

## 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.*



### Grades 6-8 Framework

In grades 6-8, students expand their understanding of the health skill, *Access Valid & Reliable Resources*, by creating a plan for how they will access the information, products and services they need to live a healthy life. As in previous grade levels, students in grades 6-8 first determine criteria for whether a resource is valid and practice locating valid information. Building upon validity, students examine the reliability of resources, evaluating ability to access necessary resources. From there, students create a plan for accessing valid & reliable resources by identifying potential barriers to accessing the information, products, and services they need.

Mastery of *Access Valid Information* for grades 6-8 means students are able to locate, analyze, and evaluate sources of information to determine if the information, products, and services are valid and reliable. Students will also be able to explain why it is not only important to access valid information, but why accessing this information is important for their future health and well-being.

## The Steps:



### Step 1: Identify When You Need Help & Information

**Step Overview:** Students in this grade level become proactive seekers of health information and help. In order to do this, they must first be able to identify when they need help or information. This step is meant to help students become aware of when they need additional help and information, so they are able to seek out resources they need to be healthy.



### Step 2: Analyze the Validity of Help & Information

**Step Overview:** An individual receives information pertaining to their health on a daily basis without seeking it out on their own. For this reason, it is important to be able to analyze the validity of sources of information before locating information on one's own. Also, many times information we already have influences our health choices and it is important to analyze the information already known before seeking additional pieces of information. In addition to looking at published sources, students should also learn how to analyze the help and information they receive from people in their life. In some cases it may be help for complete Step 3: Locate Valid Help & Information before analyzing the validity. Discuss situations that require this consideration with students to help them deepen their understanding of *Access Valid & Reliable Resources*.

#### Sub Skill(s):

- 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

**Step Overview:** Now that students have learned to analyze the validity of health information and help, they are ready to locate help and information for their own health-related questions. They should spend time searching for answers to their health-related questions. Extended source exploration in a variety of contexts, including home, school, and community, provides practice opportunities for students to locate valid help and information.

#### Sub Skill(s):

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



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

**Step Overview:** This step allows students to develop their capacity to make a plan for locating the valid help and information they need to enhance their health. Reliable resources are resources that are able to be accessed easily and consistently by the person who needs them. Important criteria to keep in mind is proximity, cost, and time commitment. Students should then explore barriers to accessing valid health help and information, identifying the resources available to them and creating a plan for how to use resources more difficult to access.

#### Sub Skill(s):

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



### Step 5: Reflect

**Step Overview:** Learning to reflect takes practice and intention. After an individual analyzes the validity and reliability of resources, locates valid resources, and makes a plan for accessing valid and reliable resources, they then must reflect on how that valid and reliable resource enhanced their health. Building time for students to reflect is crucial in developing metacognition, which supports the development of other health skills, such as *Self-Management* and *Advocacy for Self & Others*.

#### Reflection Question(s):

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



## Teaching Tips

- Collaborate with other content area teachers to ensure alignment in criteria to evaluate valid resources. Be sure to use common language and criteria to support student understanding.
- Utilize checklists to support students analyzing a resource for validity and reliability. See the Teaching Progression for example checklists. Add and remove criteria as necessary to align with other content areas at your school.
- Practice *Access Valid & Reliable Resources* with each health content to help students practice locating valid resources for a variety of health topics.
- Provide students practice opportunities to analyze health services and products for validity and reliability.
- 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.
- Teach *Access Valid & Reliable Resources* outside of the classroom by letting students interact with different spaces where they can interact with health products, services, and information, such as the nurses office, community resource centers, and public health buildings.
- When reinforcing Access Valid & Reliable Resources throughout the year, it may be helpful to switch Step 2: Analyze the Validity of Help & Information and Step 3: Locate Valid Help & Information.

See *Teaching Progression* for suggested learning activities.