Grade 7 Sample Lesson Plan:
Is it CRAAP? Finding Valid & Reliable Sources

SOLs

Evaluate the validity of information from different resources, and share findings with others

Objectives/Goals

- The student will identify valid and reliable information using the CRAAP Test
- The student will discuss the relevance of being able to access valid and reliable information.
- The student will be able to identify the five steps to the CRAAP Test.

Materials

- Trust or Do Not Trust wall signs
- Examples of online resources pertaining to the topic of your choice (perhaps nutrition or physical activity since this SLO falls under this unit)
- "Are My Sources Valid & Reliable - CRAAP Test" assessment

Procedure

- Preparation - Before class, prepare lists or show actual examples of valid and reliable AND not valid and not reliable information.
- Hang the Trust or Do Not Trust wall signs on opposite ends of the classroom.
- Activity - To Trust or Not to Trust

- o Have students move to the side of the room (Trust or Do Not Trust) they think based on whether or not the information source is valid and reliable.
  - o Show or read the example and then students move to the side of the room that corresponds with whether or not they trust it or not.
  - o After each, discuss why it is or is not a valid and reliable source.
  - o You could have students work in small groups instead of as a large class.
- Next, ask the students the following question: *What are the characteristics you would look for to determine whether information is valid and reliable?* Have them write to themselves or brainstorm as a class.
- Next, ask students *Who can tell me why middle or high school students should care about finding valid and reliable information?*
- Next, introduce the characteristics you should look for to determine whether or not you can trust information using the CRAAP Test. This is a great chance to say, *How do we know it's CRAAP?*
- **CRAAP Test -** Just go over the following terms (***Currency, Relevance, Authority, Accuracy, Purpose***)
- **Currency**: the timeliness of the information

- When was the information published or posted?
- Has the information been revised or updated?
- Is the information current or out-of date for your topic?
- Are the links functional?

- **Relevance**: the importance of the information for your needs

- Does the information relate to your topic or answer your question?
- Who is the intended audience?
- Is the information at an appropriate level (i.e. not too elementary or advanced for your needs)?
- Have you looked at a variety of sources before determining this is one you will use?
- Would you be comfortable using this source for a research paper?

- **Authority**: the source of the information
- Who is the author/publisher/source/sponsor?
- Are the author's credentials or organizational affiliations given?
- What are the author's credentials or organizational affiliations given?
- What are the author's qualifications to write on the topic?

- Is there contact information, such as a publisher or e-mail address?
- Does the URL reveal anything about the author or source?
    - examples: .com (commercial), .edu (educational), .gov (U.S. government), .org (nonprofit organization), or .net (network)

- **Accuracy**: the reliability, truthfulness, and correctness of the content, and

- Where does the information come from?
- Is the information supported by evidence?
- Has the information been reviewed or refereed?
- Can you verify any of the information in another source or from personal knowledge?
- Does the language or tone seem biased and free of emotion?
- Are there spelling, grammar, or other typographical errors?

- **Purpose**: the reason the information exists

- What is the purpose of the information? to inform? teach? sell? entertain? persuade?
- Do the authors/sponsors make their intentions or purpose clear?
- Is the information fact? opinion? propaganda?
- Does the point of view appear objective and impartial?
- Are there political, ideological, cultural, religious, institutional, or personal biases?

- Now that students are familiar with the 5 key steps to the CRAAP Test, evaluate a website as a class using the CRAAP Test. For example, find a resource about a nutrition topic and go through the 5 steps of CRAAP as a class.
- Next, it is the students turn to practice this "health skill" of accessing valid and reliable information.
- Provide students with the "Are My Sources Valid & Reliable - CRAAP Test" assessment
- Have students choose a nutrition-related topic they would like to research. A good idea would be to provide a list of suggested topics from which students may choose, or they can choose their own.
- Using laptops, tablets, iPads, etc., students will research 3 website (one from the CDC, one from Wikipedia, and one of their choice). They must use the above assessment to guide their website evaluations.

Health Smart Virginia Sample Lessons 2018

- Summarize the findings using the Website Evaluation Record on the last page of the assessment.
- You could have student write a self-reflection about what they have learned.

References

- Trust It or Trash It? www.trustortrash.org
- S. Benes and H. Alperin, 2019, *Lesson planning for skills-based health education* (Champaign, IL: Human Kinetics.)
- Andy Horne, 2015 National Health Teacher of the Year

Handout

The next page includes a handout for the lesson. The handout is designed for print use only.

Are My Sources Valid and Reliable?

It is an important "health skill" to be able to distinguish a good source from a poor one. List at least 3 sources you feel are **C**urrent, **R**elevant, **A**ccurate and credible **A**uthor AND explain why you trust the source. Think about the **P**urpose of each source, too.

