HIGH SCHOOL HEALTH II UNIT:

Accessing Valid and Reliable Resources

Content:

- Promotion of Mental, Social and Emotional Health

- Substance Use Prevention

- Promotion of Sexual Health

ACCESSING VALID AND RELIABLE RESOURCES:
if and when we need additional resources

Health Education Standards Alignment

- ✓ **Health Concepts**
- Analyzing Influences
- Decision Making
- Self-Management
- Goal Setting
- Interpersonal Communication
- ✓ **Accessing Valid & Reliable Resources**
- Advocacy

Alignment to OTHER Literacies

Behavior Literacy

HECAT Performance Indicator Alignment

Knowledge:

MEH1.12.21 Determine when to seek help for mental and emotional health problems.

SH1.12.41 Analyze the factors that protect one against engaging in sexual risk behaviors.

Skills:

AOD3.12.7 Determine when professional alcohol- and other drug-use cessation services may be required.

MEH3.12.5 Determine when professional mental and emotional health services may be required.

SH1.12.10 Analyze characteristics of healthy relationships.

SH3.12.5 Determine when professional sexual and reproductive healthcare services may be required.

Valuable Vocabulary

valid

information

symptoms

health-enhancing

professional health service

Language of Health Literacy

I would want to seek additional help and/or information for _____ because _____.

I know I need more information or help when _____ because _____.

Essential Question(s):

How might being able to identify when I or someone I know need additional help or information enhance the overall health of our community?

Learning Objectives

Students will be able to:

- Identify the skill of *"Accessing Valid and Reliable Resources"*
- Identify **if** they or someone they know may need additional help or information
- Identify **when** they or someone they know need additional help or information

Materials Needed for the Lesson

- Strongly Agree, Agree, Disagree, Strongly Disagree signs in four corners
- Tape to put up signs
- Markers
- 7 pieces of chart paper for carousel activity hanging around the room or develop a Padlet online for students to provide their work on.

Teacher Preparation

Review

- RMC Skill Accessing Valid and Reliable Resources Step 1.

Prepare:

- Four Corners stations
- Hang chart paper, 1 per topic (see "Topics Include" below) for Carousel Activity or Padlet.

Lesson Structure & Learning Activities

BEGINNING OF LESSON

Tell students "As we get older and become more self reliant or independent, it is extremely important that we learn and practice the skill of *Accessing Valid and Reliable Information* in order to critically evaluate the health resources around us, and determine if and when we need to seek additional help or information. During this unit we will be focusing on:

- Identifying when you need help or information;
- Evaluating the validity of help & information;
- Locating valid help & information;
- Making a plan to access valid help & information; and
- Reflecting on how valid and reliable information enhances our health.

Proficiency of this skill will empower you with the skills to either accept or reject the resources around you in order to achieve better health."

MIDDLE OF LESSON

Tell students "We are going to participate in a four corners activity so we can evaluate the skill of being able to identify if we or someone we know may need help or additional information around our health. When you look around the room you will see four different stations. There is a station for Strongly Agree, Agree, Strongly Disagree, or Disagree. I will ask several questions and you will go to the station that best represents your answer. While you are at that station, you will break up into smaller groups of 3-4 and have two minutes to discuss why you feel that station best represents your answer and how you could handle that situation. You will choose one spokesperson that will share one of the reasons that was discussed. While stations are presenting their reasons, if at any time you want to change stations, please do so!

Teacher:

- Monitors the group to ensure correct information and steps are taught
- Provide feedback to students as necessary.

Questions are:

- **I know how to take care of myself when I have a cold.**

  Talking points: I can rest, drink lots of water, take a cough suppressor

- **I know how to use coping strategies when I am stressed**

  Talking points: I can practice deep breathing exercises, I can exercise, I can do yoga

- **I know how to adapt my meals in order for my diet to be more nutrient dense**

  Talking points: lower my fats and sugars, eat lean meats, get my daily allowance of fruits and vegetables

- **I know when someone may need help for their mental health**

  Talking points: watch for warning signs, talk to the person, talk to a trusted adult with my concerns

- **I know when someone may need help if they are in an abusive relationship**

  Talking points: watch for warning signs, talk to the person, talk to a trusted adult with my concerns

- **I know when someone may need help for substance misuse or abuse.**

  Talking points: watch for warning signs, talk to the person, talk to a trusted adult with my concerns

Ask students: "Can anyone share which questions were easier to answer than others?" Have them raise their hand if any of them are willing to share their answer. If not, share the answers using the desired responses.

> *Desired responses: taking care of myself when I have a cold, using coping strategies for stress*

Ask students: "Can anyone share what it was about the other questions that made it harder?" Have them raise their hand if any of them are willing to share their answer. If not, share the answers using the desired responses.

> *Desired responses; when questions got more serious, when questions require a professional, when questions were beyond my expertise.*

Tell students "It is important for us to be able to identify when we need help or additional information. We just identified several topics around our overall health. As the topics got more serious you realized "I am no longer able to handle this situation myself and may need additional help or information." Throughout our lives we may be faced with serious situations. Learning the skill of being able to identify "can I handle this or do I need help" is critical for the prevention, detection, and treatment of health problems as we get older."

Tell students "In the last activity we discussed the importance of being able to identify *if* we or someone we know may need help, now we are going to identify situations *when* individuals need to seek additional help or information in specific categories around health and wellness. There are 7 posters hanging around the room. You will work with a small group to brainstorm as many examples you can think of at what point would someone need additional help or information. At the end of the two minutes you will rotate clockwise to the next poster."

Teacher:

- Monitors the group to ensure correct information and steps are taught
- Provide feedback to students as necessary.
- Depending on time, groups may not make it to all of the stations.

Topics include:

- **Alcohol and Other Substances**

  Desired responses: substance use disorder , Over The Counter or Rx Medication misuse, unsure of how to navigate peer pressure, refusing to ride in a car with someone that is under the influence.

- **Healthy Sexuality**

  Desired responses: unintended pregnancy, STD's, contraception, Plan B, unsure of how to navigate peer pressure, questioning whether to be sexually active

- **Mental Health**

  Desired responses: not sleeping well, unmotivated, not feeling like themselves, depression, suicide ideation, bi-polar disorder, mental disorders

- **Violence Prevention**

  Desired responses: being bullied, homicide, assault, anger management, coping strategies

- **Sexual Violence**

  Desired responses: rape, sexual abuse, coercion, control

- **Nutrition:**

  Desired responses: hungry, lack of access, poverty, lack of resources to nutritious food, diabetes, cardiovascular disease

- **Disease Prevention**

  Desired responses: HIV, Hepatitis, Herpes, HPV, COVID, cancer

Have students return to their seats.

Tell students "Not only is it important for us to be able to identify *if* we or someone we know may need help, but *when* individuals need to seek additional help or information. Throughout our lives we may be faced with serious situations, just like the ones you listed on the posters. Learning the skill of being able to identify "when do I or someone I know *need* additional help or more information" is also critical for our overall health and wellness as we get older."

END OF LESSON:

Tell students "Now that we know how to identify **if** and **when** an individual may need additional help or information, the next lesson will be analyzing scenarios around the topics of Mental Health, AOD, and Healthy Sexuality determining at what point individuals need to seek help."

Keep Mental Health, AOD, and Healthy Sexuality posters or Padlet from Carousel Activity for next lesson.

POSSIBLE ADAPTATIONS

Enrichment & Modifications for Diverse Learners	Word wall with vocabulary and images. Sentence frames: 1. What do I do about _____. 2. _____ is happening. What do I do about it?
Educational Technology Integration	Use a Padlet for students to provide examples of **when** individuals need to seek additional help or information in specific categories around health and wellness. Have student research when individuals would need additional help and information.

ACCESSING VALID AND RELIABLE RESOURCES:
the if and when around Mental Health

Health Education Standards Alignment

- ✅ **Health Concepts**
- ⚪ Analyzing Influences
- ⚪ Decision Making
- ⚪ Self-Management
- ⚪ Goal Setting
- ⚪ Interpersonal Communication
- ✅ **Accessing Valid & Reliable Resources**
- ⚪ Advocacy

Alignment to OTHER Literacies

Emotional Literacy

HECAT Performance Indicator Alignment

Knowledge:

MEH1.12.8 Analyze characteristics and practices of a mentally and emotionally healthy person.)

