Teaching Progression:

Step 3: Locate Valid Help & Information

SUB SKILL(S):

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

GUIDING QUESTIONS:

How do I locate the help and information I need for my health? Where are the different places I can go for help and information for my health?

NHES PERFORMANCE INDICATORS:

(3.8.2) Access valid health information from home, school, and community. (3.8.5) Locate valid and reliable health products and services.

VALUABLE VOCABULARY:

*analyze,
accessing information,
validity, reliability,
cite, search,
locate*

Step 3: Locate Valid Help & Information
Sub Skill: Know "Go-To" Resources

SUGGESTED LEARNING ACTIVITY 1:

Create a chart that is divided into three categories: home, school, and community. Ask students what help or information is available in these spaces. Write down student responses and add additional sources as needed.

Language of Health Literacy:

At home, I can find _____.

At school, I can find _____.

In my community, I can find _____.

TEACHING NOTES:

- Some examples may be repeated in all three categories.
- Keep charts up for students to reference during the rest of instruction.
- Model and provide the *Language of Health Literacy* to support student discussion and identification of resources.

Health

Teaching Progression: Step 3 | Locate Valid Help & Information (Cont.)

Step 3: Locate Valid Help & Information
Sub Skill: Ask Resource Questions

SUGGESTED LEARNING ACTIVITY 1:
Remind students that often they receive information pertaining to their health without searching for it. This means that they will often have questions about the information they receive or will need to do additional research to confirm whether or not the resource is valid. Explain to students that good resource finding requires good questioning.

Have students revisit the resource you gave them in Step 2. Ask students what additional questions they have after reviewing the source. For example, if they were looking at a food label that said how many grams of sugar are in a serving, they may wonder how many grams of sugar someone should eat a day. Give students time to write as many questions as they can that would deepen their understanding of the information in the original source.

Language of Health Literacy:

After learning _____, I wondered _____.

Once I learned_____, I wanted to know more about _____.

A question I have after (reading/hearing)_____ is _____.

Step 3: Locate Valid Help & Information
Sub Skill: Locate Resources

SUGGESTED LEARNING ACTIVITY 1:
Once students have generated questions, have students try to locate the information they need to answer their additional questions. Give students plenty of time for this activity, extending to multiple class periods if time allows. Part of research is creating time and space to be curious. Encourage students to bring in information from home or community. If students feel stuck, help them think through the different places they can go to for information. If students begin to bring up concerns around not being able to access certain information, such as something a doctor would be able answer, tell them they will explore that idea in the next step.

Language of Health Literacy:

To find more information about _____, I looked at _____.

I searched for _____ because _____.

Using _____, I found additional information about _____.

See Next Page For Teaching Notes.

rmc Health

Teaching Progression: **Step 3 | Locate Valid Help & Information (Cont.)**

TEACHING NOTES:

- Provide a variety of resources students could use, including access to additional printed materials, access to a resource library, access to experts in the building, access to the internet, etc.

- Collaborate with others in the building who are willing to make themselves available for students to interview.

- Direct students to places such as the cafeteria, nurse's office, or counselor's office to look at the resources and talk to adults available in those spaces.

- Remind students to use the questions from Step 2 to continually analyze the validity of the information they find.

- Actively participate with students throughout the entirety of the activity, checking for understanding, prompting students with additional questions, and directing them to spaces and resources you think could be helpful.