



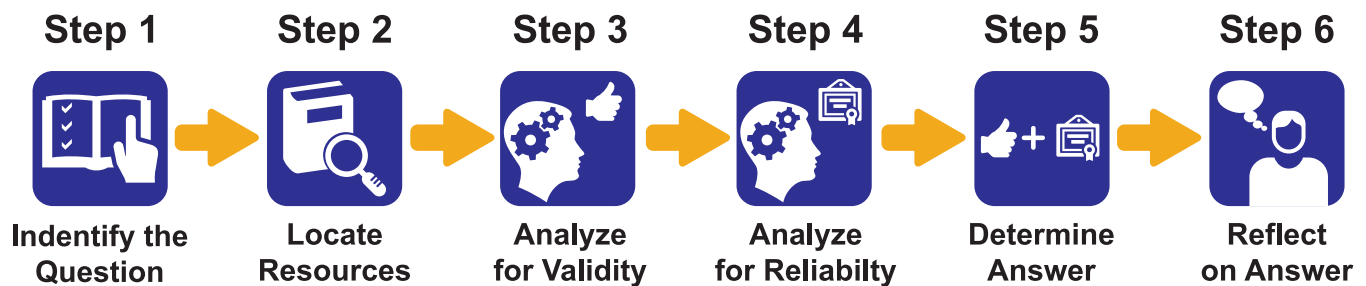
# Grades HS Accessing Information

## Background Information:

Accessing valid information, products, and services is important in the prevention, detection, and treatment of health problems. This skill is often the foundation of many decisions students will make. When using this skill, students will be evaluating the validity and reliability of information they have accessed on the internet, from other printed sources, the media, and other people. Mastery of this skill will empower students to either accept or reject the information they have found in order to achieve better health.

The accessing information model for high school has six steps. The most important parts of this skill is for students to be able to determine the validity and reliability of a resource. It is important to have these steps posted in the room or available as a handout as students are learning how to master the skill.

## The Model




THE  
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EDUCATION  
INITIATIVE

## The Steps


Skill Steps	Teaching Progression
<b>Step 1: Identify the Question</b>	<p>Students need to identify a specific information, product, or service that need to be examined. Their questions need to be related to gathering more information about a particular topic like nutrition; a specific product like purchasing a bike; or a specific service/class like one offered in the community (snowmobile safety, first-aid, babysitting, etc.).</p> <p>What questions are students trying to answer about the information product or service? For example, are electronic cigarettes a healthier alternative to smoking? Is the information in a commercial or a website valid and reliable for making a decision to purchase a product?</p>
<b>Step 2: Locate Accessible Resources</b>	<p>Students need to brainstorm all of the possible resources that may be available for them to access. This includes printed material like books, magazines, and newspapers. It can also include media like TV, radio, Internet, and social networks. Finally, people like friends, family, health professionals, and others could be used as resources. These should come from the home, school, and/or community.</p>
<b>Step 3: Analyze for Validity</b>	<p>When analyzing for validity, students are checking to see if the source is truthful. This means that the information is true based on facts. The factors that can determine this is if the same information is found in multiple resources and if the information is current. Another factor is if all aspects of the subject are covered sufficiently and documented.</p>
<b>Step 3: Analyze for Reliability</b>	<p>When analyzing for reliability, students are checking to see if the source is trustworthy and dependable. This means that the information is recognized or written by an appropriate government, medical, or other professional organization or respected group. (.gov, .edu, .org, etc.) During this lesson, students need to be taught why .gov, .org, and .edu are more reliable sources versus a .com.</p> <p>Other factors to use to determine reliability are the author's purpose behind the source, who wrote the source (PhD., M.D., etc.), and who is sponsoring the information. It is important to teach students how to find the author of a printed source including the author of an internet source.</p>
<b>Step 5: Determine the best Answer</b>	<p>Students now gather their information from their variety of sources they used to formulate an answer based on the criteria they used in determining the validity and reliability of each source.</p>
<b>Step 6: Reflect on your Answer</b>	<p>During this last step, students are expected to be able to justify their reasons for their choosing a source based on its validity and reliability.</p>

# Sample Student Handouts


Name: \_\_\_\_\_

 **Accessing Information**

Resource	Validity (why?)	Y/N	Reliability (why)	Y/N


 **Validity: Is the resource truthful?**

- Is the information current up to one year?
- Is the same information found in more than one resource?
- Is there enough information about the topic?
- Are the facts in the article cited or referenced?