MEH1.12.15 Summarize strategies for coping with sadness, loss, and grief.

MEH1.12.20 Evaluate strategies for managing challenging emotions such as anger, stress, anxiety, frustration, disappointment, or sadness.

MEH1.12.21 Determine when to seek help for mental and emotional health problems.

MEH1.12.22 Identify a parent, caregiver, or trusted adult you can talk to about feelings and identify strategies for communicating your feelings to them.

Skill:

MEH3.12.5 Determine when professional mental and emotional health services may be required.

Valuable Vocabulary

mentally healthy

sadness

loss

grief

cope

Language of Health Literacy

Is _____ healthy?

_____ is happening. What do I do about it?

I feel confident to handle _____ because _____.

Essential Question(s):

How might being able to identify when I or someone I know need additional help or information enhance the overall health of ourself or our community?

Learning Objectives

Students will be able to:

- Identify characteristics of a mentally healthy person;
- Differentiate between sadness and grief;
- Identify coping and self awareness strategies; and
- Identify individuals we can talk to about our feelings.

Materials Needed for the Lesson

- Mind Map Graphic Organizer
- Padlet
- Coping Strategies Graphic Organizer – 1 per student

Teacher Preparation

Review:

- RMC Skill Accessing Valid and Reliable Resources Step 1.
- Mind Map Graphic Organizer – per group

Prepare:

- Mind Map – 1 per group
- Padlet
- Coping Strategies Graphic Organizer – 1 per student

Lesson Structure & Learning Activities

BEGINNING OF LESSON

Ask students "Who can provide a definition or example of social health?"

> *Desired responses: our ability to form positive relationships with others. Dating, friendships, peers.*

"Who can provide a definition or example of physical health?"

> *Desired responses: person's physical activity level, diet, nutrition, sleep cycle, and level of consumption of alcohol or drugs.*

"Who can provide a definition or example of mental health?"

> *Desired responses: a person's condition with regard to their psychological and emotional well-being. Emotions, depression, anxiety.*

Tell students "In our last lesson we identified situations of *if* and ***when*** individuals need to seek additional help or information in specific categories around health and wellness.

Today we are going to focus on "at what point" do we feel that an individual should seek care in order to change their current situation. Determining when someone may need additional help or information ultimately determines where that individual should seek additional help or information. For this lesson we will be focusing on characteristics of a mentally healthy person, what can impact our overall mental health, and when we should seek additional information or help when our mental health is impacted.

MIDDLE OF LESSON

Tell students "In a group, you will participate in a Mind Map activity identifying characteristics of a mentally healthy person. The four categories you will be focusing on are:"

- socially
- emotionally
- physically
- individually

Tell students "For each category you will list as many examples as possible. If you have more examples than lines provided, draw your own lines! We want as many as you can come up with!"

> *Desired responses:*
> - *socially: lasting and satisfying personal relationships, comfortable with other people, respect for themselves and for others, laughs with others, feels secure in a group*
> - *emotionally: not overwhelmed by emotions, such as fear, anger, love, jealousy, guilt or anxiety, accepts life's disappointments, deals with stress effectively, can give and accept love, lives in a world of reality rather than fantasy, shows emotional maturity in behavior.*
> - *physically: variety of interests, lives a well-balanced life of work, rest and recreation, physically healthy, eats healthier foods when possible*
> - *individually: feel good about themselves, sense of personal worth, feels important, makes their own decisions, shapes their environment whenever possible, solves their problems largely by own efforts, has a sense of personal security, laughs at themselves, advocates for healthy and safe choices*

Once students have completed their "Mind Map" tell students "as a group brainstorm and decide on two characteristics you feel are most important for that category." Have students share their answers to the class.

Tell students: Raise your hand if you can think of someone you know that demonstrates some of these qualities of a mentally healthy person?"

Ask students "What are some of the things they do to stay mentally healthy? What are their qualities?" Have them raise their hand if any of them know the answer. If not, share the answers using the desired responses.

> *Desired responses: use coping strategies, manage stress, positive communication skills, exercise, does not misuse substances.*

Ask the students to either nod or raise their hand if they agree with this statement: "I know someone who may be struggling with their mental health."

Explain to students "Part of being a mentally healthy person is finding ways to cope when we feel we are not at our best."

Ask students: "Can anyone share an example of when an individual may need to use coping or self awareness strategies?" Have them raise their hand if any of them know the answer. If not, share the answers using the desired responses.

> *Desired responses: when they are stressed, depressed, anxious, sad, angry*

Tell students today we are going to focus on the feeling of sadness, loss, and grief. Sadness is "the condition or quality of being sad," loss is "the fact or process of losing something or someone," and grief is "deep sorrow." On a Padlet we are going to focus on "loss or losing something or someone." You will have two categories, "sadness and grief." You will have five minutes to list as many examples you can think of when it comes to loss. You will identify "things that would make you sad," and "things that would cause you grief."

> *Desired responses:*
> *sad: losing an item, losing a game, losing a relationship*
> *grief: losing a family member, losing a friend or partner*

After five minutes read off the list of examples that students shared. Have students identify examples that they feel someone could work through on their own to handle their feelings of sadness or grief and identify examples of when someone may need additional information or help to work through their feelings of sadness or grief.

Hand out the graphic organizer "Coping Strategies."

Tell students "On your graphic organizer, identify examples of coping strategies someone could use while working through feelings of sadness or grief as they work through their emotions?" Have students share examples.

Tell students "Write down at least two examples of coping strategies you feel you would most likely use, while working through feelings of sadness or grief."

> *Desired responses: breathing exercises, relaxation techniques, yoga, meditation*

Ask students "What are some things we should look for to know if someone might need additional information or help to work through their emotions?"

> *Desired response: they are not getting over their emotions, their emotions are getting worse, they are withdrawing from friends/family/activities.*

Tell students "Not only is it important to know and use coping strategies, it is also important to have individuals in our life we can talk to about our feelings."

Ask students "Who can identify an individual that you could talk to about your feelings?" As students provide examples, write their examples on the board.

> *Desired response: parent, guardian, teacher, coach, sibling, peer.*

Focus on one example at a time and ask students "What are feelings you would feel comfortable sharing with this person?" List their examples under person of focus.

Tell students "Not only is it important to be able to identify who we can talk to about our feelings, it is important to be able to identify who I feel comfortable going to in different situations when I do need additional information or help.

END OF LESSON

Today we identified "What are characteristics of a mentally healthy person, what are some coping strategies when we may be feeling sadness or grief, and who are individuals we can turn to when we need to share our feelings and or get additional information or help.

In our next lesson we will focus on how being mentally healthy enhances our ability to advocate for our sexual health and find ways in which to access reproductive care.

POSSIBLE ADAPTATIONS

Enrichment & Modifications for Diverse Learners	Word wall with vocabulary and images. Sentence frames: 1. How do I _____? 2. I would want to seek additional help and/or information for _____ because _____. 3. I know I need more information or help when _____ because _____.
Educational Technology Integration	Research other types of coping or self management strategies. Research community resources for mental health care.
Extensions	Research or identify things you could say to someone that may be feeling sadness or grief.

ACCESSING VALID AND RELIABLE RESOURCES:

the if and when around Sexual Healthcare Management

Health Education Standards Alignment

- ✅ **Health Concepts**
- ⬤ Analyzing Influences
- ⬤ Decision Making
- ⬤ Self-Management
- ⬤ Goal Setting
- ⬤ Interpersonal Communication
- ✅ **Accessing Valid & Reliable Resources**
- ⬤ Advocacy

Alignment to OTHER Literacies

Body Literacy

Equity Literacy

HECAT Performance Indicator Alignment

Knowledge:

SH1.12.2 Describe internal and external reproductive body parts using medically accurate terms in a gender-neutral way

SH1.12.3 Summarize the relationship between the menstrual cycle and conception.

SH1.12.7 Differentiate between sex assigned at birth and gender identity and expression.

SH1.12.15 Summarize the importance of talking with parents, caregivers, and other trusted adults about issues related to growth and development, relationships, sex, and sexual and reproductive health services.

SH1.12.40 Justify why abstinence from sex is the safest, most effective risk avoidance method of protection from STIs, including HIV, and unintended pregnancy

Analyze methods of birth control (e.g., IUD or implant, shot, patch, ring, birth control pills, condoms, emergency contraception) including their effectiveness, required user action or proper use, and possible side effects.

