WERNATIVE.ORG
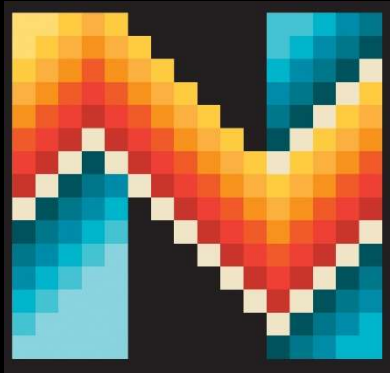
STUDENT HANDOUTS

Adapted for Inter-Tribal Council of Michigan

March 2018

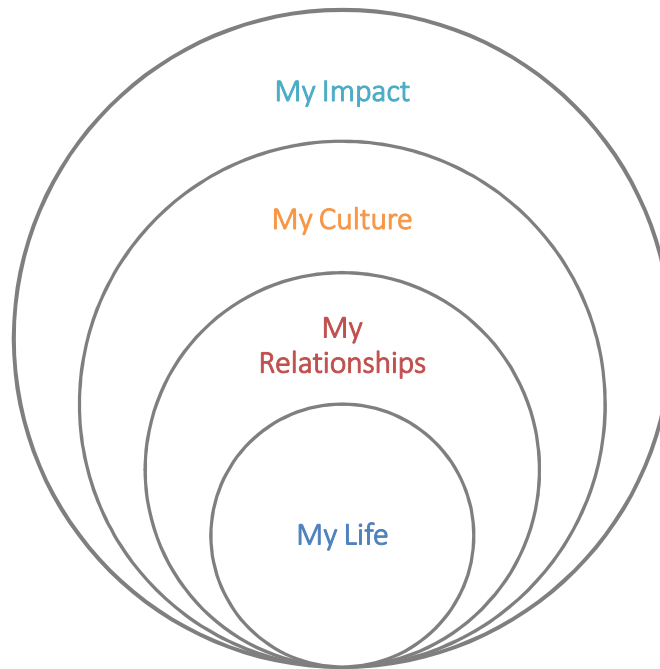# Contents

Lesson 1 Handouts

L1 Student Handout: My Vision for the Future

Think about a goal or a vision that you have for the each of the following:

My Impact

My Culture

My
Relationships

My Life

Instructions: Write your goals for each area of your life below:
A goal I have for My Life, including my body or mind, is:

A goal I have for My Relationships, including my family or friendships, is:

A goal I have for My Culture, including my traditions, identity, or the environment, is:

A goal I have for making My Impact, including doing something to support my community or classmates, is:

Lesson 2 Handouts

L2 Student Handout: 5 Key Media Literacy Concepts

Media Literacy Concept	What it Means	Key Questions	Criteria for Quality Health Resources
Authorship	• The person who wrote or developed the content • The credentials of the author(s) or publisher	*Who created this message?*	Look for media sources that come from websites with .org, .edu, or .gov as these are often more credible and reliable Look for contact information for the author of the website or media source
Format	• The type of media: Website, News Article, Book, Application, etc. • The style or creative design of the media	*What creative techniques are used to capture my attention?*	Look for a well-designed website or media source that captures your attention and is memorable Look for media sources that are easily readable and accessible in various browsers Look for media that are accessible for people with disabilities
Audience	• Who the messages or content is developed for • Who the messages or content appeal to	*How might different people understand this message differently?* *Who is this content developed for?*	Look for media sources that are inclusive for people of various backgrounds and identities Look for media sources that are objective and unbiased
Content	• The information contained in the media source	*What values, lifestyles, or points of view are represented in this media source or message?* *What values, lifestyles, or points of view are not represented in this media resource or message?*	Look for messages and media sources that can be verified and are free of mistakes Check how recent the content was updated or published- often sources with recently updated information are more accurate Look for a good variety of information that covers a range of content and topics
Purpose	• The reason the messages or content has been created • The use for the information or content	*Why is this message being sent?*	Look for media sources and messages that have educational purposes when looking for health information Look for websites that appeal to youth and are interactive

SOURCE: http://www.medialit.org/cml-medialit-kit

L2 Student Handout: Is We R Native a Reliable Resource?
<u>My Body and My Relationships</u>

When navigating the "My Body and My Relationships" section of the www.weRnative.org website, you can find more information about physical health and sexual health. To navigate to these sections, select the My Life, and My Relationships sections of the menu.

