

# Trust It or Trash It: Finding Accurate Sex Ed Info

A Lesson Plan from Rights, Respect, Responsibility: A K-12 Curriculum

*Fostering responsibility by respecting young people's rights to honest sexuality education.*

## NSES ALIGNMENT:

*By the end of 10th grade, students will be able to:*

**SH.10.AI.1** – Demonstrate the ability to determine whether a resource or service is medically accurate or credible.

**SH.10.AI.2** – Identify medically accurate sources of information about and local services that provide contraceptive methods (including emergency contraception and condoms) and pregnancy options (including parenting, abortion, adoption, and prenatal care)

*By the end of 12th grade, students will be able to:*

**SH.12.AI.1** – Access medically accurate and credible information about pregnancy options, including parenting, abortion, and adoption\*

**TARGET GRADE:** Grade  
10 Lesson 7

**TIME:** 50 Minutes

## MATERIALS NEEDED:

- Six copies of the "Trust It or Trash It? worksheet"
- Copies of the handout, "Health Resources" – one per student
- Six Internet-enabled devices
- Extra pencils in case students don't have their own

## ADVANCE PREPARATION FOR LESSON:

- Secure 6 internet-enabled devices (laptops, tablets, etc. if your school allows the use of smart phones, you can invite students to use those, too) that will allow a small group of students to access one of the following sexual health websites:

[www.advocatesforyouth.org](http://www.advocatesforyouth.org)

[www.sexetc.org](http://www.sexetc.org)

[www.scarleteen.com](http://www.scarleteen.com)

[www.kidshealth.org](http://www.kidshealth.org)

[www.factsaboutcondoms.org](http://www.factsaboutcondoms.org)

[www.plannedparenthood.org/learn/teens](http://www.plannedparenthood.org/learn/teens)

- Create six areas in your classroom where students can gather around one of these devices.
- Make sure you can access the video "Using the C.R.A.P. Test to Evaluate Websites" [youtu.be/cYGQGDt1xXM](https://youtu.be/cYGQGDt1xXM)

## LEARNING OBJECTIVES:

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

1. Utilize at least three strategies to distinguish whether a sexual health resource contains accurate and reliable information for teens. [Skill]
2. List at least two accurate and reliable sources of sexual health information. [Knowledge]

## A NOTE ABOUT LANGUAGE:

Language is really important and we've intentionally been very careful about our language throughout this curriculum. This is intended to make the curriculum inclusive of all genders and gender identities. This lesson is an opportunity for your students to apply their learning by assessing online resources for how inclusive they are.

## PROCEDURE:

**STEP 1:** Ask, "How many of you have ever gone online to get information about sexuality or sexual health?" After several students have raised their hands, ask, "Have any of you ever gone online, heard something was true, and then come to find later that it wasn't?" After a few students have raised their hands, say "The internet can be a great source of information – But how can you tell whether what you're seeing is reliable?"

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**STEP 2:** Show the YouTube video: [Using the C.R.A.P. Test to Evaluate Websites](#). Say "We are now going to do an activity to look at whether a particular sexual health-related website is one you can trust – or one you should trash" (5 minutes)

**STEP 3:** Divide students into six groups and assign each group a location and an internet-enabled device. Once students have settled in their groups, say, "Each group will get a worksheet to analyze a different sexual health website, designed for teens and young adults. Examine the website together as a group and answer the questions on your *Trust It or Trash It Worksheet*. Once done reviewing the site, the group will vote on whether they would recommend this website if their friend was looking for information" Ask if there are any questions about the directions, and distribute one worksheet per group. Tell groups that they will have about 15 minutes to complete their task. (20 minutes)

**STEP 4:** Gather the group's attention when ten minutes have passed and ask them to stop their work. Acknowledge that each group had a different website and quickly have each group share the URL of the website, some details about it, and whether they would recommend trusting it or trashing it. Tell students "This activity used to have some "trash" sites but now you should only have quality sites so you can learn where you can go if you or your friends need more information". Have students then return to their original seats and facilitate a discussion by asking:

- What was it like to do that?
- Who was able to find out "when they said it" and what did that tell you about the accuracy of your site? [Currency]
- Did the information seem accurate and relatively unbiased? [Reliability]
- How did you figure out "who said it" on each of your websites? What did that information tell you about the accuracy of your site? [Authority]
- What were you able to find about the organizations that created these websites and what did that tell you about the purpose for each site? [Purpose]
- Ask whether they would recommend this site to a friend. Why or why not?
- What are other sites young people go to for information?