SH1.12.48 Explain why the most effective contraceptive methods (i.e., IUD or implant, shot, patch, ring, birth control pills) do not prevent STIs, including HIV

SH1.12.52 Analyze the importance of using condoms with all sexual partners.

SH1.12.63 Explain the importance of preventative care including examinations, checkups, immunizations, and health screenings (e.g., breast and testicular self-examination, Pap smears) necessary to maintain sexual and reproductive health.

Skills:

SH3.12.5 Determine when professional sexual and reproductive healthcare services may be required.

SH3.12.7 Use resources that provide valid sexual and reproductive health information.

Valuable Vocabulary

reproduction

gender identify

preventative

contraception

confidential

sexually transmitted disease

treatment

vaccination

barrier

Language of Health Literacy

What do I do about _____?

_____ is happening. What do I do about it?

I feel confident to handle _____ because _____.

Essential Question(s):

How might being able to identify when I or someone I know need additional help or information enhance the overall health of ourself or our community?

Learning Objectives

Students will be able to:

- Identify the uniqueness of individuals internal and external bodies;
- Identify the dimensions of sexual health management including preventative screenings and services;
- Identify methods of contraception and their effectiveness to decrease the risk of unintended pregnancy; and
- emphasize that condoms are the only method that decreases the risk of sexually transmitted diseases.

Materials Needed for the Lesson

- What It's Like To Be Intersex (buzzfeed.com)
- NSES Glossary of Sex Education Terms
- Contraception Strips and paper labeled Tier 1, 2, and 3 – 1 per pair/small group
- Your Birth Control Choices handout 1 per pair/small group

Teacher Preparation

Review:

- RMC Skill Accessing Valid and Reliable Resources Step 1.

Prepare:

- Technology to show What It's Like To Be Intersex (buzzfeed.com)
- Contraception Strips and paper labeled Tier 1, 2, and 3 envelopes – 1 per pair/small group
- Your Birth Control Choices handout 1 per pair/small group

Lesson Structure & Learning Activities

BEGINNING OF LESSON

Tell students "In our last lesson we identified characteristics of a mentally healthy person. One area we discussed of being a mentally healthy individual, is advocating for safe and healthy choices. For this lesson we will continue to discuss and practice the skills of accessing valid and reliable resources while focusing on advocating for our sexual health, including finding ways in which to access additional information or help for reproductive care. As we work through this lesson, please remember to use medically accurate, inclusive terminology as we discuss topics of gender identity, sexual orientation, STI and HIV testing, and contraception. Because of the seriousness and sensitivity of this material, we need to maintain a safe and inclusive environment of all students."

Note* If your students have not received education on medically accurate terminology please use the handout NSES Glossary of Sex Education Terms for them to follow during the activities in order to eliminate the opportunity for inaccurate or noninclusive language. Some students that have received education and are familiar with inclusive terminology may want a copy as a guide.

MIDDLE OF LESSON

Tell students "We all have a unique body. We all have internal and external genital body parts that are distinct and look and feel differently. Some individuals have female reproductive organs, some individuals have male reproductive organs, and some individuals have both. It is important to know that just because an individual may have certain reproductive organs, does not mean that they "identify" with those organs. Gender is different from "sex." Gender Identity is the internal sense of who they are in terms of their gender, not the organs they may have. Gender expression is how someone outwardly presents their gender, not the organs they may have. As we work through this lesson, keep in mind, we all have unique physical, mental, and emotional healthcare and personal needs.

Show What It's Like To Be Intersex (buzzfeed.com) (3.26 min)

Tell students "Today we are going to focus on sexual health management including preventive screenings and services like pap tests that check for cancer cells on a cervix; testicular exams that check for unusual lumps or bumps which can be the first sign of testicular cancer; or HIV PrEP and PEP (pre- and post-exposure prophylaxis), STI/HIV testing, contraception. Our first area of focus will be on methods of contraception. Contraception or 'birth control' is a method or device used to prevent pregnancy."

Have students work with a partner or in a small group. Hand "Contraception" envelopes and Tier 1, Tier 2, and Tier 3 sheets of paper to a pair or small group.

Explain to students "It is important to understand that this material and information is crucial regardless of your gender or gender identity. This material and information is about protecting your body from unintended pregnancy and preventing disease which applies to each and every one of us. We all have a responsibility to know how to keep ourselves healthy and safe and how to be a positive advocate for others."

Tell students " There are 17 different types of contraception in this envelope. You have three pieces of paper. One labeled Tier 1, Tier 2, and Tier 3. Tier 1 methods result in Less than 1 pregnancy per 100 people with a uterus in one year. Tier 2 methods result in 4-7 pregnancies per 100 women in one year and Tier 3 methods result in more than 13 pregnancies per 100 people with a uterus in one year. With your partner or small group you are going to analyze these methods and sort them into three different categories. If you feel the method is a Tier 1 you will place it on the Tier 1 paper. If you feel the method is a Tier 2 you will place it on the Tier 2 paper and so on. If you do not know what the method is, that is ok, just guess where you think it may fit."

Teacher:

- Monitors the group to ensure correct information and steps are taught.
- Monitors the group to ensure medically accurate and inclusive language is used.
- Provide feedback to students as necessary without giving an answer.

Handout Your Birth Control Choices to each pair or small group and have kids assess themselves on how they ranked the methods.

Tell students "There are many different types of methods that are extremely effective in preventing unintended pregnancy. In fact, 'Teen birth rates continued to decline from 17.4 per 1,000 females in 2018 to 16.7 per 1,000 females in 2019.' (cdc.gov)

Ask students "What do you think is contributing to the number of teen pregnancies declining?" Have them raise their hand if any of them are willing to share their answer. If not, share the answers using the desired responses.

> *Desired responses: individuals are abstaining longer, more sexually active individuals are using contraception, more individuals talking to their partner about protection, better sexuality education in schools.*

Ask students "What do you think influences the type of contraception an individual may choose to use?"

> *Desired responses: side effects (weight gain, acne control), how to use the product (I can't swallow pills, I am scared of shots, I don't want others to know I'm on birth control, they may see my patch.)*

Tell students "There are many factors that may influence the type of contraception an individual will use. That is why it is so important that we know all the methods available. If one type of method doesn't fit you or your partner's needs, it is important to find one that does."

Ask students "What may interfere with contraceptive use or its Tier of effectiveness?"

Desired responses: using it incorrectly, certain medications (check with your healthcare provider), access to contraception, cost.

Ask students "Out of all the methods that are listed on the handout, which method is the ONLY method that decreases the risk of STIs and HIV."

> *Desired response: condoms/barrier method*

Emphasize "The condom, both male and female latex or polyurethane, is listed as a Tier 3 for "pregnancy" prevention. This is not effective for disease prevention. The only way to decrease the risk of disease is to use a condom correctly and consistently every time whether it be oral, anal or vaginal intercourse. Many STDs are asymptomatic meaning there are no signs or symptoms. Some STDs (the ones that start with an H) are not curable. You can treat the symptoms but you cannot cure the virus. The other STDs are curable but need to be diagnosed by a healthcare provider and treated with an antibiotic. If left untreated, not only is there a risk of passing the infection to others, it can lead to severe complications such as pelvic inflammatory disease and cervical cancer.

Tell students "Part of sexual health management for all genders is getting tested and screened for STDs, cervical, breast and testicular cancer."

Asks students "*If* and *When* should someone seek health or information when it comes to their sexual health management?

> *Desired responses: they have had unprotected sex, they feel a lump or bump, they have discharge or abnormal odor, during a routine preventative exam.*

Tell students "In our last lesson of this unit we will be discussing your rights to confidential sexual health care, barriers that may interfere with getting care, and how to overcome those obstacles in order to access the care if and when we need it.

END OF LESSON

Today we identified "how being mentally healthy enhances our ability to advocate for our sexual health and find ways in which to access reproductive care. Not only does our mental health enhance our ability to advocate for our sexual health, it also enhances our ability to advocate for responsible substance use. In our next lesson we will focus on how our mental health may impact proper or improper substance use or misuse. We will also be identifying at what point does an individual need to seek additional information or help when proper use turns into misuse or abuse.

