Health Literacy: Health Information and the Internet Lesson Plan

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Lesson Background	NRS Levels
This lesson provides a good checklist for evaluating the reliability of a website, especially for lower level learners. It integrates well with other workforce skills, too, but it may need to be adapted for higher level ABE/HSE classes. There are opportunities to collaborate digitally, but the instructor would need to set that up.	Low Intermediate ESL

Recommendations for Direct Instruction
Although standards are identified, there are no directions for explicit instruction, though there are opportunities for practice. The instructor is suggested to choose the right College and Career Readiness Standards level and then add in the direct instruction of the standards where appropriate.

Project Title	Approximate Instruction Time
Health Information and the Internet	**1 hour and 30 minutes**

Instructional Objectives *(written in teacher language primarily derived from content standards and includes evidence of mastery)*:	Learning Target Statements *(written in student-friendly language and helps learners reflect on what they are able to do as a result of the project)* for learners' exit tickets, learning logs, or reflection:
By the end of this project, students will be able to: • Discuss how to get health information. • Explore websites and evaluate them for accuracy and reliability using a checklist.	• I can share how I get information on health issues. • I can decide if a health website is trustworthy.

Lesson Area	Lesson Information
ELA/Mathematics/ELP Standard(s) Addressed:	**College and Career Readiness Anchor Standards:** • **R1:** Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text. • **R4:** Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.

Lesson Area	Lesson Information
Central Skills Taught:	☐ Adaptability and Willingness to Learn ☒ Communication ☒ Critical Thinking ☐ Interpersonal Skills ☐ Navigating Systems ☐ Problem Solving ☒ Processing and Analyzing Information ☒ Respecting Differences and Diversity ☒ Self-awareness
Language Demands: (Include academic language, language skills, etc.)	Stating an opinion and supporting it with evidence. (I think this website is reliable because …) Politely disagreeing (I don't agree that it's trustworthy for two reasons … I wonder if you've considered …) Describing confidence/uncertainty and posing questions (I'm not sure about this site. Is there a publication date for this information …? This site appears trustworthy because it is …)
Assessing Mastery of the Objective(s) and Central Skills: (Indicate when and how assessment – formative and/or summative - will occur during the project.	**Proof of Learning:** ☒ Via observation of a team task (e.g., discussion, work on project) ☐ Via team self-assessment ☐ Via individual self-assessment ☒ Via team product ☐ Via individual product ☐ Other (Please list):

Lesson Area	Lesson Information
	Proof of Learning Tools: ☒ Rubric ☐ Checklist ☐ Quiz ☐ Other (Please list): **Ongoing Formative Assessment** ☐ Nonverbal responses to comprehension questions (e.g., answer cards, Kahoot!) ☐ Peer-to-peer quizzing ☒ Exit/admit tickets ☐ KWL charts ☐ Other (Please list):
Adaptations and/or Accommodations: *(How will you increase access to the content of the project? Identify differentiation strategies.)*	This lesson works well with the "Financial Literacy: Lesson Plan Using Project-Based Learning" on eating healthy on a budget, but you may want to make this lesson a little shorter. **Beginner:** Work with a classroom volunteer, more advanced learner, or computer lab assistant to offer a pre-lesson on digital literacy basics and the computer lab. **Advanced:** Have the students work more independently and at a faster pace and extend the lesson by having them search the MedlinePlus website for information on a health topic of their choice.

Procedure	Description	Central Skills	Materials
Introduction How will you introduce the lesson objective and how it fits into the unit/LOI? Identify its relevance to learners' needs and goals. **Timing: 20 minutes**	**Before the lesson:** Visit the websites listed on the student handout Health Information Websites (Appendix A) and familiarize yourself with these sites. Display the MedlinePlus website on the screen. On the board, write the words *accurate*, *bias*, and *reliable* for future reference. **When the students arrive:** Have the students sit at a computer station in pairs. Be sure at least one person in the pair is experienced in basic computer use and internet searches. **Warm-up:** Ask the students where they get health information? Do they ask their family and friends? Do they ask their doctors or other health care providers? Do they search the internet? Have the students talk in pairs at first and then elicit several responses in the whole group. Take care to promote an atmosphere of acceptance and respect, as these are culturally bound questions. **Vocabulary:** Emphasize that internet health websites are an important resource for health information. Ask the students how they know the health information they find on the internet is accurate and reliable? Have the students define the terms *accurate* (correct) and *reliable* (trustworthy). Add the word *bias*. Ask student how they know if a website is biased? Have the students define the term *bias* (opinion or point of view). Refer to the words on the board and define them for the students using clear examples.	• Communication • Critical Thinking • Respecting Differences and Diversity	

