Health Literacy: Lesson Plan on Health Information and the Internet

Unit Overview

Instructor/Program:

Course/Setting:

NRS Level(s): Low Intermediate ESL (NRS ESL Level 4)	**Unit Theme:** Health Information and the Internet
Length of Unit *(estimated hours/days)*: 6 hours	

Content Area:

☐ Civics Education ☑ Digital Literacy

☐ Workforce Preparation ☑ Health Literacy

☐ Financial Literacy

NOTES on Content Area:

Main Standards Addressed:

CCR Level B:

R1: Ask and answer questions about a text.

R7: Use information from illustrations.

R10: Read and comprehend a complex informative text at appropriate level.

W2: Write an informative text.

W6: Use technology to write and to collaborate with others.

ELPS Level 3:

ELPS 1: Read for main ideas and details; summarize.

ELPS 2: Exchange information, ideas, and analyses.

ELPS 3: Create oral presentations; write informational texts.

ELPS 4: Construct a claim and provide reasons.

ELPS 5: Research and share findings.

Additional Standards*:* N/A

Rationale for This Unit *(Why is this unit important to my students?)*:

This lesson gives learners the tools—use of the internet—to search for and find accurate and reliable health information to answer health questions that are immediately relevant and of concern to them.

Unit Objective(s) *(What will my students be able to do at the end of this unit?)*:

- Think critically about how behavior and the environment affect health.

- Evaluate health websites for accuracy and reliability.

- Access high-quality health websites for information on a real-life health concern and communicate findings.

Line of Inquiry (LOI) *(What essential question(s) form the thread that holds this unit together?)*:

How can I use the internet to find accurate and reliable health information for myself and my family?

Central Skills of Focus in This Unit *(Check the skills that are most emphasized in this unit)*:

☑ Critical thinking   ☑ Navigating systems

☑ Communication   ☐ Adaptability and willingness to learn

☑ Processing and analyzing information   ☑ Respecting differences and diversity

☐ Interpersonal skills   ☑ Self-awareness

☑ Problem solving

NOTES on Central Skills (Items underlined are explicitly taught and/or practiced):

Critical Thinking: *Consider what makes a source reliable and how to recognize bias*; *compare and contrast two health websites, one reliable and one not*; *evaluate the trustworthiness of a website with a checklist*

Communication: *Discuss how we access health information; work with the vocabulary terms* bias, accurate, *and* reliable*; work in pairs at computers to explore a health website*; *pair and work in teams throughout unit* (NOTE: In future lessons within this unit, the students will research a real-life health concern, find reliable information, and present it to peers orally and in writing)

Processing and Analyzing Information: *Analyze a health website's content to determine its trustworthiness* (NOTE: In future lessons within this unit, the students will research a real-life health concern, find reliable information, and present it to peers orally and in writing)

Respecting Differences and Diversity: *Listen respectfully to and reflect on classmates' responses to how they access health information*

Problem Solving: *Address technology issues throughout unit while using internet for research*

Self-Awareness: *Reflect on tasks at the end of each lesson*

Common student misconceptions/misunderstandings that may interfere with learning:

- Only doctors can be a source of health information.
- All health information you find on the internet is accurate and trustworthy.

Lesson Planning Template

Standard(s)	ELA/Mathematics/ELP:
Indicate which standards from the unit are targeted in this specific *lesson.*	**CCR Level B:** R1: Ask and answer questions about a text. W6: Use technology to collaborate with others. **ELPS Level 3:** ELPS 2: Exchange information, ideas, and analyses. ELPS 3: Create oral presentations; write informational texts. ELPS 4: Construct a claim and provide reasons. ELPS 5: Research and share findings.

Lesson as Part of the Unit	Where does this lesson fall within the unit? ☑ beginning ☐ middle ☐ end

| **Instructional Objective(s) and Learning Target Statements**

The former are written in teacher language, are largely derived from content standards, and include evidence of mastery. The latter are written in student-friendly language and help learners reflect on what they are able to do as a result of the lesson. | **Instructional Objective:**

By the end of this lesson, the students will be able to:

• Discuss how to get health information.

• Explore websites and evaluate them for accuracy and reliability using a checklist. | **Learning Target Statements (for learners' exit tickets, learning logs, or reflection):**

I can share how I get information on health issues.

I can decide if a health website is trustworthy. |

Assessing Mastery of the Objective(s) *Indicate when and how assessment will occur during the lesson—formative and/or summative.*	**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 _____ **Proof-of-Learning Tools:** ☑ Rubric ☐ Checklist ☐ Quiz ☐ Other _____	**Ongoing Formative Assessment:** ☐ Nonverbal responses to comprehension questions (e.g., answer cards, Kahoot) ☐ Peer-to-peer quizzing (e.g., Quiz Quiz and Trade) ☑ Exit/admit tickets ☐ KWL charts ☐ Other_____
Language Demands *Include academic language and any language that may affect a student's ability to access the content in directions, examples, tasks, 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 ...)	

Adaptations and/or Accommodations *How will every student have access to the content of the lesson? Identify differentiation strategies and consider misconceptions from the unit plan.*	**Beginner:** Work with a classroom volunteer, more advanced learner, or computer lab assistant to offer a prelesson 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.	**Materials**
		• Computer lab with live access to the internet • Computer with projector and screen for teacher demonstrations • Health Information Websites handout (Appendix A) • Checklist to Evaluate Websites handout (Appendix B)

Introduction	**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.	
How will you introduce the lesson objective, how does it fit into the unit/LOI, and how will you identify its relevance to learners' needs and goals? **Time: 20 minutes**	**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.	
	Central Skills: <u>Critical Thinking, Communication, Respecting Differences and Diversity</u>	

Explanation and Modeling	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.).	• Computer lab with live access to the internet
What type of direct instruction do learners need? Are there ways for learners to access the new content on their own? When and what types of models will you provide?	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.	• Computer with projector and screen for teacher demonstrations
Time: 30 minutes	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:	• Checklist to Evaluate Websites handout (Appendix B)
	• 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?	
	• 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. **Central Skills:** Critical Thinking, Communication	
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?* **Time: 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. **Central Skills:** Communication, Processing and& Analyzing Information, Critical Thinking	• Computer lab with live access to the internet • Computer with projector and screen for teacher demonstrations • Checklist to Evaluate Websites (Appendix B)
Application/Extended Practice *What will learners do to demonstrate their acquisition of content knowledge, basic skills, and key soft skills?* **Time: 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. **Central Skills:** Communication, Processing and Analyzing Information, Critical Thinking	• 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 **Time: 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 2 or 3 reasons. • What's something that surprised you? • What's something that is confusing? **Central Skills:** <u>Self-Awareness</u>	

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 finding 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?