POSSIBLE ADAPTATIONS

Enrichment & Modifications for Diverse Learners	Word wall with vocabulary and images. Sentence frames: 1. I would want to seek additional help and/or information for _____ because _____. 2. I know I need more information or help when _____ because _____.
Educational Technology Integration	Use a Padlet for students to provide examples of things they could say to a healthcare provider advocating for "alone time" during their exam. Have students identify other barriers that may interfere with individuals receiving additional help and information around reproductive care.
Extensions	Research community resources adolescents can receive reproductive health care.

ACCESSING VALID AND RELIABLE RESOURCES:
the if and when around Over the Counter and Prescription Medications

Health Education Standards Alignment

- ✅ **Health Concepts**
- ⬤ Analyzing Influences
- ⬤ Decision Making
- ⬤ Self-Management
- ⬤ Goal Setting
- ⬤ Interpersonal Communication
- ✅ **Accessing Valid & Reliable Resources**
- ⬤ Advocacy

Alignment to OTHER Literacies

Behavior Literacy

Emotional Literacy

Media/Information Literacy

Social Literacy and Responsibility

HECAT Performance Indicator Alignment

Knowledge:

AOD1.12.1 Differentiate between over-the-counter medications, prescription medications, and illicit drugs.

AOD1.12.3 Differentiate between proper use and abuse of prescription medications.

AOD1.12.4 Describe how to read and interpret prescription and over-the-counter medication labels

Skills:

AOD3.12.7 Determine when professional alcohol- and other drug-use cessation services may be required.

AOD3.12.8 Use resources that provide valid alcohol- and other drug-use prevention information.

Valuable Vocabulary

legal

illegal

illicit

proper

misuse

over the counter

prescription

medicine

active

inactive

expiration date

tolerance

Language of Health Literacy

Is _____ healthy?

_____ is happening. What do I do about it?

Essential Question(s):

How might being able to identify when I or someone I know need additional help or information enhance the overall health of ourself or our community?

Learning Objectives

Students will be able to:

- differentiate between legal and illegal substance use
- demonstrate how to properly read an Over the Counter or prescription medicine label
- identify how to use Over The Counter and prescription medicine properly
- analyze a scenario around medicine use and describe how to change misuse to proper use

Materials Needed for the Lesson

- OTC and RX labels – 1 per pair
- When In Doubt Check It Out – 1 per pair
- Scenarios – 1 per pair
- Use or Misuse? – 1 per pair
- Classroom computers or personal SmartPhone to research Safely Dispose of Your Prescription Medicines | NIDA for Teens (drugabuse.gov) for guiding information on safe disposal.

Teacher Preparation

Review:

- National Institute for Drug Abuse Appropriate Terminology around Substance Use/Misuse. Students may want clarification on correct terminology as we move from "abuse" to misuse and Substance Use Disorder.
- The Over-the-Counter Medicine Label: Take a Look for guiding information on "*When In Doubt Check It Out*" categories of research.
- Dispose of Your Prescription Medicines | NIDA for Teens (drugabuse.gov) for guiding information on safe disposal.

Prepare:

- When In Doubt Check It Out – 1 per pair
- OTC and RX labels – 1 per pair
- Scenarios 1 – 1 per pair
- Use or Misuse? – 1 per pair

Lesson Structure & Learning Activities

BEGINNING OF LESSON

Tell students "In our last lesson we covered how to advocate for our sexual health and find ways in which to access reproductive care. For this lesson we will focus on proper or improper substance use or misuse, and how to access care when needed. We will also be identifying at what point does an individual need to seek additional information or help when proper use turns into misuse or abuse."

MIDDLE OF LESSON

Ask students "What is the difference between legal and Illegal substance use?" Have them raise their hand if any of them know the answer. If not, share the answers using the desired responses.

> *Desired responses: Legal substances are medicines and easily available and can be purchased over-the-counter or with a prescription. Legal substance use is when over-the-counter or prescription medication is used properly. Illegal substances are outlawed and carry penalties for possession and selling.*

Tell students "In today's lesson we are going to focus on over-the-counter and prescription medication and the dangers of misusing these substances. Many young people do not associate over-the-counter or prescription medications as something that can be dangerous if misused. Many feel that if you can buy something legally over the counter, or the substance comes with a prescription, it must be safe. It is important to understand that intentionally or unintentionally misusing an over-the-counter or prescription medicine can result in serious injury, substance use disorder, or death, just like illicit or illegal substances.

Content

Tell students "There are many reasons why individuals use over the counter or prescription medicines."

Ask students "Who can give an example of when someone would use an over the counter or prescription medicine?" Have them raise their hand if any of them know the answer. If not, share the answers using the desired responses.

> *Desired response: when they are sick, they have allergies, for pain management, for anxiety or depression, to control diabetes, to control high blood pressure.*

Ask students "When might someone need additional help or information from a family member or trusted adult in order to ensure they use the over the counter or prescription medicine correctly? Have them raise their hand if any of them know the answer. If not, share the answers using the desired responses.

> *Desired response: post-operation, too sick to manage their care, they do not understand the instructions or possible side effects, there might be a language barrier.*

*Emphasize to students that they are at an age where individuals typically have their molars/wisdom teeth removed. Post-opt molar removal typically involves individuals needing some type of pain management. Many dentists routinely prescribe some type of opioid for managing their pain. Our nation is currently experiencing an opioid crisis in our nation. "Consequences of the opioid epidemic include increases in opioid misuse and related overdoses." (About the Epidemic | HHS.gov) It is important to know that you are able to advocate for non-opioid types of pain medication such as acetaminophen, ibuprofen, or naproxen.

Tell students "You are getting to the age where you may find yourself in a situation that you need to take care of your medical needs, such as experiencing a fever, a cold, allergies, or antidepressants. It is extremely important that you know and understand how to use over the counter and prescription medicine correctly."

Tell students "One way to help ensure correct over-the-counter or prescription medication use is to read the label on the box or prescription."

Ask students "Why is it important to read the labels on over-the-counter and prescription medicines?" Have them raise their hand if any of them know the answer. If not, share the answers using the desired responses.

> *Desired student responses include: if misused, they could be harmful, to ensure you take them correctly, understanding side effects.*

Explain that taking over the counter and prescription medicines correctly is important so that misuse does not begin.

Using over the counter medicines and prescription drugs correctly also includes reading the label and instructions correctly. Labels on over the counter and prescription medicines are valid resources that you should be able to trust. Share images of how to read an over the counter and prescription label with students to demonstrate how to read the label correctly and answer any questions.

Tell students "With a partner you will be analyzing several examples of over the counter and prescription medicine labels. Your goal is to read the label, identify whether it is an over the counter medication or prescription medication, and how to use that medication properly."

Divide the class into assigned or self-selected pairs. Assign each pair a different over the counter drug directions or a prescription medicine label, and have them complete the document "*When In Doubt Check It Out*."

Students will analyze the label and record information on the "*When In Doubt Check It Out*" document.
- Over-the-Counter or Prescriptive Medicine
- Active Ingredient
- Uses
- Warnings
- Inactive Ingredients
- Purpose
- Directions
- The expiration date

Have students share individual label information and discuss each one as a class.

Ask students "Can anyone share when proper use may turn to misuse when using over-the-counter or prescription medicines?"

> *Desired response: you use the product for non-medical use, you do not follow the instructions, you take more than is prescribed, you use someone else's prescription.*

Ask students "Why do some teens misuse over-the-counter or prescription medicines?" Have them raise their hand if any of them know the answer. If not, share the answers using the desired responses.

> *Desired responses: lack of knowledge of danger, promotion on social media, experimenting, addicted to other substances they cannot get.*

Ask students "What are some influences that may encourage teens to misuse or experiment with over-the-counter or prescription medications?" Have them raise their hand if any of them know the answer. If not, share the answers using the desired responses.

> *Desired responses: peers, community, social media*

Ask students "What are some things that would interfere with a teen misusing over-the-counter or prescription medication?" Have them raise their hand if any of them know the answer. If not, share the answers using the desired responses.

> *Desired responses: better education on dangers, knowing how to correctly read the label on the box or prescription, examples of misuse on social media being banned.*

Tell students "Legal substances such as over-the-counter and prescription medicines are only legal if taken properly and according to the directions. You will now be analyzing several scenarios in which a teen is properly using or

misusing an over-the-counter or prescription medication. As you analyze each scenario, identify whether the scene displays use or misuse, if the scenario demonstrates substance misuse, complete the question ``How can you change misuse to proper and legal use," and where the teen can seek additional information or help to support their decision.

