

## Health

### 5.PCH.2.1

Recognize dependable resources for health information.

#### **Materials Needed:**

Computer and internet access for each pair of students  
PowerPoint presentation, Truth Be Told  
Appendix 1 – Questions for Research  
Appendix 2 – Fact Finding Mission: Is It Too Good to Be True?  
Print ads from magazines, enough for each student

#### **Statement of Objectives:**

It would be easy to make health decisions if we could rely on information in print or in the media to always be true. Unfortunately, that is not the case. By the end of this lesson, you will be better able to recognize sources of information that are dependable.

#### **Focus:**

Anyone who purchases or uses a product is a **consumer**. As consumers of health products and services, we must be able to decide when health information is true or false. We can usually trust information that comes from a government agency such as the Food and Drug Administration (FDA), the Centers for Disease Control and Prevention (CDC), and the Consumer Product Safety Commission (CPSC). Several of the websites for those organizations have a section devoted to helping young people find accurate information. Such a site is BAM! which stands for Body and Mind on [www.cdc.gov](http://www.cdc.gov). The direct link is [www.bam.gov](http://www.bam.gov).

Project the BAM home page for students to see. Explain this site is reliable because it is developed by the CDC. Open the website, <http://www.cdc.gov/bam/life/ad-decoder.html>. Click on the “magazine” for boys titles, **X-Zone**, then click on two examples of information that is misleading: the advertisement for Boost and the advertisement for B.I.G.G. Bars. Have a student read the truth behind the ad. Now click on the “magazine” for girls, **Girl Talk**, and open the ads for Life of the Party and Diet of the Stars. Have students read the real information about the products being promoted.

#### **Teacher Input:**

You have just seen several examples of health information that are misleading. In our PowerPoint presentation, you will learn strategies for finding dependable sources.

Show the PowerPoint presentation Truth Be Told: How to Evaluate the Reliability of Health Information. Cover the information in all but the last slide. Ask students what they think is meant by the quotation from Josh Billings, “The problem with people is not what they don't know, but that they know so much that ain't so.”

Show the last slide with instructions for researching a question. Provide a question for each pair of students (cut apart from Appendix 1). Ask them to research their question using reliable sources of information. They are to use the Internet to determine the answer to their question.

Remind students to use .gov sources and that some .org sources are also reliable (such as heart.org and cancer.org).

After adequate time, call on students to share examples of what they learned from the reliable sources of information. They are to answer the questions on the final slide: What source did you use to answer your question? How did you know it was reliable? Share a concluding statement to answer the question you were assigned.

**Assessment:**

Share a copy of Appendix 2 with each student. Explain this is a homework assignment they are to complete with their parents. With parent or guardian's assistance, they are to evaluate three advertisements for health products or services. Another option is to evaluate an infomercial for a health product or service.

Give students several evenings or over the weekend to complete the assignment with adult supervision. On the day the assignment is due, ask students to report on how reliable the advertisement was. Draw the conclusion that not all we see and hear is factual. We have to be educated about ways to determine if health information is valid.

**Closure:**

The best defense against false information about health is to become health literate. It is important NOT to believe everything you read and hear. We all need to seek information that is accurate and from a reliable source.



## Questions for Research

<b>What is the best way to prevent being bullied?</b>	<b>How much exercise is needed each day?</b>
<b>Is it okay to skip breakfast?</b>	<b>Will I get a cold if I get cold?</b>
<b>What should I do if I'm overweight?</b>	<b>Why do I need to wear a seatbelt in the back seat?</b>
<b>What is a good way to relieve stress?</b>	<b>How important is getting enough sleep?</b>
<b>What snacks are nutrient-dense?</b>	<b>What safety gear is needed for skate-boarding?</b>
<b>Do I need to wait an hour after a meal before swimming?</b>	<b>Everybody has stress. It can't hurt me, can it?</b>
<b>I don't have time for exercise during the week. Can I make up for it on the weekend?</b>	<b>If I take twice as much medicine, will I get better twice as fast?</b>
<b>Do unused muscles turn to fat?</b>	<b>Can I get rid of head lice by combing my hair?</b>
<b>What is the best way to make friends?</b>	<b>How can peer pressure be positive?</b>
<b>Why wear a PFD in a boat if you are a good swimmer?</b>	<b>Getting a tan makes you look healthy, right?</b>
<b>What foods are needed for healthy teeth and bones?</b>	<b>Who are good sources of info about puberty?</b>
<b>How many times does the heart beat each minute?</b>	<b>What kind of shoes should I wear for exercise and play?</b>
<b>Why did MyPlate replace MyPyramid?</b>	<b>Why is alcohol considered a drug?</b>



# Fact Finding Mission: Is It Too Good to Be True?

Dear Parent/Guardian:

Your child is learning about the reliability of health information. He/she needs your assistance with this assignment. Please watch a television show together (or an infomercial about a health product or service). Help your child determine if the health claims in three commercials for health products – or one, if a half-hour infomercial – are true.

Your child is encouraged to consult the health textbook or .gov websites to determine if the information is reliable. The products or services can be any of the following:

- Food or beverage
- Medicine
- First aid supplies
- Exercise equipment
- Health care

Thank you for assisting with this assignment.

\_\_\_\_\_

(teacher's signature)

What product(s) were promoted?

\_\_\_\_\_

We believe the information was:

True \_\_\_\_\_

False \_\_\_\_\_

Biased \_\_\_\_\_

Exaggerated \_\_\_\_\_

What messages in the advertisements made you believe or disbelieve in the product?

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

What resources did you consult to determine if the advertising of the product was truthful?

\_\_\_\_\_  
\_\_\_\_\_

\_\_\_\_\_  
(child's signature)

\_\_\_\_\_  
(parent's or guardian's signature)

