

Learning about HIV

Access Information &
HIV/AIDS Awareness



OKLAHOMA
Education



Action 1

Introduce the skill

Learning Objectives



Standard 3: Accessing Information

- 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.AC.12.1: Examine the validity of health information, products, and services.

Introduction: Access Valid Information

Turn and Talk to a neighbor

- What does it mean to access valid and reliable information, products, and services?

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 services that you can trust.

To Trust or Not to Trust: Wikipedia

- If the example is trusted, you move your arms side to side.
- If the example is not trusted, march in your spot.

WIKIPEDIA
The Free Encyclopedia

English 6 709 000+ articles	日本語 1 385 000+ 記事
Español 1 889 000+ artículos	Русский 1 936 000+ статей
Deutsch 2 832 000+ Artikel	Français 2 550 000+ articles
Italiano 1 825 000+ voci	中文 1 375 000+ 条目 / 條目
Português 1 108 000+ artigos	العربية 1 216 000+ مقالة

Search bar: | EN ▾ 🔍

Read Wikipedia in your language ▾

To Trust or Not to Trust: CDC



Health Topics

Travelers' Health

Outbreaks

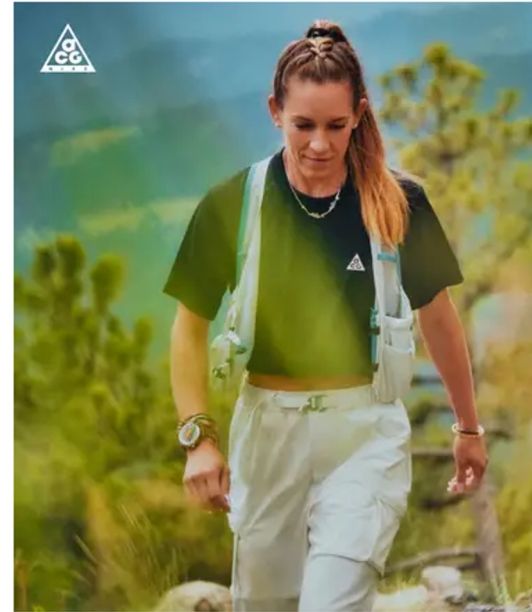
FEATURED



- If the example is trusted, you move your arms side to side.
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To Trust or Not to Trust: Nike

- If the example is trusted, you move your arms side to side.
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Nike ACG Hiking Gear

To Trust or Not to Trust: Harvard



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Types of Sources

You can find information everywhere on the internet. Resources can be associated with organizations.

- **.gov** stands for **Government**. If a website is related to the government, it has a **.gov** domain.
- **.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.

Action 2

Include content

Content: HIV Awareness

- Read the HIV/AIDS Flyer from the Oklahoma State Department of Health (hardcopy or [website](#)).
- Complete Part 1 of the worksheet after reading the flyer.
- Discuss whole group: HIV prevention, diagnosis, treatment, and outbreak response.
- Access the flyer with the bitly or QR code.