Source #1- Center for Disease Control and Prevention

What is the name of your resource? (article, website, etc) Include hyperlink	
What is the URL of your resource (if appropriate)	
Why is this a good resource for your topic?	
Explain how you will use this resource to help support your advocacy message/topic?	
CURRENT When was the information published or posted?	
Has the information been revised or updated?	
Are the links functional (if applicable)?	
RELEVANT Does the information relate to your topic or answer your question?	
Who is the intended audience?	
Is the information at an appropriate level? (not to0 elementary or advanced for your needs)	
Have you looked at other sources before determining this is one you will use?	
ACCURATE Where does the information come from?	
Is the information supported by evidence?	
Can you verify any of the information in another source or from personal knowledge?	
Does the language or tone seem biased and/or free of emotion?	
Are there spelling, grammar, or other typographical errors?	
AUTHORITY Who is the author/publisher/sponsor of your source?	
Are the author's credentials or organizational affiliations given?	
What are the author's credentials or organization's credentials?	

Do you think the author or organization is qualified to write about the topic?	
Is there contact information, such as a publisher or email address?	
Does the URL reveal anything about the author or source? *Ex: .com (commercial), .edu (educational), .gov (US government), .org (non-profit organization), or .net (network)*	
PURPOSE What is the purpose of the information? To inform? Teach? Sell? Entertain? Persuade?	
Do the authors/sponsors make their intentions or purpose clear?	
Does the information seem fact or opinion?	

Why do you trust or do not trust this source? Explain

Source #2- Wikipedia

What is the name of your resource? (article, website, etc) Include hyperlink	
What is the URL of your resource (if appropriate)	
Why is this a good resource for your topic?	
Explain how you will use this resource to help support your advocacy message/topic?	
CURRENT When was the information published or posted?	
Has the information been revised or updated?	
Are the links functional (if applicable)?	
RELEVANT Does the information relate to your topic or answer your question?	
Who is the intended audience?	
Is the information at an appropriate level? (not to0 elementary or advanced for your needs)	
Have you looked at other sources before determining this is one you will use?	
ACCURATE Where does the information come from?	
Is the information supported by evidence?	

Can you verify any of the information in another source or from personal knowledge?	
Does the language or tone seem biased and/or free of emotion?	
Are there spelling, grammar, or other typographical errors?	
AUTHORITY Who is the author/publisher/sponsor of your source?	
Are the author's credentials or organizational affiliations given?	
What are the author's credentials or organization's credentials?	
Do you think the author or organization is qualified to write about the topic?	
Is there contact information, such as a publisher or email address?	
Does the URL reveal anything about the author or source? *Ex: .com (commercial), .edu (educational), .gov (US government), .org (non-profit organization), or .net (network)*	
PURPOSE What is the purpose of the information? To inform? Teach? Sell? Entertain? Persuade?	
Do the authors/sponsors make their intentions or purpose clear?	
Does the information seem fact or opinion?	

Why do you trust or do not trust this source? Explain

Source #3- Student Choice

What is the name of your resource? (article, website, etc) Include hyperlink	
What is the URL of your resource (if appropriate)	
Why is this a good resource for your topic?	
Explain how you will use this resource to help support your advocacy message/topic?	
CURRENT When was the information published or posted?	
Has the information been revised or updated?	
Are the links functional (if applicable)?	
RELEVANT Does the information relate to your topic or answer your question?	

Who is the intended audience?	
Is the information at an appropriate level? (not to0 elementary or advanced for your needs)	
Have you looked at other sources before determining this is one you will use?	
ACCURATE Where does the information come from?	
Is the information supported by evidence?	
Can you verify any of the information in another source or from personal knowledge?	
Does the language or tone seem biased and/or free of emotion?	
Are there spelling, grammar, or other typographical errors?	
AUTHORITY Who is the author/publisher/sponsor of your source?	
Are the author's credentials or organizational affiliations given?	
What are the author's credentials or organization's credentials?	
Do you think the author or organization is qualified to write about the topic?	
Is there contact information, such as a publisher or email address?	
Does the URL reveal anything about the author or source? *Ex: .com (commercial), .edu (educational), .gov (US government), .org (non-profit organization), or .net (network)*	
PURPOSE What is the purpose of the information? To inform? Teach? Sell? Entertain? Persuade?	
Do the authors/sponsors make their intentions or purpose clear?	
Does the information seem fact or opinion?	

Why do you trust or do not trust this source? Explain

Website Evaluation Scoring Tool

Use this sheet to evaluate the quality of an Internet source. Add the points in each category to determine whether the source is credible. Use this point system to evaluate your 3 sources.

	Site 1	Site 2	Site 3
Author's credentials I can't tell who the author is. 0 points The author is listed. 1 point Based on the information I found, the author or organization is qualified to write about this topic. 3 points This was written by a government agency or national news organization. 3 points	**Score** _____	**Score** _____	**Score** _____
Accuracy of the information I can't tell when the article was written. 0 points The article was written by a person or organization that has a conflict of interest. 0 points The date is listed, and the article is current enough to be relevant. 1 point The article presented looks professional and is grammatically correct. 1 point The information is unbiased and presents more than one side of an issue. 1 point The article lists other sources of information. 1 point The article has clear references for statistics and facts. 3 points	**Score** _____	**Score** _____	**Score** _____
Type of website .com, .5 points .biz, 0 points .net, 0 points .us, 0 points .org, .5 points .co, 0 points .edu, 2 points .gov, 3 points .mil, 3 points	**Score** _____	**Score** _____	**Score** _____
	Total _____	**Total** _____	**Total** _____

11 or more points: This a great source for valid and reliable information!
6 to 10 points: Use this information along with other sources of information.
0 to 5 points: This is *not* a good source for valid and reliable information.