1. Record one topic that you plan to investigate further:

2. List one <u>internal</u> page that addresses the topic you are investigating:

2a. Read the page to review the content. Use the handout *Media Literacy Concepts* to review the <u>Criteria for Quality Health Resources</u>. Use at least three of the five Media Literacy Concepts and their criteria to defend why you think this website should or should not be considered a high-quality health resource.

3. List at least one <u>external</u> resource or link that is included under the topic you are investigating:

3a. Click on the external resource to review the content. Use the handout *Media Literacy Concepts* to review the <u>Criteria for Quality Health Resources</u>. Use at least three of the five Media Literacy Concepts and their criteria to defend why you think this website should or should not be included on the We R Native website.

L2 Student Handout: Is We R Native a Reliable Resource?

<u>My Mind</u>

When navigating the "My Mind" section of weRnative.org (under the My Life section), you can find more information about mental health and education & life skills. To navigate to these sections, select the My Life section of the menu.

1. Record one topic that you plan to investigate further:

2. List one <u>internal</u> page that addresses the topic you are investigating:

2a. Read the page to review the content. Use the handout *Media Literacy Concepts* to review the <u>Criteria for Quality Health Resources</u>. Use at least three of the five Media Literacy Concepts and their criteria to defend why you think this website should or should not be considered a high-quality health resource.

3. List at least one <u>external</u> resource or link that is included under the topic you are investigating:
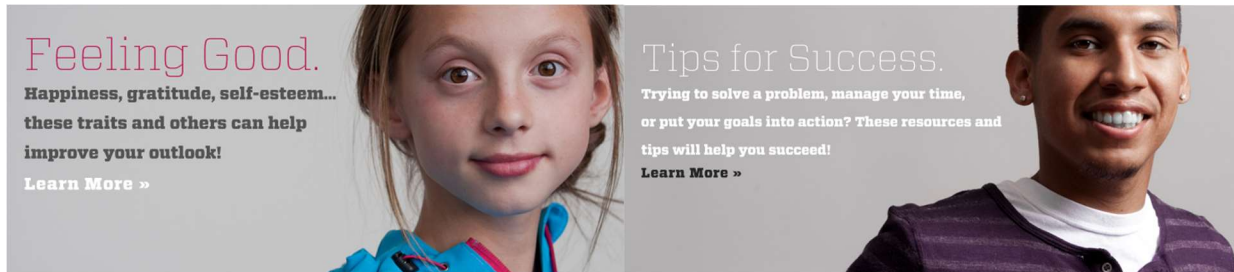

3a. Click on the external resource to review the content. Use the handout *Media Literacy Concepts* to review the <u>Criteria for Quality Health Resources</u>. Use at least three of the five Media Literacy Concepts and their criteria to defend why you think this website should or should not be included on the We R Native website.

L2 Student Handout: Is We R Native a Reliable Resource?

My Culture

When navigating the "My Culture" section of weRnative.org, you can find more information about culture, identity, native pride and the environment. To navigate to this section, select the My Culture section of the menu.

1. Record one topic that you plan to investigate further:

2. List one <u>internal</u> page that addresses the topic you are investigating:

2a. Read the page to review the content. Use the handout *Media Literacy Concepts* to review the <u>Criteria for Quality Health Resources</u>. Use at least three of the five Media Literacy Concepts and their criteria to defend why you think this website should or should not be considered a high-quality health resource.

