



Media Literacy with We R Native

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Adapted from the
We R Native Teacher's Guide



www.healthynativeyouth.org



Text HEALTHY to 97779



Media Literacy Overview

Activity Purpose

To introduce media literacy concepts and the We R Native website to the youth. This session allows students to explore new concepts around media literacy, practice critically evaluating a resource and offers the We R Native website to use in their critique.

Age Groups: Middle & High School Youth

Time: 50 minutes

Youth Will:

- **Learn** criteria for assessing the quality of informational sources and websites
- **Investigate** an online health resource: We R Native
- **Assess** the credibility of resources on the internet

Activity Outline	Core Content Components	Instructional Method	Timing
Welcome and Icebreaker	• Welcome participants	Minilecture	2 minutes
	• Media Wave group energizer	Large Group Activity	3 minutes
Introducing Activity Concepts	• Criteria Activity	Partner brainstorm	15 minutes
	• Review 5 key Media Literacy Concepts	Minilecture/ Large Group Reflection	
What is a Reliable Health Resource?	• Introduce activity	Minilecture	25 minutes
	• Small Group Activity/ Handout	Small Group Work	
	• Activity Review and Group Sharing	Large Group Activity	
Closing	• Reflection on learning • Cultural Teaching (if time allows)	Large Group Reflection	5 minutes

Materials

- Computer lab, or multiple computers
- Headphones for each youth
- Access to We R Native: www.wernative.org
- Copies Handout:
 - Helpful Definitions
 - 5 Key Media Literacy Concepts for each youth
 - Is We R Native a Reliable Resource?
- Pencils/pens

Preparation

- Computer lab, or multiple computers (book ahead of time if necessary)
- Headphones for each youth
- Explore the We R Native website, <https://www.wernative.org/>
- Review Media Literacy Activity guide
- Preview the Handouts for this activity to determine what is most appropriate for your youths' levels and your goals. Print enough copies of the activity handouts for each youth and small groups



Welcome & Icebreaker

5 minutes
Large Group

Welcome Youth 2 minutes

Welcome participants, introduce yourself, and direct them where to sit.

Energizer: Media Wave 3 minutes

Say, "Each of us uses lots of different kinds of media, some for fun (like social media and streaming shows), some for education (like a library website or online research tool), some for information (like newspapers or news channels). We are going to very quickly go around the room and each of you will share what your favorite media platform is, such as, Instagram, Snap Chat, Google, a favorite website, whatever is your favorite media platform."

Say, "We're going to do this like 'The Wave' in a stadium. When 'the wave' comes to you, stand up (if you are able) and raise both hands up and down like a wave and shout out your favorite media."

Quickly demonstrate "The Wave" with one other youth to make sure everyone understands.

Then ask one side of the room to start by saying, "Ready? Go!". Be sure to include your own response so that you are also sharing a favorite media source.

Say, "Great job everyone! Thank youth for participating."



Intro Activity Concepts

5 minutes
Large Group

Criteria Activity

Say, "Today you're going to get a chance to jump on the Internet to learn more about the We R Native website: which is a health resource for Native youth, by Native youth."

Say, "While you're looking into the website, you're going to determine if it is a reliable and credible resource that we could trust. It's important that every time you read something or use a media source, that you think about whether it is a reliable and credible source of information."

Distribute: Helpful Definitions Handout (next page).

Say, "There are some terms that will be helpful for you to know before we get started, so let's talk about those key terms we'll be using. Turn to the Helpful Definitions Handout. When I say each term, you all quickly raise your hands to tell me what that term means when I call on you."

Say each term aloud from Helpful Definitions Handout (next page) and have youth give their understanding of term and compare to definitions. Move through responses quickly.

Helpful Definitions Handout

Term/phrase	Definition
Credible resource	A resource that can be trusted.
Criteria	A standard of judgment or a rule for evaluating or testing something.
External Link	A hyperlink that points to another website on the internet.
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.
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.
Media Literacy	Media Literacy is the ability to access, analyze, evaluate and create media in a variety of forms.
Quality	Well-made or durable
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.
Social media	Websites and Apps that people use to share content online or use to connect with other people.
Web address	An internet address of a website.



Intro Activity Concepts conti.

5 minutes
Large Group

5 Key Media Literacy Concepts

Say, "You may not have given much thought to Media Literacy, but it's such an important skill for us now because we all take in information from lots of different media sources. Unfortunately, some give out false or misleading information and that can affect your health and how you feel about yourself."

Say, "Before we start reviewing the We R Native website, we need to know if this website contains quality information that we can trust. We will be using 5 criteria to decide whether the site provides actual quality information. We will also use these criteria to critique the website itself. Specifically, we will be looking at the information and the website as a whole."

Say, "With the person next to you, brainstorm what type of criteria would you look for when trying to determine whether a website is credible or is providing quality information? I'll give you 30 seconds to talk with your neighbor."