Have students remain in the assigned or self-selected pair to analyze scenarios of over the counter or prescription drug use. Hand each pair Scenarios of Over The Counter and Prescription Drug use and the handout "Use/Misuse Handout."

Have students share whether the scene displays use or misuse. Have students provide examples of how to change misuse to proper use and discuss it as a class and where teens can seek additional information or help to support their decision. Remind students that just because a substance is considered to be legal, it does not mean that it cannot be misused and become dangerous.

Tell students "Legal, proper use of over the counter or prescription medication may still place individuals in a dangerous situation. There are several over the counter and prescription medicines that may impair our ability to safely perform tasks."

Ask students "What are some over the counter or prescription medicines that may interfere with our ability to perform tasks safely, and how can they result in a dangerous situation?" Have them raise their hand if any of them know the answer. If not, share the answers using the desired responses.

> *Desired response: allergy medication can cause drowsiness and interfere with our ability to drive safely or operate machinery, cold medicine can cause drowsiness and interfere with our ability to drive safely or operate machinery, combining medications that may interact with each other and result in a dangerous reaction.*

Emphasize to students "Driving under the influence of over the counter or prescription medicine that impairs our ability to drive safely and responsibly can result in a "Driving Under the Influence" citation, or even worse, death.

Tell students "Not only can misusing over-the-counter or prescription medication be dangerous, long term use can lead to many side effects, one being addiction. Many teens believe that addiction only happens when illegal substances are used which is inaccurate. Other effects of long term use can be:

- increased tolerance
- dependence
- drug resistance
- development of anxiety and or depression
- self medication
- long term impacts on the brain, stomach, liver, and kidneys

Tell students "Not only is it important to not use expired medicine, it is important to dispose of unused or expired medication properly. Individually or with a partner you will research "How to safely dispose of your prescription medicines."

Ask students "What is step 1 of safely disposing of prescription medicines?"

> *Desired response: find an authorized disposal location, call law enforcement for a list of authorized disposal sites.*

Ask students "What is step 2 of safely disposing of prescription medicines?"

Desired response: flush the medicine down the toilet if on the FDA approval list, return medicine to a collection site if not on the FDA approval list.

Ask students "What is step 3 of safely disposing of prescription medicines?"

Desired response: toss it or throw it in the trash, mix the medicine in kitty litter or coffee grounds, place it in a plastic bag, and throw in garbage, scratch out all personal information on prescription labels and dispose of the container.

END OF LESSON

Today we identified "proper or improper substance use or misuse, how to turn misuse into proper use, and where to seek additional information or help when needed, and how to dispose of unused prescription medicines. In our next lesson we will shift from when to seek additional information or help to where to seek additional information or help using a valid and reliable source.

POSSIBLE ADAPTATIONS

Enrichment & Modifications for Diverse Learners	Word wall with vocabulary and images. Sentence frames: 1. I would want to seek additional help and/or information for _____ because _____. 2. I know I need more information or help when _____ because _____.
Educational Technology Integration	Have students research local prescription medicine disposal sites.
Extensions	Have students identify other types of OTC or Rx medicine misuse. Have students teach someone else how to properly read a medicine label. Have students inform a parent or other trusted adult of the importance of using prescription medicine disposal sites.

ACCESSING VALID AND RELIABLE RESOURCES:
Evaluating the Validity of Help and Information

Health Education Standards Alignment

- ✅ **Health Concepts**
- ⬤ Analyzing Influences
- ⬤ Decision Making
- ⬤ Self-Management
- ⬤ Goal Setting
- ⬤ Interpersonal Communication
- ✅ **Accessing Valid & Reliable Resources**
- ⬤ Advocacy

Alignment to OTHER Literacies

Behavior Literacy

Social Literacy and Responsibility

HECAT Performance Indicator Alignment

Knowledge:

AOD1.12.11 Evaluate situations that could lead to the use of alcohol and other drugs.

AOD1.12.13 Analyze why individuals choose to use or not to use alcohol and other drugs.

MEH1.12.14 Analyze the causes, symptoms, and effects of depression and anxiety.

SH1.12.41 Analyze the factors that protect one against engaging in sexual risk behaviors.

SH1.12.42 Analyze the factors that contribute to engaging in sexual risk behaviors.

Skills:

AOD3.12.2 Evaluate the validity of information for alcohol- and other drug-use prevention.

MEH3.12.1 Evaluate the validity of mental and emotional health information (e.g., differentiate between scientifically or medically accurate content and advertising, including sponsored content).

MEH3.12.2 Evaluate the validity of mental and emotional health products.

MEH3.12.3 Evaluate the validity of mental and emotional health services

SH3.12.1 Evaluate the validity of sexual and reproductive health information (e.g., differentiate between scientifically or medically accurate content and advertising, including sponsored content).

SH3.12.2 Evaluate the validity of sexual and reproductive healthcare products.

SH3.12.3 Evaluate the validity of sexual and reproductive healthcare services

Valuable Vocabulary

Analyze   Objective

Access   Subjective

Validity

Accessible

Resources

Cite

Credentials

Expert

Language of Health Literacy

I know information/a product/service is valid because _____ .

_____ is a valid/invalid resource.

Because the resource has _____ it provides valid information because _____.

When you say _____ what do you mean?

Essential Question(s):

How might being able to evaluate the validity of help and information enhance the overall health of our community?

Learning Objectives

Students will be able to:

• Define criteria for valid resources.

• Use a checklist to analyze the validity of a resource.

• Ask questions to analyze information provided by people.

Materials Needed for the Lesson

• Placemat Activity 1 – 1 per group

• Valid Or Invalid – 1 per group

• Valid/Invalid Category – 1 per group

• Criteria for Trusted Resource – 1 per group

• "Do I need To Dig Deeper" Quick write – 1 per person

Teacher Preparation

Review:

• RMC Skill Accessing Valid and Reliable Resources Step 2.

• RMC Skill Assessing Valid and Reliable Resources Step 3.

• Placemat Activity Instructions

• Quick write strategy

Prepare:

• Placemat Activity – 1 per group

• Criteria for Trusted Resource – 1 per group

• Valid Or Invalid Examples – 1 per group

• Valid/Invalid Category – 1 per group

• Do I need To Dig Deeper Quick write – 1 per person

Lesson Structure & Learning Activities

BEGINNING OF LESSON

Tell students "In the previous lessons we practiced the skill of being able to identify "at what point" do we feel that an individual should seek care in order to change their current situation in the area's of mental health, healthy sexuality, and substance use prevention. In today's lesson we are going to learn and practice the skill of how to evaluate the validity of help and information and determine if the additional help or information is indeed valid and or accurate. Living in a world where we have internet access at our fingertips, it is extremely important that we have the skill of being able to immediately identify whether a source is valid and accurate in order to eliminate the risk of information being inaccurate and possibly dangerous. Mastery of this skill will empower you with the skills to either accept or reject the resources around you in order to achieve valid and accurate information resulting in better health."

MIDDLE OF LESSON

Hand each group a copy of the "Placemat Activity 1."

Tell students "In a small group, you are going to participate in a placemat activity brainstorming as many examples you can come up with to identify who or where we can seek out information when we have a question or need help and what type of help or information this resource provides. The four categories you will focus on are:"

- People
- Information
- Products
- Services

Have each group share examples from one category.

> *Desired responses include:*
>
> *People: healthcare provider, parent/guardian/family, clergy, teacher, coach, peer, boss, public servant, 411*
>
> *Information: internet, advertisements, labels, hotline, commercials, newspaper, books*
>
> *Products: food, prescriptions, Over-The-Counter medication, contraception,*
>
> *Services: healthcare, counseling, insurance, clinic, pharmacy*

Ask students "How do you know which sources your small group identified are valid and reliable?" Have them raise their hand if any of them know the answer. If not, share the answers using the desired responses.

> *Desired responses: end in .gov, edu, or org, information is based on fact rather than opinion, data supports the information, author/provider credentials are listed.*

Hand each small group a copy of "Criteria for Trusted Resource."