 **Reliability: Is the resource trustworthy and dependable?**

- Is the purpose of the resource stated clearly?
- The resource does not appear to be an advertisement.
- Is the resource a .gov, .edu, or .org
- Is the author's name listed?
- Is the author's background trustworthy and dependable?
- Is the resource sponsored by an institution or organization?

Name: \_\_\_\_\_

 **Reflection**

What was the answer to your question?

\_\_\_\_\_

\_\_\_\_\_

What factors did you use to determine the validity of your sources? (What was most important and guided your decision to determine validity?)

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

What factors did you use to determine the reliability of your sources? (What was the most important and guided your decision to determine reliability?)

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

What form of media resources (internet, publications, music, advertisements, etc.) do you think were the most valid and reliable for your question? Support your answer.


\_\_\_\_\_

\_\_\_\_\_

Describe how would having this knowledge help you prevent, detect, and treat health problems.

\_\_\_\_\_

\_\_\_\_\_

 **Website Evaluation**

**Purpose:**

The content of some websites may have been created to persuade a reader to buy something or convince them to believe a certain way. To determine validity, you need to determine the purpose of the source. Check the "About Us" page or the "Mission Statement." The purpose can be to entertain, sell, persuade, inform, or teach.

**Validity: Is the information truthful?**

- Accuracy**

A. Not all information published on websites is valid or truthful. To evaluate a source for truthfulness, you should look for the following:

  - Citations or works listed
  - Evidence that backs up claims made by the authors
  - Spelling and grammatical errors
  - Information that matches other credible sources
- Currency**

A. For accurate research a website's publication date is important. It is best to use content that is current and not outdated.

  - Published or updated recently
  - Is appropriate for my topic

**Reliability: Is the information trustworthy and dependable?**

- Author**

A. The author is the person or organization who wrote the information on the website. An author is credible if:

  - Has written several articles on the topic
  - Provides contact information
  - May have qualifications of being an expert i.e. a Phd. or other degree
- Authority: Publisher**

A. The credibility of the publisher also contributes to the reliability of the website. Credible publishers will:

  - Accept responsibility
  - Are often well known
- Relevance**

A. A source may be reliable, but it may not be relevant. To determine relevance you should:

  - Determine the website's intended audience
  - Make sure the information relates to your topic
  - Make sure the information helps to answer your research question

## Teaching Tips:

- **Vocabulary:** accessing information, validity, reliability, accessible resources, credibility,
- Most information is accessed from the media. The most common form being the Internet. Also point out that information can also come from music, television, movies, books and magazines as well.
- Check with your media, library, or English teachers to see how they teach accessing information as well.
- Another great activity for use with High School students is during election cycles. They can use the steps of the skill to analyze political commercials.
- When students are filling out the chart, be sure they give reasons to justify why a source is valid or reliable.
- Make sure you collaborate with other core content areas such as social studies and English due to standard alignment.

## What Does Mastery of Accessing Information Look Like:

High school students will have mastered the skill of accessing information if they are able to locate, analyze, and evaluate sources and then 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 to their future lives including their health and well being.

## Teaching/Student Resources



The Colorado Education Initiative  
<http://www.coloradoedinitiative.org/re-sources/chpe/>  
**RMC Health**  
<http://www.rmc.org/>  
**Colorado Department of Education**  
<http://www.cde.state.co.us/cohealthp-e/statestandards>

Name: \_\_\_\_\_



## Accessing Information

Resource	Validity (why?)	Y/N	Reliability (why)	Y/N

 <b>Validity:</b> Is the resource truthful?	 <b>Reliability:</b> Is the resource trustworthy and dependable?
<ul style="list-style-type: none"><li>• Is the information current up to one year?</li><li>• Is the same information found in more than one resource?</li><li>• Is there enough information about the topic?</li><li>• Are the facts in the article cited or referenced?</li></ul>	<ul style="list-style-type: none"><li>• Is the purpose of the resource stated clearly?</li><li>• The resource does not appear to be an advertisement.</li><li>• Is the resource a .gov, .edu. or .org</li><li>• Is the author's name listed?</li><li>• Is the author's background trustworthy and dependable?</li><li>• Is the resource sponsored by an institution or organization?</li></ul>

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2. Currency
  - A. For accurate research a website’s publication date is important. It is best to use content that is current and not outdated.
    - Published or updated recently
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## **Reliability: Is the information trustworthy and dependable?**

1. Author
  - A. The author is the person or organization who wrote the information on the website. An author is credible if:
    - Has written several articles on the topic
    - Provides contact information
    - May have qualifications of being an expert ie. a Phd. or other degree
2. Authority: Publisher
  - A. The credibility of the publisher also contributes to the reliability of the website. Credible publishers will:
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