Of your 3 sources, what do you think is most credible?

CRAAP Test Evaluation Sheet

Currency: the timeliness of the information

- When was the information published or posted?
- Has the information been revised or updated?
- Is the information current or out-of date for your topic?
- Are the links functional?

Relevance: the importance of the information for your needs

- Does the information relate to your topic or answer your question?
- Who is the intended audience?
- Is the information at an appropriate level (i.e. not too elementary or advanced for your needs)?
- Have you looked at a variety of sources before determining this is one you will use?
- Would you be comfortable using this source for a research paper?

Authority: the source of the information

- Who is the author/publisher/source/sponsor?
- Are the author's credentials or organizational affiliations given?
- What are the author's credentials or organizational affiliations given?
- What are the author's qualifications to write on the topic?
- Is there contact information, such as a publisher or e-mail address?
- Does the URL reveal anything about the author or source?
- examples: .com (commercial), .edu (educational), .gov (U.S. government), .org (nonprofit organization), or .net (network)

Accuracy: the reliability, truthfulness, and correctness of the content, and

- Where does the information come from?
- Is the information supported by evidence?
- Has the information been reviewed or refereed?
- Can you verify any of the information in another source or from personal knowledge?
- Does the language or tone seem biased and free of emotion?
- Are there spelling, grammar, or other typographical errors?

Purpose: the reason the information exists

- What is the purpose of the information? to inform? teach? sell? entertain? persuade?
- Do the authors/sponsors make their intentions or purpose clear?
- Is the information fact? opinion? propaganda?
- Does the point of view appear objective and impartial?
- Are there political, ideological, cultural, religious, institutional, or personal biases?

By scoring each category on a scale from 1 to 10 (1 = worst, 10=best possible) you can give each site a grade on a 50 point scale for how high-quality it is!

45 - 50 Excellent | 40 - 44 Good | 35 - 39 Average | 30 - 34 Borderline Acceptable | Below 30 - Unacceptable

How to use the *Trust It or Trash It?* tool

Use this tool to help you think critically about the quality of health information found on websites, handouts, booklets, and more.

Consider three questions to guide you through the critical thinking process:
(1) *Who said it?*
(2) When did they say it?
(3) How did they know?

Who said it?

Who wrote the information you are reading?

✔ **Think about TRUSTING IT if**:
-The author's name is easy to find.
-The authors have experience with the condition and are respected in the community and by their colleagues.

🗑 **Think about TRASHING IT if**:
-You don't know who wrote it or you can't find the author's name.
-You can't find information about the author's background or experience, or you can tell they don't have any experience.

Who provided the facts? Where did the facts come from?

✔ **Think about TRUSTING IT if**:
-You can tell where the information comes from – the sources are listed.

🗑 **Think about TRASHING IT if**:
-You can't tell where the information comes from – the sources aren't listed.

Who paid for it?

✔ **Think about TRUSTING IT if**:
-The sponsor has a lot of experience with the condition and the information doesn't try to sell a product or point of view.

🗑 **Think about TRASHING IT if**:
-The sources listed for the information aren't clearly related to the content or appear to be selling something.
-Information about the funding or sponsoring group isn't provided.

When did they say it?

When was it written or updated?

✔️ **Think about TRUSTING IT if**:

-The information is current.

🗑️ **Think about TRASHING IT if**:

-The information seems out of date based on other information you've read about or know.

-A date for the information isn't given.

How did they know?

How do you know this information pertains to you?

✔️ **Think about TRUSTING IT if**:

-The medical information is based on research on many people.

🗑️ **Think about TRASHING IT if**:

-The information is based only on someone's opinion or individual experience.

Does the information seem reasonable based on what you've read or know?

✔️ **Think about TRUSTING IT if**:

-The information matches what you've found in multiple other sources.

-If there are no other sources with the same information, it could be new, cutting edge research. (See the second "Trash it" statement below).

🗑️ **Think about TRASHING IT if**:

-The information presented is clearly wrong given the current state of the science and the opinions of many experts.

-If there are no other sources with the same information and it seems too good to be true, it may be. (See the second "Trust it" statement above).

For more information

Contact us at trustortrash@geneticalliance.org for questions, comments, or suggestions on the *Trust It or Trash It?* tool. An online version of the tool is available at www.trustortrash.org.

This version of the *Trust It or Trash It?* tool is based on the content contained in a more comprehensive tool created for developers of quality educational materials, as part of the Access to Credible Genetics Resource Network (ATCG). To see the developer's tool, visit www.developerstrustortrash.org. To learn more about the ATCG project and partners, visit www.geneticalliance.org/atcg.