



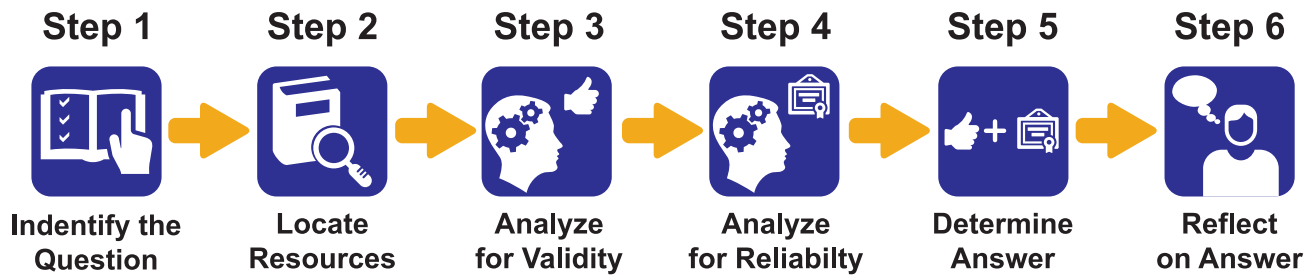
Grades 6-8 Accessing Information

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 grades 6-8 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




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The Steps

| Skill Steps | Teaching Progression |
|--|---|
| Step 1: Identify the Question | <p>Students need to identify specific information, product, or service that needs 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> |
| Step 2: Locate Accessible Resources | <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> |
| Step 3: Analyze for Validity | <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> |
| Step 3: Analyze for Reliability | <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> |
| Step 5: Determine the best Answer | <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> |
| Step 6: Reflect on your Answer | <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 Handout

 **Resource Evaluation Checklist**

Title of the resource: _____
Type of resource: printed source video/TV/radio person/organization internet
Internet website address: _____

 **Validity Checklist:** Is the resource truthful?


| | | | |
|---|-----|----|-----|
| 1. Is the information current up to one year? | Yes | No | N/A |
| 2. Is the same information found in more than one resource? | Yes | No | N/A |
| 3. Is there enough information about the topic? | Yes | No | N/A |
| 4. Are the facts in the article cited or referenced? | Yes | No | N/A |

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

| | | | |
|---|-----|----|-----|
| 1. Is the purpose of the resource stated clearly? | Yes | No | N/A |
| 2. The resource does not appear to be an advertisement. | Yes | No | N/A |
| 3. Is the resource a .gov, .edu, or .org? | Yes | No | N/A |
| 4. Is the author's name listed? | Yes | No | N/A |
| 5. Is the author's background trustworthy and dependable? | Yes | No | N/A |
| 6. Is the resource sponsored by an institution or organization? | Yes | No | N/A |

Now, look at the answers you circled, count how many of the questions were answered yes. Look at the chart below to determine the validity and reliability of the resource.

| | |
|--------|-------------|
| 9 - 10 | Excellent |
| 7 - 8 | Okay to use |
| 0 - 6 | Poor |

 **Reflection**

What was the question you wanted answered: _____

Based on my resources, what was the most probable answer I came up with?

Which resource was the most valid and reliable? _____

What were the reasons why this was the most valid and reliable? (use your checklist)

Why did I think the source was **valid**?
•
•

Why did I think the source was **reliable**?
•
•

Was there a resource you chose not to use because it was not valid or reliable? Y or N _____
If you answered yes, then explain why you did not use it? _____

List three reasons why you feel it is important to use valid and reliable resources when looking for information, products, and services?

Teaching Tips:

- Vocabulary: accessing information, validity, reliability, accessible resources, cite,
- Accessing information is critical in all subject areas, specifically social studies and science. Because of the information age we live in, it is vital that students have this skill in order to have critical thinkers leaving our school system.
- Make sure students are aware of all types of resources that are available to them.
- On the worksheet, when having students look for validity, they need to make sure there is enough information written about a topic--not just a few comments.
- On the worksheet, when having students checking to see if the facts are cited, students need to know how to check the article for where the information was cited or referenced.
- It might be important to teach students at the upper levels how to research an author's background.
- Adjustments to the criteria worksheet may need to happen--especially if they are listening or interviewing a person.
- It is a good idea to practice with invalidated and unreliable resources as a class, so the students understand the process before they do it on their own.

What Does Mastery of Accessing Information Look Like:

Grades 6-8 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>



Resource Evaluation Checklist

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Reflection

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Which resource was the most valid and reliable? _____

What were the reasons why this was the most valid and reliable? (use your checklist)

Why did I think the source was **valid**?

-
-

Why did I think the source was **reliable**?

-
-

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