3. List at least one <u>external</u> resource or link that is included under the topic you are investigating:

3a. Click on the external resource to review the content. Use the handout *Media Literacy Concepts* to review the <u>Criteria for Quality Health Resources</u>. Use at least three of the five Media Literacy Concepts and their criteria to defend why you think this website should or should not be included on the We R Native website.

Optional Handouts:

L2 Student Handout: Website Assessment and Evaluation

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5 Criteria for Assessing the
Quality of Information

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1. **Accuracy.** A high-quality website contains accurate information that can be verified by other sources. The information should be free of spelling, grammar, and punctuation mistakes. There should be evidence of an editor or fact checker who is responsible for making sure that the information is correct.
2. **Authority.** It should be clear who the author is and what credentials he/she has. If the author is an expert, the information is more likely to be useful. There should be an email address listed or other contact information. If the page is anonymous, there is no one to hold accountable for erroneous information.
   Pay attention to where the document was published. Information published at .edu, .org, or .gov sites is usually preferred to information from .com sites since it was most likely published by a school or organization rather than a business.
   Find out who sponsored the website and who the advertisers are. The credibility of the sponsor may reveal something about the quality of the information presented.
3. **Objectivity.** An objective source will contain more quality information than a heavily biased source. When viewing a website, notice any explicit or implied biases. If the page is an advertisement or endorsement, there may be financial motivations to provide biased information. It should be clear why the site was created and for whom.
4. **Currency.** The accuracy of an information source is often influenced by how recently it was created. For topics such as technology, science, and medicine it is especially important to have current information. Check the links -- often older websites have links that have expired or whose targets have moved.
5. **Coverage.** The purpose and scope of the website should be specific and well defined. The most useful websites cover a variety of topics and/or cover a topic in-depth. A site index, site map, or FAQ should be provided to help navigate the site and give the user some idea of the extent of the site's coverage. A quality website is highly interactive and will offer users services and information not found elsewhere. It is important that information be cited correctly and permission and/or licensing be obtained for the use of copyrighted images and multimedia materials. The information should be free of charge.

Source: http://depts.washington.edu/trio/resources/web/proof_assess.php

L2 Student Handout: Website Assessment and Evaluation

5 Criteria for Evaluating the
Quality of a Web Site

1. **Accessibility.** It is important that a website be as universally accessible as possible. For a website to be highly accessible, it will load quickly, and be viewable in different browsers, operating systems and monitor resolutions. It will also provide access to people with disabilities and from different levels of educational and cultural backgrounds.
2. **Design.** The design of a website is a very important element to consider when judging overall quality. Good websites have a design that is visually appealing, readable, easy to navigate, and reinforces the purpose of the site while giving it a unified look and feel.
3. **Content.** Use the Criteria for Assessing the Quality of Information listed above: *accuracy*, *authority*, *objectivity*, *currency*, and *coverage*.
4. **Technological Aspects and Interactivity.** You can judge a site on how the technologies used add to (or detract from) the purpose of the site. The site should use new technologies and the multimedia nature of the Web to allow user interactivity and make the experience different from reading a book, listening to the radio or watching a TV show.
Message and bulletin boards, surveys, videos, games, online tests, audio selections, chat rooms, broadcasting, and search technologies are just a few of the ways technology can be used to make a website more interactive.
5. **Creativeness/Originality.** Creative and original websites can be more fun to use because of their novelty and ingenuity. A good website is distinguishable from other websites, and should give you something that you can't find elsewhere. It should be distinct and memorable and give a good over-all impression.

Source: http://depts.washington.edu/trio/resources/web/proof_assess.php

Lesson 3 Handouts

L3 Student Handout: Drugs and Alcohol Research Guide

When navigating the "My Life" section of weRnative.org, you can find more information about physical health and drugs. To navigate to this section, select the My Life section of the menu, and under My Body, click Substance Abuse (wernative.org/my-life/my-body/substance-abuse).