<http://bit.ly/44PhR19>



Guiding Question: HIV Awareness

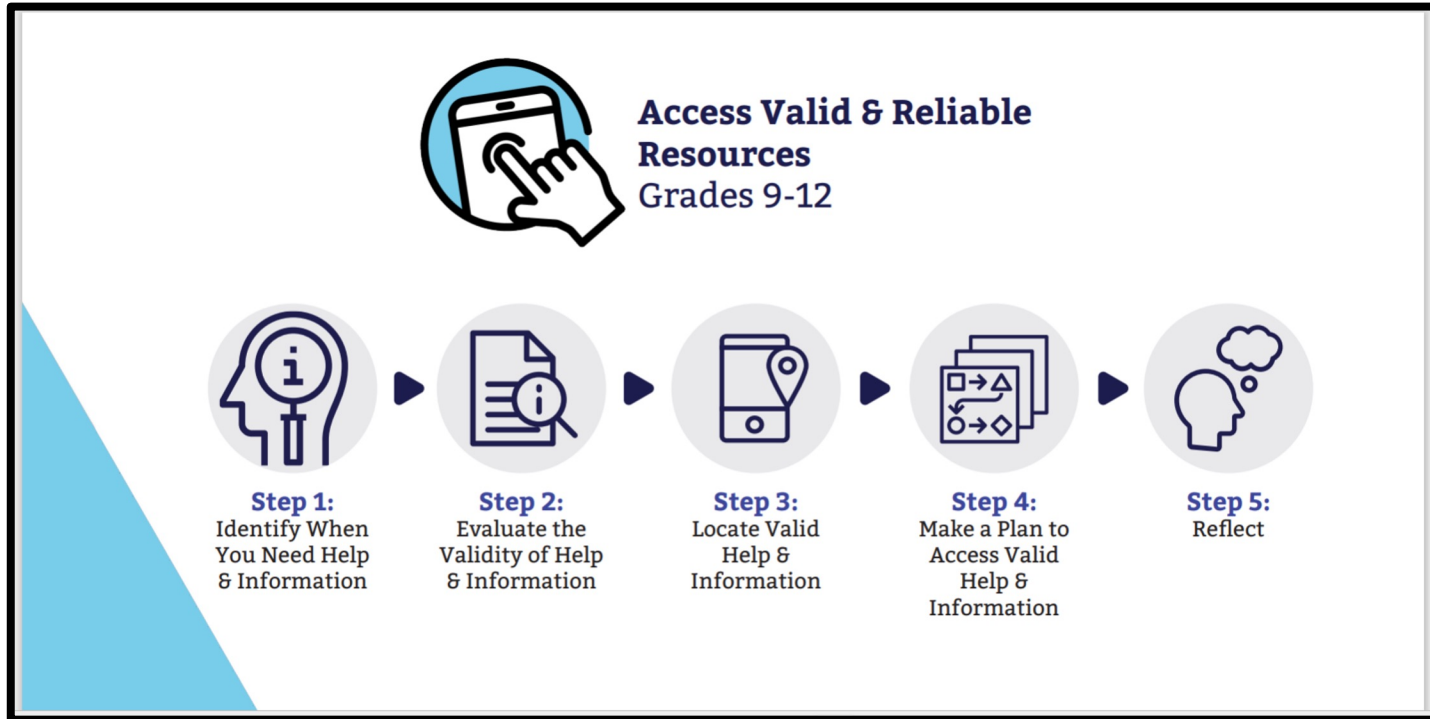


What are the benefits of examining HIV prevention, diagnosis, treatment, and outbreak response?

Action 3

Present the skill

Steps: Access Valid Information



Action 4

Model the skill

Model: Access Information



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

Model for Student

Step 1: Identify when you need help and information.

- | | |
|--|--|
| <ul style="list-style-type: none">• What do you need to know?• When would you need information? | <ul style="list-style-type: none">• Do you know about HIV or AIDS?• Do you need more information? |
|--|--|

Model for Student

Step 2: Evaluate the Validity of Help and Information

[Link to Criteria to Trusted Resources checklist.](#)

1. Who is the author?
2. What type of site is it (e.g., .gov, .edu, etc.)
3. Is it fact or opinion?
4. Is it free of errors?
5. Is it current or realistic?
6. Does the information make sense?

Model for Student

Step 3: Locate Valid Help and Information

[Link to RMC Resource](#)

- Can I ask ask a health professional or a parent/guardian about this resource?
- Ask questions about the source, site, or where to find more information.

Model for Student

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

Checklist for Reliable Sources

- Do I need internet to access this resource?
- Do I have internet?
- Is the resource free?
- Does it cost money?

Model for Student

Step 5: Reflect

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

Action 5

Practice the skill

Real World Wellness

Directions:

- Work in groups of three.
- Complete Part 2 of the worksheet.
- Select one of the three resources on the next slide.
- Complete the evaluation of the resource with the attached criteria.
- Be prepared to share out about your group's resource to the whole group.

Select a Resource

Resource 1

Ending the
HIV Epidemic



<https://bit.ly/45Su6eM>

Resource 2

HIV Prevention:
Oklahoma



<https://bit.ly/466HETn>

Resource 3

Native American
HIV Awareness



<https://bit.ly/3LiVdXP>

Action 6

Feedback and Reflection

Review

- What are the benefits of examining HIV prevention, diagnosis, treatments, and outbreak responses?



Exit Ticket

How would you help a friend access valid and reliable information about HIV?