Give students 30 seconds to discuss with a partner. Set a timer on your phone to signal to youth when time is up (or bring a small instrument to play a sound).



Intro Activity Concepts conti.

5 minutes
Large Group

5 Key Media Literacy Concepts conti.

Distribute handout: 5 Key Media Literacy Concepts (next page).

Read the five criteria titles and key questions out loud:

- Authorship- who created this message?
- Format- what creative methods did they use to attract my attention?, Audience- who is this content developed for and how might different people understand this message?
- Content- what information, values, lifestyles and opinions are represented in this message?
- Purpose- why is this message being sent?

Ask youth after each criterion what examples they came up with their partners.

Get Ready...

Go over any computer lab or device ground rules you think are pertinent for your setting.

5 Key Media Literacy Concepts

MEDIA LITERACY CONCEPT	WHAT IS MEANS	KEY ?'S	CRITERIA FOR QUALITY HEALTH RESOURCES
AUTHORSHIP	<ul style="list-style-type: none"> The person who wrote or developed the content The credentials of the author(s) or publisher 	<i>Who created this message?</i>	<ul style="list-style-type: none"> 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	<ul style="list-style-type: none"> The type of media: Website, News Article, Book, Application, etc. The style or creative design of the media 	<i>What techniques are they using to capture my attention?</i>	<ul style="list-style-type: none"> 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	<ul style="list-style-type: none"> Who the messages or content is developed for Who the messages or content appeal to 	<i>How might different people understand this message differently? Who is this content developed for?</i>	<ul style="list-style-type: none"> Look for media sources that are inclusive for people of various backgrounds and identities Look for media sources that are objective and unbiased
CONTENT	<ul style="list-style-type: none"> The information contained in the media source 	<p><i>What values, lifestyles, or points of view are represented in this media source or message?</i></p> <p><i>What values, lifestyles, or points of view are not represented in this media resource or message?</i></p>	<ul style="list-style-type: none"> 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	<ul style="list-style-type: none"> Who the messages or content is developed for Who the messages or content appeal to 	<i>Why is this message being sent?</i>	<ul style="list-style-type: none"> 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



WE R N A T I V E



What is a Reliable Resource?

15 minutes
Devices with Internet

Break up into Groups...

Break youth into groups of 2-3 and assign each group one section of the select resource handout.

Say, "On the handout I'll give you next, each group will select just one section of the website to look at. For example, We R Native has six sections: My Culture, My Life, My Relationships, My Mind, My Impact, and Ask/ Auntie/ Uncle. You need to choose just one section.

Say, "Since each group will review a different section of the website, you only need to complete the one section assigned to your group."

Say, "Some of the information and topics on the website may be sensitive to some of you. If anyone has any questions, feels uncomfortable, or would like talk

about some of the content you're looking at, please feel free to come talk to me."

Distribute and discuss handout: Is We R Native a Reliable Resource?

Say, "As you are reviewing the website you will be looking up and assessing different health resources against the criteria and questions we discussed earlier. Any questions before we begin?"

Have youth type in the web address: www.wernative.org and begin answering their handout questions.

Let them know how much time you will give them. 10 minutes should be enough time.

Give youth a five and one-minute warning before asking them stop.

Is We R Native a Reliable Resource? Handout

Instructions

Type in web address: www.wernative.org. Find the menu tab on top left. Select one topic from: My Culture, My Life, My Relationships, My Mind, My Impact, and Ask Auntie/ Uncle. Click on a topic you want to learn more about and answer the following questions.

Questions

Q1: What topic is your group learning about?

Q2: List one internal and one external page from your selected topic:

Q3: Use the handout *5 Key Media Concepts* to review the Criteria for Quality Health Resources. Use at least three criteria to explain why this website is, or is not, a high-quality health resource.



Activity Review and Group Sharing

10 minutes
Large Group

Review Activity: Is We R Native a Reliable Resource?

Ask one person from each group to briefly share their answers for the section they reviewed (1-2 minutes per group, depending on group size).

Ask some of the following processing questions:

- What questions or thoughts come up as each talks about their section?
- Do you agree with this group's assessment of the page?
- What do you think the developers of We R Native are trying to achieve by providing this resource?
- How could you share this with your friends?



Closing

5 minutes
Large Group

Closing and Final Reflections

Say, "I want to thank each of you for the great work you did today. I want to remind you that We R Native has a TikTok, Instagram, and Facebook page you can 'follow, as well as a Twitter, YouTube you can subscribe to." *Give individual and group shout-outs.*

Say, "In what ways can you use what you learned today to help you live a healthier life? What is something you can share with your friends, family and community from today's lesson?"

Mention the next meeting time, location and the topic that will be covered, if applicable.

If time allows, close with a poem, song, story or tradition that highlights the activity concept.

How did it go?

Let us know how your lesson went and if we can make any edits or adjustments. Thank you for all that you do for our youth!

[TA Feedback Form](#)