1. Why do people use drugs?

2. How can drugs affect...
- Your Body

- Your Mental Health

- Your Life and your Future

- Your Relationships

- Your Community

When navigating the "My Body" section of weRnative.org, you can find more information about physical health and drugs. To navigate to this section, select the My Life section of the menu, and under My Body, click Substance Abuse (wernative.org/my-life/my-body/substance-abuse).

1. What are some things you could do to get help for drug use?

2. How can people drink smart? What would they do to drink in moderation and stay in control?

3. What are 3 things you can do to help a friend experiencing a problem with drinking?

L3 Homework Assignment: Contact a Help Line

Call, text, or chat with <u>one</u> of the following resources. Use the script to learn more about the services they provide. Remember the goal of this is to learn what it's like to call one of these hotlines/chat lines.

Boys Town National Hotline
Boys Town is a 24-hour crisis, resource and referral line staffed by counselors who can respond to your questions about family and school problems, pregnancy, suicide, chemical dependency, sexual and physical abuse.
They also have a chat room staffed with trained counselors.
Call 1-800-448-3000 24 hours a day/7 days a week.

Love is Respect
Our peer advocates offer support, information and advocacy to young people who have questions or concerns about their dating relationships.
Chat at www.loveisrespect.org
Call: 1.866.331.9474 | Text: loveis to 22522 | available 24/7/365

National Suicide Prevention Lifeline
The National Suicide Prevention Lifeline is a 24-hour, toll-free suicide prevention service available to anyone in suicidal crisis. Its mission is to provide immediate assistance to anyone seeking mental health services. Call for yourself, or someone you care about.
Call 1-800-273-TALK (8255), 24 hours a day/7 days a week.

National Eating Disorders Association
The National Eating Disorders Association provides a toll-free helpline to connect people with resources, information, or referrals to national and local treatment providers.
Call 1-800-931-2237, Monday - Friday, 11:30 a.m. to 7:30 p.m. Eastern Standard Time.

StrongHearts Native Helpline
StrongHearts is a culturally appropriate, anonymous, confidential service dedicated to serving Native American survivors of domestic violence and concerned family members and friends.
1-844-7NATIVE (1-844-762-8483) Monday through Friday from 9 a.m. to 5:30 p.m. Central Standard Time.

Script: When you call, text, or chat, begin with:

Hi, my name is (<u>NAME</u>) and I'm a student at (<u>SCHOOL</u>). I am calling/chatting/texting today as a class homework assignment to learn more about your service. Would you mind if I asked you two questions? I understand if it's not a good time right now.

1. Write two questions that you would like the hotline to help answer for you:

2. Which advice line did you contact?

3. How quickly were they able to respond to your call/text?

4. How did they respond to your first question?

5. How did they respond to your second question?

6. What was the interaction like? Would you recommend the service to a friend? Why, or why not?

As a courtesy, when you are finished with your call/text, please thank them for their time.

Lesson 4 Handouts

L4 Student Handout: "Ask Auntie" Drugs and Alcohol Advice

Navigate to the "Ask Auntie" section of the website.

Read or watch at least <u>three</u> "Ask Auntie" questions and answers related to drug or alcohol problems.

1. Use <u>two</u> of the *5 Key Media Literacy Concepts and Criteria for Quality Health Resources* online (found on the next page) to defend whether, or not "Ask Auntie" is a reliable resource.

