



Access Valid & Reliable Resources Grades 6-8

Language of Health Literacy:

One situation that requires valid and reliable (information/services/products) is ____ because ____.

Step 1

I can trust information that has ____ because ____.
It is important that (information/services/products) related to my health has ____ because ____.

Step 2

Where did you get information about ____?
Tell me more about ____.
When you say ____, what do you mean?
How has this advice, help, or information worked in your life?
Where could I look for more information about this?
How do you think this advice, help, or information would impact my health?

At (home/school/community), I can find ____.
A question I have after (reading/hearing) ____ is ____.
To find more information about ____, I looked at ____.
I searched for ____ because ____.
Using ____, I found additional information about ____.

Step 3

A reliable resource is ____.
In order for a resource to be reliable, it needs to ____.
A barrier someone could face is ____.
In order to access ____, I must ____.

Step 4



Step 1: Identify When You Need Help & Information



Step 2: Analyze the Validity of Help & Information

Sub Skills:

- Define criteria for valid resource
- Use a checklist to evaluate the validity of a resource
- Analyze information from people



Step 3: Locate Valid Help & Information

Sub Skills:

- Know "go-to" resources
- Ask resource questions
- Locate resources



Step 4: Make a Plan to Access Valid Help & Information

Sub Skills:

- Analyze reliability of resources
- Identify barriers to accessing resources
- Identify actions to access resources



Step 5: Reflect

Reflection Questions

- How did valid and reliable resources enhance my health?
- How did invalid and/or unreliable resources get in the way of living a healthy life?
- What barriers did I encounter accessing valid resources?
- What actions did I take to access valid resources? Were these the right actions for me?