Ask for groups to present their website. Be sure to put this website up on the screen in front of the room so students can see and refer to it. (20 minutes)

**STEP 5:** In closing, explain that there is a lot of information on the internet that is reliable and accurate and a lot that is not. Taking the time to look at what and who are behind the information you look for will help ensure you are getting what you need to make healthy decisions. Make sure everyone has a copy of the handout "Health Resources", go through the rest of these resources, and close lesson. (5 minutes)

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### **RECOMMENDED ASSESSMENT OF LEARNING OBJECTIVES AT CONCLUSION OF LESSON:**

The first learning objective will be accomplished in the teacher-lead review of the Trust It or Trash It model and practiced during the review of the sexual health website. The final learning objective will be accomplished by both the review of the sexual health website, the class discussion that follows and the distribution of the resource handout.

### **HOMEWORK:**

None.

## Health Resources

|   |   |
|---|---|
| <p><b>Advocates for Youth</b><br/> <a href="http://www.advocatesforyouth.org">www.advocatesforyouth.org</a><br/>           Sexual health, rights, and justice</p>   | <p><b>Sex etc.</b><br/> <a href="http://sexetc.org">sexetc.org</a><br/>           Comprehensive sexual health information,<br/>           by teens, for teens.</p>  |
| <p><b>Scarleteen</b><br/> <a href="http://www.scarleteen.com/">www.scarleteen.com/</a></p>  | <p><b>Facts About Condoms</b><br/> <a href="http://www.factsaboutcondoms.org">www.factsaboutcondoms.org</a></p>   |
| <p><b>Planned Parenthood Teens</b><br/> <a href="http://www.plannedparenthood.org/learn/teens">www.plannedparenthood.org/learn/teens</a><br/>           1-800-230-PLAN</p>                                      | <p><b>Kids Health/Teens Health</b><br/> <a href="http://www.kidshealth.org/">www.kidshealth.org/</a></p>  |
| <p><b>MORE RESOURCES</b></p>  |   |
| <p>Text <b>3R</b> 741741<br/> <a href="http://CrisisTextLine.org">CrisisTextLine.org</a><br/>           Provides free 24/7 text based mental health and<br/>           crisis support by trained volunteers</p> | <p>Text <b>Levels</b> to 22522 <a href="http://LevelsRespect.org">LevelsRespect.org</a><br/>           Teen relationship information from the National<br/>           Domestic Violence Hotline - ages 13-26</p>                            |
| <p><b>The Trevor Project</b><br/> <a href="http://www.thetrevorproject.org">www.thetrevorproject.org</a><br/>           1-866-488-7386</p>  | <p><b>SAMHSA Substance Abuse and Mental Health<br/>           Services Administration</b><br/> <a href="http://www.samhsa.gov/find-help/national-helpline">www.samhsa.gov/find-help/national-helpline</a><br/>           1-800-662-HELP</p> |
| <p><b>RAINN</b><br/>           Rape, Abuse and Incest National Network<br/> <a href="http://www.rainn.org">www.rainn.org</a><br/>           1-800-656-HOPE</p>  | <p><b>I Wanna Know</b><br/> <a href="http://www.iwannaknow.org/">www.iwannaknow.org/</a><br/>           American Sexual Health Association information<br/>           for teens and young adults.</p>                                       |

# Trust It or Trash It? Worksheet

**INSTRUCTIONS:** Analyze a website from the top 6 on the Health Resources handout.

Our team's website is: \_\_\_\_\_

Go to the above listed website and take a few minutes to look at the sexual health information. Once you have reviewed a few pages, answer the questions below as a group, using the *C.R.A.P. test*

1. Currency: Is the information current? (look at the last updated or copyright date at the bottom of page)
  
2. Reliability: Does the information seem accurate and unbiased?
  
3. Authority: Who said it? What do you think about this source? (look for source in "About Us")
  
4. Purpose: Is it a commercial site? An organization? A government site?
  
5. Which of these methods are addressed by this website?:
  - Contraception
  - Condoms
  - Emergency Contraception
  
6. Does this website have information about pregnancy options? Which does it include?:
  - Parenting Abortion
  - Adoption
  - Prenatal care
  
7. Which of the following are included as part of this website?
  - Is there a way to search for local health services?
  - Does the search engine work?
  - Is it LGBTQ-inclusive?
  - Is it intersectional?
  - Does it address reproductive justice and racial equity?
  - Do they have a hotline?
  
8. We give this website a grade of (circle): A B C D F This is our reason: \_\_\_\_\_

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