# BLISS

## BOOSTING HEALTH LITERACY FOR SCHOOL STUDENTS

## Toolkit Teachers handbook for teaching digital health literacy:

## Managing health information

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## Managing health information

Digital health literacy is about finding, understanding, evaluating, and applying digital health information and services. Broadly, digital health literacy can be described as a competency by which students can better and systematically learn how to manage (online/digital) health information, make informed health decisions, inform their health behavior, and promote their health.

In this unit, students will learn particular competencies related to digital health literacy in the following dimensions:

### Browsing and searching data, information and digital content on health topics

Competence Description

- o To articulate health-related information needs, to search for health information and health content, to access and navigate between health information in digital environments
- o To apply search strategies for health information

### Filtering, structuring, and understanding health information

Competence Description

- o To structure, filter, convert and edit relevant health information
- o To select media resources for health information effectively
- o To comprehend health information found via digital sources and within the digital information ecosystem, including the internet, social media, and communication apps
- o To understand the meaning behind health information and health communication with friends,
- o To understand how health information and knowledge can inform your decisions and behaviors

### Evaluating health data, health information and digital health content

- o Competence Description
- o To understand how health information is prioritized on the web
- o To analyze the health information in relation to the question and health needs
- o To analyse, compare and critically evaluate the credibility and reliability of sources of data, information and digital content about health
- o To identify unreliable websites and fake news about health issues

### Learning objectives and outcomes

Each exercise provides specific educational frames that shall be supplemented and modified by teachers' personal perspectives, experiences and didactical methods.

## Objective

Students will learn digital health literacy competencies in the following skill areas:

- o browsing and searching data, information and digital content on health topics
- o filtering and structuring health information
- o understanding digital health information
- o Creating and sharing health information and digital health content

## Outcomes

After the lesson, the students will be able to:

- o seek for health information online
- o filter relevant health information and structure health information based on their search goals
- o understand what the health information is about
- o Create and share health information and digital content on health

## Applied pedagogical methodology

Project-based learning

Cooperative Learning

Participatory Teaching and Learning (PTL)

Competency-based Learning (CBL)

## Structure of the document

The content of the lesson is based on a unit with two exercises and associated tasks:

1. Creating health information
2. Sharing health information

The unit is displayed in an educational worksheet table that includes the activities, methods, time and materials and media. The educational worksheet represents a guide for the teacher.

Below the worksheet, the tasks of the exercises (handout for students) for the students are presented.

# Summary

## KEY-COMPETENCIES

browsing and searching data, information and digital content on health topics

filtering and structuring health information

understanding digital health information

Creating and sharing health information and digital health content

## TOPIC(S)

Disinformation

Searching the internet

Creating and sharing health information

## DESCRIPTION OF THE ACTIVITY

To create disinformation

To filter, structure and understand the information found on the internet

## Unit: Managing health information

<table>
<tr><th colspan="5">Procedure for a double lesson à 90min</th></tr>
<tr><td>Teaching Phase</td><td>Activities/Interaction</td><td>Method/Social Form</td><td>Time</td><td>Material & Media</td></tr>
<tr><td>Welcome + presentation of the topic</td><td>Teacher stands in front of the class; students listen and can ask questions, create groups; share materials</td><td>Frontal</td><td>5 minutes</td><td>Information from the teacher, Task sheet for students</td></tr>
<tr><td colspan="5">Creating health information</td></tr>
<tr><td>Students complete **task 1**</td><td>Students work on task 1 in individual work, teachers are available for questions</td><td>Individual work</td><td>35 minutes</td><td>Task sheet for students; laptop, computer or mobile phone</td></tr>
<tr><td colspan="5">Sharing health information</td></tr>
<tr><td>Students work on **tasks 2**</td><td>Students present the prepared disinformation to the class; other students have to recognize and correct them</td><td>Presentation</td><td>40 minutes</td><td>Task sheet for students; laptop, computer or mobile phone</td></tr>
</table>

## Task sheets of the Unit "Managing health information"

### Exercise 1 for creating health information

1. Decide on a health-related topic. You can, for example, think about the areas of addiction, beauty, nutrition, sport, etc. Then think about false information on this topic, that you would like to convey convincingly. You can do this in analogue or digital form (e.g. at www.24aktuelles.com). You should make sure that you find a suitable title, that your wording addresses to as many readers as possible and generally arouses curiosity. You can also include true information, but your basic statement should be fictitious.

### Exercise 2 sharing health information

2. Present the disinformation to the class. Your classmates have to guess which information was wrong and have to correct it.