Tell students "Here is a list of questions that you can ask yourself to determine if a source is valid or not. With your small group you are going to look through your list of examples you provided in the four categories and decide whether or not the source you listed is a valid and reliable source according to the criteria on the handout. If you believe it is, you will circle it. With your group, decide on the top three most valid and reliable sources and write it next to the box on the placemat. As a group you will also decide which source you feel is the most valid and reliable source out of those three and write it in the middle of the placemat.

Have students share their top sources for each category and have them explain why they choose that source as the top source and why they feel it is a valid and reliable source.

Tell students "Not only do we need to question and analyze whether or not a source is valid and reliable, we also need to be able to determine if the information we get from sources is valid and reliable. As a group you will analyze examples of advice, help, or information you may receive from different sources to identify its validity and whether the information is a fact or based on an opinion or personal feeling.

Hand each small group a set of "Valid/Invalid Category sheets, and Valid Or Invalid Examples."

Tell students "If your group believes it to be a fact, you will put the statement in the "Valid" stack. If your group believes it to be based on an opinion or personal feeling, you will put the statement in the "Invalid" stack.

The four sources of information we are going to focus on include:

- Peers
- Family
- School Staff
- Professionals

Tell students "After you are done identifying if the advice, help, or information is valid or invalid, your group will choose one example you would like to share and explain why your group believes that the advice, help, or information is either valid or invalid."

Tell students "As you can see, we receive a lot of information from all around us. Some are valid, some are misleading or inaccurate. It is important that we are able to determine when advice, help, or information we receive is valid and reliable."

Ask students "How do you know whether or not the information you receive is valid and reliable?" Have them raise their hand if any of them know the answer. If not, share the answers using the desired responses.

> *Desired responses: it comes from a valid and reliable source, the source is credible, the information contains facts and is not emotionally appealing.*

Tell students "Now that you have learned how important it is to be able to determine if the information we get from sources is valid and reliable, you are going to select one area where you received information from a source around mental health, sexual health, or alcohol or other substance use prevention. You will individually complete the quick write "Do I Need to Dig Deeper?"

Hand students "Do I Need to Dig Deeper."

Explain to students "As you are writing your "quick write" you will identify your source of information and the information you received. You will also analyze and identify:"

- How has this advice, help, or information worked in your life?
- Where could I look for more information about this?
- How do you think this advice, help, and information would impact my health?

Tell students "You will only complete Part 1 on the handout. After completion of your quick write, you will partner with another classmate and share your quick write and your answers to Part 1 so please make sure you are identifying something you are comfortable sharing with another individual."

Tell students "Choose Student A and Student B. Student A will share their example with student B. You and your partner will discuss these three questions:"

1. How could this advice, help, or information impact the lives of other individuals or our community?
2. How do you think this advice, help, and information impacts our overall health?
3. What is another valid source we could use to find additional information about this? How can I verify this resource is valid and reliable?

"After discussing these three questions, together you will complete Part 2 of "Do I need to dig deeper."

Student B will share their example with student A. You and your partner will discuss these three questions:"

1. How could this advice, help, or information impact the lives of other individuals or our community?
2. How do you think this advice, help, and information impacts our overall health?
3. What is another valid source we could use to find additional information about this? How can we verify this resource is valid and reliable?

"After discussing these three questions, together you will complete Part 2 of "Do I need to dig deeper."

END OF LESSON

Tell students "Today we learned how to use specific criteria to evaluate the validity of sources we use to find valid and reliable help and information. We also learned ways in which to help us determine when the advice, help, or information provided by sources is valid and reliable. In the next lesson we will continue learning the skill of accessing valid and reliable resources as we investigate "where are all the different sources that I can get health information/services, and what people could I go to for valid and reliable health information/services around the topic of mental health, healthy sexuality, and alcohol and other substance use prevention.

POSSIBLE ADAPTATIONS

Enrichment & Modifications for Diverse Learners	Word wall with vocabulary and images. Sentence frames: 1. Valid means _____. 2. In the resource it says _____. 3. Tell me more about _____.
Educational Technology Integration	Use a Padlet for students to provide examples of "who or where we can seek out information when we have a question or need help and what type of help or information this resource provides" and "Advice, Help, or Information we may receive around mental health, healthy sexuality, and AOD we may get from sources." Have students research sources they have used and identify if that source is a trusted source using the "Criteria for Trusted Resource" checklist.
Extensions	Have students research sources they have used and identify if that source is a trusted source using the "Criteria for Trusted Resource" checklist.

ACCESSING VALID AND RELIABLE RESOURCES:
Make a Plan to Access Valid Help and Information

Health Education Standards Alignment

- ✅ **Health Concepts**
- Analyzing Influences
- Decision Making
- Self-Management
- Goal Setting
- Interpersonal Communication
- ✅ **Accessing Valid & Reliable Resources**
- Advocacy

Alignment to OTHER Literacies

Equity Literacy

HECAT Performance Indicator Alignment

Knowledge:

AOD1.12.23 Analyze how alcohol and drug cessation programs can be successful.

MEH1.12.22 Identify a parent, caregiver, or trusted adult you can talk to about feelings and identify strategies for communicating your feelings to them.

SH1.12.23 Summarize how bias, prejudice, and stigma related to gender and sexuality (e.g., gender identity and expression, sexual orientation, or sexual abstinence and activity) can impact health

SH1.12.57 Explain what confidential care is and give specific instances when confidential care cannot be maintained.

SH1.12.58 Describe the importance of 'time-alone' between young people and the healthcare provider (e.g., doctor, nurse) to discuss sexual and reproductive health and other sensitive health topics.

SH1.12.59 Explain the importance of disclosing sexual activity to a healthcare provider.

SH1.12.60 Describe young people's rights to confidential services in their state

SH1.12.61 Summarize young people's legal rights to consent to sexual and reproductive health services, including STI/HIV testing, treatment (including ART, PrEP, PEP), and contraception. (HBO 6, 7 & 10) SH1.12.62 Explain what to expect from youth-friendly sexual health services and providers

SH1.12.63 Explain the importance of preventative care including examinations, checkups, immunizations, and health screenings (e.g., breast and testicular self-examination, Pap smears) necessary to maintain sexual and reproductive health.

Skills:

AOD3.12.6 Determine the accessibility of valid alcohol- and other drug-use treatment services.

MEH3.12.6 Determine the accessibility of valid mental and emotional health services.

SH3.12.4 Determine the accessibility of valid sexual and reproductive healthcare products.

SH3.12.6 Determine the accessibility of valid sexual and reproductive healthcare services.

Valuable Vocabulary

access

reliability

accessible resources

evidence

strategize

barrier

Language of Health Literacy

A reliable resource is _____?

I know this resource is reliable because _____ ?

A barrier to accessing _____ may be _____.

In order to access _____ , I must _____.

Essential Question(s):

How might being able to identify when I or someone I know need additional help or information enhance the overall health of ourself or our community?

Learning Objectives

Students will be able to:

• Analyze reliability of resources.

• Identify barriers to accessing valid resources

• Identify actions to access valid resources

Materials Needed for the Lesson

• Criteria for Reliable Resource

• Community resource for mental health.

• Breaking the Barriers topics of investigation handout – 1 barrier per small group

Teacher Preparation

Review:

• RMC Skill Accessing Valid and Reliable Resources Step 4.

Prepare:

• Criteria for Reliable Resource – classroom presentation slide

• Research and find a local community mental health resource

• Breaking the Barriers topics of investigation – separate strips – 1 barrier per group

Lesson Structure & Learning Activities

BEGINNING OF LESSON

Tell students "In our last lesson we learned how to use specific criteria to evaluate the validity of sources we use to find valid help and information. We also learned ways in which to help us determine when the advice, help, or information provided by sources is valid. In today's lesson we will continue learning the skill of accessing valid and reliable resources as we not only analyze 'is this resource valid,' but also determine 'is this resource reliable, and can I depend on this resource when I need it?' We will also look at potential barriers that could get in the way with accessing the resource, while creating strategies to overcome those barriers in order to get the help or information I need."

Note* If your students have not received education on medically accurate terminology please use the handout NSES Glossary of Sex Education Terms for them to follow during the activities in order to eliminate the opportunity for inaccurate or noninclusive language. Some students that have received education and are familiar with inclusive terminology may want a copy as a guide.

MIDDLE OF LESSON

Ask students "What does it mean to be reliable?"

Tell students "Reliability means to be able to depend on something or someone consistently."

Ask students "Who can identify the characteristics of a reliable resource?" Have students raise their hand and share an example.