Procedure	Description	Central Skills	Materials
Explanation and Modeling: *What type of direct instruction do learners need? Are there ways for learners to access the new content independently? What types of models will you provide and when?* **Timing: 30 minutes**	Refer the students to the MedlinePlus website. Tell them that this is an example of an accurate and reliable health information website. Walk them through the website, pointing out things that show that it is reliable and accurate (who it is created by, date last updated, the purpose of the website, etc.). Then go to the Natural News website (http://www.naturalnews.com/). Ask the students to point out what they notice is different between it and the first site. Tell them that this is an example of an inaccurate and unreliable health information website. Walk them through the website and point out how difficult it is to find answers to the same questions. Ask the students what they should look for on a website to determine if the information is accurate and reliable. Have the pairs of students brainstorm a list, then have each pair share with the group. Write the responses on a whiteboard for all to see. Title the list "Checklist to Evaluate Websites." Place a star next to ideas suggested by more than one group. Add the following questions if no one suggests them: • Who created the website? Do you trust this source? • When was the website last updated? Is the information current? • Is the website user-friendly? Is it easy to read and understand?	• Communication • Critical Thinking	• Computer lab with live access to the internet • Computer with projector and screen for teacher demonstrations • Checklist to Evaluate Websites handout (Appendix B)

Procedure	Description	Central Skills	Materials
	• What is the purpose of the website? Is the information biased in any way? Connect to the previous vocabulary work defining *bias*, *accurate*, *reliable* to solidify understanding of these terms. Give each student a copy of the student handout Checklist to Evaluate Websites (Appendix B). Compare this list to the list the students brainstormed. In pairs, have the students review this list and compare it to the class-generated list. What's new? What's missing? What's unclear? In the group as a whole, respond to any lingering questions and comments about the website evaluation criteria.		
Guided Practice: *Which tasks and learning activities will you use to engage learners with the content and skills? How will you structure the tasks or other learning activities to support learners' success?* **Timing: 20 minutes**	Have the students practice what they learned. Have the students go to the MedlinePlus Website https://www.medlineplus.gov. They can either type the URL or name of the website into the search box. Check to be sure everyone is on the correct website before proceeding. Tell the students that, although you told them that this website is accurate and reliable, it is important for them to check for themselves. Have pairs answer the questions on the Checklist to Evaluate Websites to assess the website's accuracy and reliability and then have them summarize their findings. Have the pairs report their answer to each question to the whole group.	• Communication • Critical Thinking • Processing and Analyzing Information	• Computer lab with live access to the internet • Computer with projector and screen for teacher demonstrations • Checklist to Evaluate Websites (Appendix B)

Procedure	Description	Central Skills	Materials
Application/Extended Practice: *What will learners do to demonstrate their acquisition of content knowledge, basic skills, and key soft skills?* **Timing: Flexible but at least 10 minutes for pairs to explore one site with checklist**	Provide the students with a list of other health information websites. These might include National Institutes of Health (https://health.nih.gov/), Mayo Clinic (http://www.mayoclinic.com/), WebMD (https://www.webmd.com/), Talk International (http://www.talkinternational.com/), and Doctor Yourself (http://doctoryourself.com/). Working in pairs, the students should navigate to one or more of these sites and assess their accuracy and reliability. Provide a blank checklist to guide their work.	• Communication • Critical Thinking • Processing and Analyzing Information	• Computer lab with live access to the internet • Checklist to Evaluate Websites handout (Appendix B)
Student Reflection on Learning Targets, Closure, and Connection to Future Learning **Timing: Amount needed to allow each pair to share for 2–3 minutes**	Have student pairs share about one website they looked at. Have them answer these questions: • Did you find a website you trust? What makes you say that? Give two or three reasons. • What's something that surprised you? • What's something that is confusing?	• Self-awareness	

Appendix A. Health Information Websites

Use the Checklist to Evaluation Websites to be sure these health information websites are accurate (correct) and reliability (trustworthy).

- **Centers for Disease Control and Prevention** **www.cdc.gov**
  Provides health information on many topics, including diseases and conditions, healthy living, environmental health, and workplace health

- **HealthFinder** **www.healthfinder.gov**
  Includes health information on a large variety of health topics, online tools and quizzes, and advice on where to find health services and health insurance

- **KidHealth** **www.kidshealth.org**
  Provides health information for kids, teens, and parents and offers opportunities to learn about basic anatomy, look up specific illnesses, and play health games

- **MedlinePlus** **www.medlineplus.gov**
  Offers easy-to-read health information in English and other languages (full site is available in Spanish)

Appendix B. Checklist to Evaluate Websites

Use this checklist to evaluate health information websites. If you check yes on all of the questions, the website is accurate (correct) and reliable (trustworthy).

☐ Yes   ☐ No   Is the website easy to read and use?

☐ Yes   ☐ No   Is the website from an organization you trust?

☐ Yes   ☐ No   Has the website been updated in the past year?

☐ Yes   ☐ No   Is the purpose of the website clear?

☐ Yes   ☐ No   Is the information on the website biased?

☐ Yes   ☐ No   Is the information correct and error-free?