2. Did you notice any similarities in the way Auntie framed her advice?

3. Write down and submit online your own question for Auntie.

L4 Student Handout: 5 Key Media Literacy Concepts

Media Literacy Concept	What it Means	Key Questions	Criteria for Quality Health Resources
Authorship	• The person who wrote or developed the content • The credentials of the author(s) or publisher	*Who created this message?*	Look for media sources that come from websites with .org, .edu, or .gov as these are often more credible and reliable Look for contact information for the author of the website or media source
Format	• The type of media: Website, News Article, Book, Application, etc. • The style or creative design of the media	*What creative techniques are used to capture my attention?*	Look for a well-designed website or media source that captures your attention and is memorable Look for media sources that are easily readable and accessible in various browsers Look for media that are accessible for people with disabilities
Audience	• Who the messages or content is developed for • Who the messages or content appeal to	*How might different people understand this message differently?* *Who is this content developed for?*	Look for media sources that are inclusive for people of various backgrounds and identities Look for media sources that are objective and unbiased
Content	• The information contained in the media source	*What values, lifestyles, or points of view are represented in this media source or message?* *What values, lifestyles, or points of view are not represented in this media resource or message?*	Look for messages and media sources that can be verified and are free of mistakes Check how recent the content was updated or published- often sources with recently updated information are more accurate Look for a good variety of information that covers a range of content and topics
Purpose	• The reason the messages or content has been created • The use for the information or content	*Why is this message being sent?*	Look for media sources and messages that have educational purposes when looking for health information Look for websites that appeal to youth and are interactive

SOURCE: http://www.medialit.org/cml-medialit-kit

Lesson 5 Handouts

L5 Student Handout: Native VOICES Review Sheet

View the Native VOICES video at tinyurl.com/NativeVOICESvideo

Let's take a look at some of the choices the individuals in the video made:

1. During the video, Jamie gives several reasons why he doesn't want to use condoms. Record at least two reasons Jamie gives for making this decision.

2. Record the "comebacks" Jamie's friends' use in response to Jamie's reasons for not using condoms.

3. Write your own "comeback" to Jamie.

4. Many people find discussing protection with someone they are interested in difficult. Even though Christina and Jamie both had condoms with them, they still CHOSE NOT to use them. Write two reasons that may have influenced their choice not to use protection.

5. Suggest a way Christina or Jamie could have brought up protection.

6. Think about the relationship that drugs and alcohol have on the decisions people make around sexual encounters. Write a one-sentence statement that reflects your belief about this.

Lesson 6 Handouts

L6 Student Handout: Native VOICES Personal Rules

Choosing whether or not to have a sexual relationship is a big decision. There is a lot to think about! There are many important things to consider when deciding whether you're ready for sex, like your life goals, personal values and whether you and your partner both feel comfortable and ready to take this step.

Take a few minutes to answer these questions:

1. What are some of the most important things to you in life?

2. What is an important *goal* you have for your life?

3. What's a personal rule you have for your relationships?

4. What are your personal rules around sex and consent? What's ok, what's not?

5. What are some things you could do to PROTECT your personal rules around sex?

6. What are some things you can do to RESPECT other's personal rules around sex?

7. Who will you talk to about getting protection if you choose to become sexually active? Who can support you in protecting yourself?

One of the things my parents taught me - and I'll always be grateful for the gift - is to not ever let anybody else define me.   -- Wilma Mankiller, the first female chief of the Cherokee Nation

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Lesson 7 Handouts

L7 Student Handout: Suicide Prevention Research Guide

"My Mind": Topics – Suicide For this section, type in the website address *wernative.org/my-life/my-mind/suicide*. Or you can find the Suicide section of weRnative.org by visiting "My Mind," and selecting the topic "Suicide."

1. What are some common suicide warning signs?

2. What are some things you can do if a friend is talking about suicide?

3. When should someone get immediate help? If…

4. List resource(s) for getting help:

5. What can you do to improve your mood? Hint: visit wernative.org/my-life/my-mind/improve-your-mood

6. Check out the monthly contest winners by visiting wernative.org/my-impact/monthly-contest-all-winners. What would you tell someone who is thinking about suicide?