> *Desired response: people who are there when you need them, people that listen to you, resources you are able to access when you need them, resources that are close to where you live and within your budget.*

Tell students "Not only is it important to be able to analyze and identify whether a resource is valid, it is important that we are able to access and rely on that resource when we need it."

Tell students "We are going to practice using a checklist of criteria we should consider when analyzing a resource for reliability." Post the "Criteria for Reliable Resource" slide.

Ask students "Who can give me an example of a resource in our building that provides help or information?"

> *Desired responses: counseling department, nurse, main office staff, library.*

Tell students we are going to use the counseling department as we work through the "Criteria for Reliable Resource" checklist."

Go through each criteria and have students answer "Is this a reliable resource, yes or no, and what is the evidence that supports our answer."

Tell students "We are going to analyze another resource in our community around mental health and determine if it is a reliable resource in accessing help and information."

Present the information for a local mental health community resource. Use the "Criteria for Reliable Resource" slide and have students analyze the reliability of this local resource. Explain to students that although this resource may be valid and provide mental health services, it may not be a reliable resource for youth.

Ask students "What criteria is interfering with youth being able to access care from our local community mental health resource?"

> *Desired responses: youth do not have the time to access this resource consistently or when we need it, cost, permission from parents to use resources, and need transportation.*

Explain to students "Some individuals will experience barriers when trying to access help or information. It is important that when we need health enhancing resources we are able to create a plan to access those resources in order to get the help or information we need. Unfortunately there are a lot of barriers that can get in the way of receiving care. We are going to brainstorm what barriers may exist and ways in which to break those barriers so everyone can receive the care they need."

Tell students "In a small group or with a partner you will be given a specific situation to investigate. In your small group you will brainstorm as many examples as you can to the physical, mental, and emotional barriers or obstacles that might get in the way of adolescent youth receiving additional information or help around sexual health care. When you are done listing as many examples as your group can come up with, be ready to share your answers with the class."

Handout 1 Breaking the Barriers strip to each small group.

Topics of investigation and desired responses are:

- **youth accessing care for HIV and STD testing:** parent/guardian, unaware of local resources, transportation, cost of exam and or testing, stigma of potentially having an STD or HIV, lack of youth friendly resources.

- **youth accessing reproductive and preventive care:** parent/guardian, unaware of local resources, transportation, cost of exam and or contraception, stigma of being sexually active, lack of knowledgeable resources for LGBTQ or intersex individuals, lack of youth friendly resources, scared of exams.

- **youth accessing their right to confidential health care and having "time alone" with healthcare provider:** parent/guardian, unaware of HIPPA law, medical staff not informing or asking adolescents of their rights/wishes, lack of youth friendly resources.

- **youth disclosing sexual activity and or history to a healthcare provider:** parent/guardian present, unaware of HIPPA confidentiality rights, stigma of being sexually active, stigma of having or had an STD/HIV, LGBTQ or intersex individuals not comfortable with healthcare provider, intersex told not to talk about their body, lack of youth friendly resources.

- **LGBTQ or Intersex youth accessing reproductive and sexual health care:** unaware of local resources, parent/guardian, cost, transportation, LGBTQ or intersex individuals not comfortable with healthcare provider, LGBTQ or intersex individuals provider uneducated to how to care for youth, Intersex individuals being told "don't talk about your body," LGBTQ still questioning their sexuality, LGBTQ or intersex not wanting to disclose, intersex told not to talk about their body, lack of youth friendly resources.

- **youth accessing care for mental health:** parent/guardian, unaware of local resources, transportation, cost of care, stigma of mental illness, lack of youth friendly resources

- **youth accessing care for substance misuse or abuse:** parent/guardian, unaware of local resources, unaware of misuse or abuse, peer pressure to continue to use, transportation, cost of care, stigma of substance use disorder, lack of youth friendly resources

Have each pair/small group share their examples. As students are sharing, write down all the examples students provide on the white board or poster paper in front of the class. Put a tally mark next to examples that have already been presented. Once all groups are done presenting, circle the barriers or obstacles that are most common for all the situations.

Most common responses: parent/guardian, access to care, cost, transportation, unaware of community resources, lack of youth friendly resources, stigma, unaware of right to confidential care.

Tell students "As you can see, there are many barriers that can get in the way of an adolescent accessing care. It is critical to break down these barriers so that adolescents can get the care they need and feel empowered to make healthy decisions around their mental health and sexuality."

Ask students "Which barriers do you feel are ones that an adolescent can most likely work through on their own?"

> *Desired responses: parent/guardian, transportation, finding community resources.*

Ask students "Which barriers do you feel are ones that an adolescent most likely needs additional information or help?"

> *Desired responses: accessing confidential care, cost, finding youth friendly resources, stigma.*

Ask students " What are some action steps adolescents can take to overcome these barriers in order to access the health information or help they need?"

> *Desired response: talk to their parents, talk to another trusted adult to access care, investigate other options for transportation, know our rights around the HIPPA, break down the stigma around mental and sexual health.*

Tell students "There are many benefits to breaking down these barriers in order to access mental and sexual health care. Benefits include:

- **The access to confidential care.** If teens don't think it will be confidential they won't seek those services. We will be investigating the laws around minors accessing confidential care and which states those laws exist.
- **Alone time.** If teens have alone time and feel safe talking to a healthcare provider, they are more likely to disclose personal information. We will be investigating the laws around minors accessing confidential care and how "alone time with your healthcare provider" fits within those laws.
- **Youth Friendly resources:** there are several youth friendly resources that we will investigate so adolescents can find valid and reliable resources that are specific to their needs.
- **Decreasing the stigma of mental illness, STDs and HIV, gender identity, and sexual activity.** Reproductive healthcare is about unintended pregnancy prevention and disease prevention, for e*very **body**.* It is about having the knowledge to make safe and healthy choices regardless of gender identity or sexual orientation. It is about finding a healthcare provider and resources that you feel safe and comfortable using. We will be investigating valid and reliable resources that understand the needs and appreciates every unique individual, both physically and mentally.

Tell students "During this lesson you identified parents and other trusted adults as a reliable resource. Lets review the criteria for whether or not a resource is reliable, to determine their reliability."

Post the "Criteria for Reliable Resource" slide. Go through each criteria and have students answer "is this a reliable resource, yes or no, and what is the evidence that supports our answer" while analyzing the reliability of parents or other trusted adults. Even though parents or family can often be a barrier, it is important that we have a trusted adult we can turn to when we need additional help or information, especially around our health and well-being.

END OF LESSON

Today we identified "What a reliable resource is and can we depend on this resource. We also identified what are the potential barriers to accessing resources around health care and how we can overcome these barriers. As we get older and become more self reliant or independent, it is extremely important that we learn and practice the skill of *Accessing Valid and Reliable Information* in order to critically evaluate the health resources around us, and determine if and when we need to seek additional help or information, and who are what we can use as a reliable resource.

POSSIBLE ADAPTATIONS

Enrichment & Modifications for Diverse Learners	Word wall with vocabulary and images. Sentence frames: 1. I know this resource is reliable because _____. 2. Because I do not have access to _____, it will be more difficult to _____. 3. To overcome _____ I must _____.
Educational Technology Integration	Use a Padlet for students to provide examples of ways adolescents can overcome barriers to health care. Have students provide examples of things they could say to a parent, family member or trusted adult when bringing up health concerns.
Extensions	_____ (resource) is more reliable than _____ (resource) because _____. Because of_____ , it will be more difficult for me to access _____. I do not have access to _____. However, I do have access to _____.

ACCESSING VALID AND RELIABLE RESOURCES:
ScavengeYOUR Hunt

Health Education Standards Alignment

- ✅ **Health Concepts**
- ⬤ Analyzing Influences
- ⬤ Decision Making
- ⬤ Self-Management
- ⬤ Goal Setting
- ⬤ Interpersonal Communication
- ✅ **Accessing Valid & Reliable Resources**
- ⬤ Advocacy

Alignment to OTHER Literacies

Behavior Literacy

Media/Information Literacy

HECAT Performance Indicator Alignment

Knowledge:

MEH1.12.21 Determine when to seek help for mental and emotional health problems.

SH1.12.41 Analyze the factors that protect one against engaging in sexual risk behaviors.

Skills:

AOD3.12.7 Determine when professional alcohol- and other drug-use cessation services may be required.

