

## Lesson 1: Accessing Valid and Reliable Information and HIV/AIDS

### Materials/Equipment:

- [Slides](#)
- [Worksheet](#)
- [HIV/AIDS Flyer from the Oklahoma State Department of Health](#)

### Oklahoma Academic Standards for Health Education: OAS-HE 3

#### Objective(s):

- **3.AC.5.1:** Identify characteristics of valid health information, products, and services based on self-identified need (e.g., reliable, appropriate, accurate, or trustworthy).
- **3.AC.8.1:** Examine the validity of health information, products, and services.
- **3.AC12.1:** Examine the validity of health information, products, and services.

### Action 1: Skill Introduction

**Introduction (Teacher):** Introduce the skill of “Accessing Valid and Reliable Information, Products, and Services.” Provide a definition: Being able to access valid and reliable information, products, and services is the ability to evaluate and use sources of health-related information, health products, and health services that you can trust.

#### Activity: “To Trust or Not to Trust”

1. Make slides in the presentation with valid/reliable and not valid/reliable online information sources, products, and services.
2. Show the example. If participants think the example is trusted, they will move their arms side to side. If the example is not trusted, they will move their arms up and down.
3. After each example, discuss why it is or isn't trusted and have them identify characteristics of valid/reliable online sources of information.

After the activity, discuss how resources can be associated with organizations (e.g., .gov, .edu, .org, or .com)

- **.gov** stands for **Government**. If a website is related to the government, then the **.gov** domain is used.
- **.edu** stands for **Educational** purpose. Most of the schools and colleges websites contain the **.edu** domain name.
- **.org** stands for **Organization**. If a website is related to any particular organization, then the **.org** domain is used.
- **.com** stands for **Commercial**. If a website is for commercial use, then the **.com** domain is used.

Access to valid and reliable resources help prepare students to evaluate the health resources around them critically. With so many resources available, printed, distributed, and broadcasted, it is vital that students understand how to determine if resources are valid and reliable. This skill is important in health, since invalid and unreliable resources can prevent someone from living a healthy life.

## Action 2: HIV/AIDS

**Directions** (10 minutes):

1. Distribute the HIV/AIDS Flyer from the Oklahoma State Department of Health (hardcopy or [website](#)) and have students read it. The teacher will need to print the PDF version.
2. Remind students that they will read the flyer from right to left.
3. Distribute the [worksheet](#). Ask students to complete Part 1 after reading the flyer.
4. The teacher/ presenter will discuss HIV prevention, diagnosis, treatment, and outbreak response.
5. Ask if students have any questions and examine the guiding question below.

### Guiding Questions:

- What are the benefits of examining HIV prevention, diagnosis, treatment, and outbreak response?

## Action 3: Present the Steps (Resource: [RMC Health Steps and Sub-Skills Posters](#))



**Access Valid & Reliable Resources**  
Grades 6-8



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



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



**Step 3:**  
Locate Valid Help & Information



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



**Step 5:**  
Reflect

## Action 4: Model the Steps

Teacher: Use the HIV/AIDS Flyer from the Oklahoma State Department of Health (hardcopy or [website](#)) to model the steps of the skill.

1. **Step 1: Identify when you (or a loved one) need help and information**
2. **Step 2: Analyze the validity of help and information**
  - Sub Skills
    - Define criteria for a valid resource
    - Use a checklist to evaluate the validity of a resource (see example checklist below)
    - Analyze information from people
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Criteria for Valid Resource:	Yes? No?	Evidence from Resource:
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Is the author(s)/provider(s) and their credentials listed?		
Is the site or resource from a respected organization (.gov, .edu, .net, or .org)?		
Is the information based in fact rather than opinion?		
Is the site or resource free of errors (grammar, spelling, typographical, etc.)?		
Is the site or resource current?		
Are the claims realistic?		
Do the ideas make sense based on your knowledge of the topic?		
Does the information educate you without appealing to your emotions?		
Can you find the same information in another resource?		

### 3. **Step 3: Locate valid help and information**

- Sub Skills
  - Know “go-to” resources
  - Ask resource questions
  - Locate resources

### 4. **Step 4: Make a plan to access valid help and information**

- Sub Skills
  - Analyze the reliability of resources
  - Identify barriers to accessing resources
  - Identify actions to access resources

### 5. **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?

### **Action 5: Practice the Steps**

#### Instructional strategies used:

- Scenarios & Prompts
- Role Play & Language Rehearsal
- Cooperative Learning X
- Journaling & Drawing
- Movement
- Other: \_\_\_\_\_

**Activity:** Evaluation of Resources

**Materials:** [Worksheet](#), [Ending the HIV Epidemic Resource](#), [CDC HIV Resource](#), and [National Native American HIV Awareness Resource](#)

1. Participants are paired up or work in small groups to complete Part 2 of the [worksheet](#). Groups will choose one of the three resources.
2. After the groups have completed the evaluation, bring it back to the whole group and ask one person from each group to share the evaluation of the website.
3. Teacher: Review the rubric so students understand what they need to include in their assignment.
4. The teacher/presenter will use the rubric to score the students' work.

### **Action 6: Feedback/Reflection/Assessment**

#### **Feedback**

1. Gather feedback from conversations with students before, during, and after class.
2. Target feedback on student performance based on the standards.
3. Analyze the responses to the exit ticket to gather feedback regarding content and skill acquisition.

#### **Formative Assessments used during class**

- Guiding questions asked at the beginning of class.
- Worksheet and observation of students during class activities.
- Exit ticket
  1. List three things you should look for when checking for the validity of a resource (e.g., printed, website).

#### **Teacher Reflection**

1. Were the students able to identify characteristics of valid health information, products, and services based on self-identified needs (e.g., reliable, appropriate, accurate, or trustworthy)? What is the evidence? (3.AC.5.1 )
2. Were the students able to examine the validity of health information, products, and services? What is the evidence? (3.AC.8.1 & 3.AC.12.1)

### **Modifications/Adaptations**

- Provide translation resources when needed.
- Provide assistive technology when needed