L7 Student Handout: My Support Plan

1. Who are the people I can turn to for support when I'm feeling down?

2. What are some things I like to do that help me cope when I'm feeling down?

3. I'll know I need to reach out for help when….

4. Who are some elders, other trusted adults or professionals and resources I can contact to get help?

#WeNeedYouHere

Lesson 8 Handouts

L8 Student Handout: Bullying Research Guide

"My Mind": Bullying For this section, type in the website address *wernative.org/my-life/life-hacks/bullying-prevention*. Or you can find the Bullying section of weRnative.org by visiting "My Mind," and selecting the topic "Bullying."

1. What is bullying?

2. What is a bystander? How can you do more than just stand by?

3. What is cyberbullying?

4. What's the first thing you need to do to help someone being bullied?

5. What's the second thing you need to do to help someone being bullied?

6. What's the third thing you need to do to help someone being bullied?

7. What's the fourth thing you need to do to help someone being bullied?

8. How can you intervene when someone is being bullied?

9. Take a look at the five steps to intervene with a bully at wernative.org/articles/be-more-than-a-bystander
1) Notice, 2) Identify, 3) Take Responsibility, 4) Decide to Help, 5) Intervene.

Do you think this would work? Go through each step and defend your argument. Give specific examples of how you would change it, or defend why you would keep it the same.

In What Ways Have You Ever Felt Bullied?

✂--

In What Ways Have You Ever Felt Bullied?

Lesson 9 Handouts

L9 Student Handout: Make a Difference in Your Community

Get Involved: Check out what other youth in Indian Country are doing to make a difference in their communities. Spend 10 minutes searching online for projects that you could do in your community. Here are some links to examples of youth-led community service projects:

Projects Funded by We R Native: wernative.org/my-impact/grants

Success Stories in the Community

In May, students from the Shoshone Bannock Healthy Empowered Youth (HEY) program offered yard clean-up services to elders in their community. Students borrowed lawn mowers, rakes, and a trailer, and spent the day mowing and planting flowers at two elder's homes. Afterwards they shared a meal, and asked the homeowner about their life. Check out the We R Native Facebook page to see before and after photos!

Looking for Ideas? Visit: wernative.org/my-impact/grants

Looking for Ideas? See What's going on this month.

January February March April May June July August September October November December

January

100 Ways to Make a Difference in Your Community: education.com/reference/article/Ref_100_Ways_Make/

DoSomething.org

DO SOMETHING .ORG

Explore Campaigns
Any cause, anytime, anywhere.

What is DoSomething.org?
Young people + Social change

Log In

Join 4,555,425 members.

> Cause
What are you passionate about?

> Time
How long do you have?

> Type
What would you like to do?

We R Native - Apply for a Grant: wernative.org/my-impact/grant-application-form

1. **Projects Funded by We R Native - Success Stories in the Community.** On the My Impact section of We R Native (wernative.org/my-impact/grants), there are examples of youth who received $475 to carry out a community service project.
Review <u>at least five</u> of the projects. Write about your favorite one and talk about what it means to you.

2. **Looking for Ideas? See what's going on this month***. wernative.org/my-impact/grants*

3. Review the health observances for **<u>at least three</u>** different months in the rotating calendar. List the health issue(s) highlighted during each of those months.

4. Read through the list: [100 Ways to Make a Difference in Your Community](education.com/reference/article/Ref_100_Ways_Make/) (education.com/reference/article/Ref_100_Ways_Make/) . Select one that interests you. Describe the activity and include at least two ways you believe your community might benefit from hosting such an event.

5. Go to the website DoSomething.org and review at least four projects. Use the website titles to select a *CAUSE*, a *TIME* and a *TYPE.* Record your selections and briefly describe three ideas the website generated.

6. Back on We R Native's website, look at the ***Apply for a Grant*** attachment. Identify at least three questions that are included in the grant application.

*BONUS – check out Generation Indigenous Youth Stories (cnay.org/ShareGenIStory.html) and UNITY Earth Ambassadors (unityinc.org/index.php/native-youth/earth-ambassadors) for more ideas.