MEH3.12.5 Determine when professional mental and emotional health services may be required.

SH3.12.5 Determine when professional sexual and reproductive healthcare services may be required.

AOD3.12.6 Determine the accessibility of valid alcohol- and other drug-use treatment services.

MEH3.12.6 Determine the accessibility of valid mental and emotional health services.

SH3.12.4 Determine the accessibility of valid sexual and reproductive healthcare products.

SH3.12.6 Determine the accessibility of valid sexual and reproductive healthcare services.

AOD3.12.2 Evaluate the validity of information for alcohol- and other drug-use prevention.

MEH3.12.1 Evaluate the validity of mental and emotional health information (e.g., differentiate between scientifically or medically accurate content and advertising, including sponsored content).

MEH3.12.3 Evaluate the validity of mental and emotional health services

SH3.12.1 Evaluate the validity of sexual and reproductive health information (e.g., differentiate between scientifically or medically accurate content and advertising, including sponsored content).

SH3.12.3 Evaluate the validity of sexual and reproductive healthcare services

Valuable Vocabulary

Evaluate

Valid

Accurate

Resources

Reliable

Barrier

Language of Health Literacy

A reliable resource is _____?

I know this resource is reliable because _____?

A barrier to accessing _____ may be _____.

In order to access _____, I must _____.

Essential Question(s):

How does the skill of being able to access valid and reliable resources enhance the overall health of our community?

Learning Objectives

Students will be able to:

• Demonstrate how to identify when you need help or information;

• Demonstrate how to evaluate the validity of help and information;

• Demonstrate how to locate help and information; and

• Demonstrate how to make a plan to access valid help and information.

Materials Needed for the Lesson

• Computer or SmartPhone access

• ScavengeYOUR Hunt Copies

    – Mental Health

    – Sexual Health

    – Substance Use Prevention

• Share and Compare Document – 1 per student

Teacher Preparation

Review:

• RMC Skill Accessing Valid and Reliable Resources Step 1.

• RMC Skill Accessing Valid and Reliable Resources Step 2.

• RMC Skill Accessing Valid and Reliable Resources Step 3.

• MC Skill Accessing Valid and Reliable Resources Step 4.

• Criteria for Trusted Resources

• Criteria for Reliable Resources

Prepare:

• Copies of ScavengeYOUR Hunt – 1 per person or small group.

    – Mental Health

    – Sexual Health

    – Substance Use Prevention

• Copies of Share and Compare Document – 1 per student

Lesson Structure & Learning Activities

BEGINNING OF LESSON

Tell students "As we get older and become more self reliant or independent, it is extremely important that we learn and practice the skill of *Accessing Valid and Reliable Information* in order to critically evaluate the health resources around us, and determine if and when we need to seek additional help or information. During this unit we focused on:

- Identifying when you need help or information;
- Evaluating the validity of help & information;
- Locating valid help & information;
- Making a plan to access valid help & information; and
- Reflecting on how valid and reliable information enhances our health.

Proficiency of this skill will empower you with the skills to either accept or reject the resources around you in order to achieve better health."

MIDDLE OF LESSON

Tell students "Today you will demonstrate the skill of accessing valid and accurate information by completing the ScavengeYOUR Hunt activity. Individually or with a small group you will focus on one content area: mental health, sexual health, or substance use prevention. Your job is to demonstrate how to identify when help or information is needed, how to evaluate the validity of help or information, how to locate additional valid and accurate help and information, how to determine if a resource is reliable, and how to overcome potential barriers you may face when trying to access valid and accurate resources. Once you have completed the activity you will form a group with the other content areas and share/compare valid and accurate resources.

Handout copies of ScavengeYOUR Hunt individually or one content area per small group. If you have students work individually or in small groups, ensure that you have an equal number of mental, sexual, or substance use prevention ScavengeYOUR Hunt activities so students can form complete groups and share/compare all three content area valid and accurate resources. For example, If you have 30 students you would place 2 students in 15 pairs. Five pairs would research mental health resources, five pairs would research sexual health resources, five pairs would research substance use prevention resources. Each pair would combine with the other two content areas. This would leave you with six groups of 6 students (2 will share their resources on mental health, 2 will share their resources for sexual health, 2 will share their resources for substance use prevention resources.)

Tell students "In our previous lessons we reviewed criteria that allowed you to analyze whether or not a resource was trusted and reliable. As you are working through your "ScavengeYOUR Hunt" use may use these documents to provide evidence as to why you feel the resources you are providing are indeed trusted and reliable. Handout individual or small group copies of Criteria for Trusted Resources and Criteria for Reliable Resources.

Teacher:
- Monitors the group to ensure correct information and steps are taught
- Provide feedback to students as necessary.

Place students in equal groups representing all three content areas. Handout Share and Compare Document – 1 per student.

Tell students "Each individual or small group will present your information to your assigned group. As students are presenting information from their content area, the other students will be completing the graphic organizer Share and Compare. As each individual or small group presents their information, you will be choosing one school, one community, and one national resource that you either just learned about or think would be most beneficial to you. You will complete both boxes for Valid and Accurate resources as well as Reliable Resources. You will complete both boxes for both content areas that are being presented."

END OF LESSON

Have students return to their seats.

Ask students "Why is it important to be able to identify valid and accurate resources?"

> *Desired responses: so you can get accurate and safe information, avoid dangerous or misinformation, find factual information that is free of emotion*

Ask students "Why is it important to be able to identify reliable resources?"

> *Desired responses: so you know if this resource is available and accessible when needed, you know if this resource has barriers that will interfere with access and how to overcome those barriers when needed.*

POSSIBLE ADAPTATIONS

Enrichment & Modifications for Diverse Learners	Using valid and reliable help and information enhances my health by _____. I can overcome barriers to accessing help and information by _____.
Educational Technology Integration	Have students use their computers or SmartPhone to research valid, accurate, and reliable resources in the school, community, and nation around the areas of mental health, sexual health, and substance use prevention.
Extensions	Have students create an electronic document with a list of valid, accurate and reliable resources in the areas of mental health, sexual health, and substance use prevention. Have students create a list of barriers that would interfere with accessing care in the areas of mental health, sexual health, and substance use prevention, and create ways in which to overcome those barriers.

ACCESSING VALID AND RELIABLE RESOURCES:
Assessment

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- ○ Analyzing Influences
- ○ Decision Making
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- ○ Interpersonal Communication
- ✅ **Accessing Valid & Reliable Resources**
- ○ Advocacy

Alignment to OTHER Literacies

Behavior Literacy

Valuable Vocabulary

valid

information

symptoms

health-enhancing

professional health service

Language of Health Literacy

What do I do about _____?

_____ is happening. What do I do about it?

I feel confident to handle _____ because _____.

Essential Question(s):

How might being able to identify when I or someone I know need additional help or information enhance the overall health of our community?

Learning Objectives

Students will be able to:

- Identify if they or someone they know may need additional help or information
- Identify when they or someone they know need additional help or information

Teacher Preparation

Review

- RMC Skill Accessing Valid and Reliable Resources Step 1.

Lesson Structure & Learning Activities

BEGINNING OF LESSON

Tell students "In our last lesson we identified situations *if* and **when** individuals need to seek additional help or information in specific categories around health and wellness. Now we are going to focus on "at what point" do we feel that the individual could have sought care in order to change their current situation. Determining when someone may need additional help or information ultimately determines where that individual should seek additional help or information.

We can't figure out where if we don't know how to determine when.

MIDDLE OF LESSON

Tell students "In a group you will evaluate several scenarios where you will determine at what point in time do you think this person should seek out or have sought out additional guidance or help?

You will read through the scenario and determine:

- this is something the person can handle on their own
- this person may need additional guidance or help
- this person may need the help of a trained professional.

Once you determine how this person should seek additional help or information, you will defend your answer by explaining:

This is something the person can handle on their own because...

OR

By seeking out guidance early it prevented...

OR

If this person sought out additional guidance or help sooner, how could it have impacted where they are today?

END OF LESSON

Determining when someone may need additional help or information ultimately determines where that individual should seek additional help or information. We can't figure out where if we don't know how to determine when. Now that you have practiced at what point individuals need to seek additional help or information, our next lesson will cover how to determine if the information we are seeing is valid, how to determine if the resource we are using is valid and where can I find more information about this?