when a student may need help. After reading each scenario, provide time for students to stand next to the picture of the adult they would go to if they were in that scenario. Since there is likely to be more than one answer for students, debrief with students afterwards, asking a variety of students to explain why they chose the person they did.

### Example Scenarios:

- I fell on the playground at recess.
- I am having problems with my friends and feel like they are being mean to me.
- I am lost at the mall and can't find my family.
- I am feeling really sick.

### TEACHING NOTES:

- Make sure scenarios represent the different experiences of the students in your classroom and connect to their daily lives.
- Use a variety of strategies to help facilitate discussion and engage all students.



## Teaching Progression:



### Step 2: Find 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

#### GUIDING QUESTIONS:

Where can I find trusted adults in my school and community? How can I find trusted adults in school and community? Who can I ask for help in an emergency situation?

#### NHES PERFORMANCE INDICATORS:

(3.2.2) Identify ways to locate school and community health helpers.

#### VALUABLE VOCABULARY:

*trusted adult,  
uniform,  
safe,  
emergency*

### Step 2: Find Trusted Adults | Sub Skill: Know “Go-To” Trusted Adults



#### SUGGESTED LEARNING ACTIVITY:

Using the same pictures of the professionals from the earlier activity, discuss with students where these adults can be found in their school and community. For example, show a picture of a counselor or mental health care provider. Explain to students they can locate these different trusted adults in the following ways:

- If they are at home, dial \_\_\_\_\_.
- If they are around town, look for \_\_\_\_\_.
- If they are at school, look for \_\_\_\_\_.

#### Language of Health Literacy:

*I would go to \_\_\_\_\_*

*They would help me \_\_\_\_\_*

#### TEACHING NOTES:

- Provide additional examples as needed to students.
- Make sure examples are responsive to student backgrounds and experience. For example, some students are comfortable approaching police because of their identity and others are not.



## Teaching Progression: Step 2 | Find Trusted Adults (Cont.)

### Step 2: Find Trusted Adults | Sub Skill: Ask for Help



#### SUGGESTED LEARNING ACTIVITY:

Explain to students that for other adults they will generally use one of three ways to get help from an adult:

- Call them (Emergency would always be 9-1-1)
- Go directly to that person
- Have a trusted adult help locate a trusted professional or other adult who can help

Read scenario from earlier again and have students identify if the situation was an emergency, or not. Then, ask students to identify the ways they would get the help they needed. Have them choose from the options provided and ask them to explain why they chose that method.

#### Example Scenarios

- A fire started in the kitchen.
- A family member is arguing with you.
- A family member is bleeding pretty badly or has lost consciousness.

#### Language of Health Literacy:

*I will call that trusted adult*

*I will go to \_\_\_\_\_*

*I will ask \_\_\_\_\_ to help*

*me find \_\_\_\_\_*

#### TEACHING NOTES:

- *Literacy Enrichment:* Have students write their own scenarios that can be shared with the class. Be sure to read through scenarios to make sure that they are not potentially triggering for other students in the class.



See Stage 1: Communication Techniques of *Interpersonal Communication* for guidance on speaking and listening strategies when asking for help.



See *Advocacy for Self & Others* for guidance on supporting students to ask for help clearly.



# Assessing Mastery of Access Valid & Reliable Resources PreK-2

Students in grades PreK-2 will have mastered *Access Valid & Reliable Resources* by demonstrating their ability to showcase the performance indicators identified in Standard 3. Use the student friendly language below to support rubric creation and feedback to students.

**Standard 3:** Students will demonstrate the ability to access valid information, products, and services to enhance health.

**3.3.1 Identify trusted adults and explain what makes them trusted and what help that these trusted adults can provide.**

- I can list trusted adults in my life.
- I can explain what makes a trusted adult.
- I can decide when to go to a health care professional and when to go to a personal trusted adult.

**3.3.2 Demonstrate the ability to locate trusted adults and know the difference between emergency and non-emergency situations.**

- I can describe different ways to locate trusted professional adults.
- I can identify emergency and non-emergency situations.

**ASSESSMENT TOOL #1 (3.3.1)**

Give students multiple sheets of blank paper and drawing materials. First, ask students to draw a picture of themselves having a problem. Then, ask students to draw themselves finding an adult they would go to for help. Finally, ask students to draw the adult helping them.

**Ask the following questions as students draw:**

- Who is this person that is helping you?
- How are they helping you?
- Why did you choose this person?
- Why do you trust them?
- What did they help you with?

Have students share their images with a partner, answering the questions above.

**Provide the following language to help students explain their images:**

One time, \_\_\_\_\_ happened, and I needed help.  
I trust \_\_\_\_\_.  
I went to \_\_\_\_\_ for help.  
They helped me with \_\_\_\_\_.



### ASSESSMENT TOOL #2 (3.3.1)

Give students red, yellow, and green stickers and a sheet of paper with three boxes. Direct students to the first box on their sheet of paper. Read a scenario to students about someone their age needing help from an adult. Have students place a sticker in the box that shows whether or not they would trust the adult in the scenario. Remind students that the green light means safe, yellow light means more information is needed, and red light means not safe. Repeat for the remaining three boxes.

If a student answers in a way you would not expect, connect with that student to learn more about their understanding of trusted adults.

### ASSESSMENT TOOL #3 (3.3.2)

Give students pictures of professionals and other adults in their life. Guide students through each individual. If the student knows how to call them, students will put a blue check mark by the professional. If they know how to find the professional, they put an orange checkmark by the professional. Lastly, if they do not know how to call them or where to find them, they would put a purple check by them to illustrate that they will need to use a personal trusted adult as a guide to call or locate the professional.

## Content Area Connections

Other content teachers and adults in a school can utilize the health skill to help students in a variety of learning activities and situations. Share suggestions with staff to help develop plans for content overlap and student language connections.

Schools may have clear protocols for how students access help from different school professionals. This allows all adults in the building to reinforce the procedure and make sure students get the help they need. Health educators should include this information when they are reviewing the different ways students can find help within the school. Other adults in the building should also know this protocol and help students use it when needed.

When a student uses a trusted adult appropriately, make sure that student is recognized. Adults can begin conversations with students who have come to them for help by affirming their decision and thanking them for their trust. If there is an example the whole class can observe, debrief with the class why the student did the right thing by going to an adult for help.

Utilize content structures and topics in classrooms to reinforce student understanding and to support ongoing student development. *Accessing Valid & Reliable Resources* can be used across content areas when students are struggling with individual situations. Remind students to consider who they could go to when they are having a problem.



Reinforce the understanding of the essential role trusted adults play for all students. Explore the following questions with students across content areas. Add specific content information in place of the italicized words as necessary. These questions are meant to be used when students are trying to find someone who can help them through a difficult situation. These questions can also be a guide for independent reflection when students are challenged to work through a problem.

- Who can help you with *this*?
- Who have you gone to about *this* before?
- Who is an adult you trust?
- Where can you find the adult to help you with *this*?

### VOCABULARY REINFORCEMENT:

Utilize the vocabulary words below to reinforce student understanding and to showcase the ability to use words across content areas. For example, an entire grade-level team can decide to teach these words within the specific contexts of their classes to deepen understanding of vocabulary and language use.

*health, help, trust, find, emergency, safe*

## Resource Bank

### RMC Health

- [Health Education Skills Models](#)

### National Health Education Standards

- [Standards & Performance Indicators](#)

### Skills Based Lesson Plans

- [Health Smart Va](#)