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.

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Grades 3-5 Framework

In grades 3-5, students build on their understanding of *Access Valid & Reliable Resources* by expanding ideas pertaining to trusted adults learned in grades PreK-2 to trusted information. First, students identify characteristics of trusted information, products, and/or services. Next, students determine where in their home, school, and community they can go to for information. It is also important that students know where they can locate resources as well as being able to determine when resources are needed. Finally, students analyze the characteristics and resources for validity, deciding if the information or source is trustworthy.

Accessing trusted adults should continue to be a focus in grades 3-5. For guidance and activities on identifying trusted adults, see the health skill guide for Access Valid & Reliable Resources for grades PreK-2. Posters for trusted adults for grades 3-5 are available with the other support documents for grades 3-5.

Mastery of *Accessing Valid & Reliable Resources* for grades 3-5 means students are able to access valid information, products, and services and locate resources from home, school, and the community that provide valid information.

The Steps:

Step 1: Identify Characteristics of Trusted Information

Step Overview: Since trust looks different for everyone, students should be given time to determine how they define trust. Students first think of characteristics of people in their life that they trust and transfer these characteristics to sources of information. From there, teachers can provide a checklist with the criteria of valid information that can aid studeents in evaluating a source of information. Students should be provided opportunities to apply their criteria of trust to a variety of sources of information.

Sub Skill(s):

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

Step 2: Locate Trusted Information

Step Overview: Once students have learned how to determine if a source of information should be trusted, they then must be able to locate trusted resources and information. In this step, students should interact with a variety of resources to answer a relevant health-related questions. Teachers are encouraged to think outside of their classrooms and tap into the professionals and resources in their school community. Students should also continue to use the checklist introduced in step 1 to reinforce the evaluation of sources.

Sub Skill(s):

- Know "go-to" trusted sources of information
- Use a variety of sources to answer health-related questions

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.
- Practice *Access Valid & Reliable Resources* with each health content to help students practice locating valid resources for a variety of health topics.
- Create a bank of resources students and their families can access for a variety of health-related topics. Allow students to explore these resources throughout the year.
- Be sure to include all forms of information and resources, including people, printed materials, websites, and services.
- Provide checklists with criteria of valid information to help students evaluate resources.
- Collabroate with other content teachers to reinforce evaluating resources for validity. Be sure to use common language and criteria to support student understanding.

See *Teaching Progression* for suggested learning activities.