Lesson 10 Handouts

L10 Student Handout: We R Native Community Service Application

> **We can Change our World!**
> Step up and shape your community in positive ways.
> **Open to American Indian and Alaska Native youth 13-21 years old.**

Community involvement is something that can start small and make a big impact. We have the tools you need to get started shaping your community in positive ways.

Get Started:

First, find a group of friends and brainstorm an idea:

- Get inspired at: http://www.dosomething.org
- Or create your own activity in conjunction with a National health observance, like World No Tobacco Day or Teen Pregnancy Prevention Month: http://healthfinder.gov/nho/nho.asp

Now tell us about it:

What do you plan to do?

Who will take part?
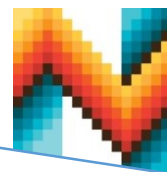
We R Native is a health resource for Native teens and young adults, with content and stories - **for Native youth, by Native youth** - about the topics that matter most to them.

Who will benefit from your service project?

How will you promote your event?

What is your budget for the project? How much to you need (up to $475)?

How will you spend it?

Now tell us a bit more about you:

Your name:

Tribal affiliation:

Age:

Address:

Email Address:

Phone number:

Now tell us a bit more about your adult mentor: (We suggest choosing a teacher, health educator, or youth prevention coordinator. Someone you see on a regular basis.)

- Their name:

- Title/Position:

- Address:

- Email Address:

- Phone number:

L10 Student Handout: Community Service Project Agreement

To support your Community Service Project, We R Native will:

Help you and your team brainstorm a project that you feel excited about!

Provide your adult mentor with up to $475. You can use the funds for just about anything: Food, participant incentives, t-shirts, contest prizes, travel expenses, and print materials -- whatever you need to make your event a success.

Promote your project on the We R Native website, Facebook page, and text messaging service.

In exchange for the mini-grant, I agree to:

Fill out the attached evaluation form *after the event takes place*. And document the community service project using photographs, videos, or digital storytelling.

Submit all completed forms, photographs, and/or videos to native@npaihb.org within two weeks of the event.

Videos should be no more than 4 minutes long. Post them on YouTube and then send us the link. If other people are shown in your photos or videos, please make sure you have their permission to show their image in this way.

Adult Mentor Signature: _____

Youth Signature: _____

Consent: Mini-grant submissions may be showcased on the We R Native website, Facebook page, and/or text messaging service. By submitting materials, you grant the Northwest Portland Area Indian Health Board the right to use, edit, and disseminate your submissions in print, online, and through other forms of media for educational, public service, or health awareness purposes. By submitting materials, you release the Northwest Portland Area Indian Health Board and its agents and employees from all claims, demands, and liabilities whatsoever.

We R Native Vocabulary Sheet

Term/phrase	Definition
AIDS	The most severe phase of HIV infection. People with AIDS have such badly damaged immune systems that they get an increasing number of severe illnesses, called opportunistic infections.
Affects	Meaning 'to impact'.
Activism	Action that brings about political or social change.
Brainstorm	A group discussion to produce ideas and ways of solving problems.
Bullying	Use of superior strength or influence to intimidate (someone), typically to force him or her to do what one wants:
Bystander	A person who is witness to an event or incident but does not do anything.
Common signs	A sign that occurs often that tells of the existence of something.
Community Service	Is performed by someone or a group of people for the benefit of the public.
Consent	To give permission for something to happen.
Condoms	A thin sheath worn on a man's penis during sexual intercourse to help reduce the risk of pregnancy and STD transmission. The consistent and correct use of latex (or polyurethane or polyisoprene if allergic to latex) condoms reduces, though does not eliminate, the risk of pregnancy and STD transmission. Although natural membrane (lambskin) condoms are recommended for pregnancy prevention, they are not recommended for prevention of STDs and HIV. There are also female condoms available which go inside the vagina and help reduce the risk of pregnancy and STD transmission as well.
Contraception	The deliberate use of something such as birth control or condoms to prevent pregnancy.
Credible resource	A resource that can be trusted.
Criteria	A standard of judgment or a rule for evaluating or testing something.
Cyberbullying	The use of electronic communication to bully a person, typically by sending messages of an intimidating or threatening nature
Effects	A change that is a result or consequence of an action.
External Link	A hyperlink that points to another website on the internet.
Gender	The state of being a man or a woman (or masculine or feminine)- can include gender identity (how we identify ourselves) or gender expression (how we present ourselves to the world)

Term/phrase	Definition
Goals	Something someone makes efforts to achieve, or makes aims towards.
Grant	A sum of money given by an organization for a particular purpose.
Hashtag	A word or phrase preceded by a hash sign (#) used to identify messages on a specific topic:
Health resource	A source of health information.
Healthy relationship	A relationship built on respect, where each person can learn and grow.
HIV	Human Immunodeficiency Virus. A virus that can lead to AIDS.
Identify	Establish what something is.
Internal Page	A type of hyperlink on a webpage that when clicked on takes you to another **page** or resource within the same website.
Internet	A global computer network providing a variety of information and communication facilities, consisting of interconnected networks using standardized communication protocols.
Intervene	To come between something to prevent something from happening.
LGBTQ	Lesbian, Gay, Bisexual, Transgender, Queer or Questioning
Media Literacy	Media Literacy is the ability to access, analyze, evaluate and create media in a variety of forms.
Mental Health	A person's condition with regard to their psychological and emotional well-being.
National health observance	Taking action to cause awareness about a certain health topic done together as a Nation.
Personal rules	Rules that you set for yourself about the things you will and will not do.
Post	To announce or publish something on social media.
Prevention	The action of stopping something from happening
Protection	Something intended to help keep someone safe from things such as pregnancy and infections.
Quality	Well-made or durable

Term/phrase	Definition
Reliable resource	Being an established and trustworthy source of information that has been reviewed by credible people or organizations.
Resource	Being a trustworthy source of information.
Responsibility	Taking control or care of oneself and their personal choices.
Role model	A person looked to by others as an example to be imitated.
Social media	Websites and Apps that people use to share content online, or use to connect with other people.
STDs/STIs	A sexually transmitted disease or infection. An infection you can get by having sex.
Suicide	To intentionally kill oneself.
Values	Something that is important to have to protect one's personal rules.
Web address	An internet address of a website.

Other supportive medically accurate information on the web is located at:
- Birth Control (including effectiveness rates): https://www.cdc.gov/reproductivehealth/contraception/index.htm; and http://www.contraceptivetechnology.org/wp-content/uploads/2013/09/CTFailureTable.pdf ; and https://www.hhs.gov/opa/pregnancy-prevention/index.html; and https://www.womenshealth.gov/a-z-topics/birth-control-methods
- STD: https://www.cdc.gov/std/healthcomm/fact_sheets.htm; and https://medlineplus.gov/sexuallytransmitteddiseases.html; and https://www.hhs.gov/opa/reproductive-health/sexually-transmitted-infections/index.html
- HIV/AIDS: https://www.hiv.gov/; and https://www.cdc.gov/hiv/default.html; and https://medlineplus.gov/hivaids.html; and https://aidsinfo.nih.gov/
- Pregnancy: https://www.womenshealth.gov/pregnancy; and https://www.hhs.gov/ash/oah/adolescent-development/reproductive-health-and-teen-pregnancy/teen-pregnancy-and-childbearing/index.html
- Puberty and Anatomy Information: https://www.girlshealth.gov/body/index.html; and https://medlineplus.gov/puberty.html; and https://training.seer.cancer.gov/anatomy/reproductive/; and
- Nutrition: https://www.nutrition.gov/
- Substance Abuse: https://www.drugabuse.gov/; and https://www.samhsa.gov/
- Mental Health: https://www.mentalhealth.gov/; and https://www.cdc.gov/mentalhealth/index.htm