

YOUTH SPIRIT PROGRAM



Chapter 3: Media Literacy

Adaptation Note:
From *We R Native*
Facilitators Guide on
Healthy Native Youth





The goals of this chapter

...is to introduce media literacy concepts and the We R Native website to the students. This session allows students to explore new concepts around media literacy, practice critically evaluating a resource and offers the We R Native website as their first option to critique. In this lesson, the facilitator is also introducing the anonymous question box, which will be used throughout the program.

Age Groups: Middle and 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
- learn about the harmful effects of prescription drug misuse and abuse

Adaptation Note:

This lesson was adapted from the We R Native Facilitators Guide found on Healthy Native Youth (<https://www.healthynativeyouth.org/curricula/we-r-native-teachers-guide/>).

Materials

- Whiteboard/flipchart + marker(s)
- Youth Handouts
- A print-out of the booklet, "The Swinomish Totem Pole: Tribal Legends"
- Internet
- Ipads, laptops, or Computer lab with multiple computers
- Headphones for each youth
- Access to We R Native: www.wernative.org
- Pencils/pens

Question Box:

Shoebox, slips of paper, pencil/ pen

Preparation

- Preview Lesson plan
- Question Box: decorate
- Computer lab, or multiple computers (book ahead of time if necessary)
- Headphones for each youth
- Explore ahead of time - We R Native: <https://www.wernative.org/>
- Review Media Literacy guide and Helpful Definitions, which youth will use to assess the content of your selected website.
- Preview the Handouts for this lesson to determine what is most appropriate for your youths' levels and your goals. Print enough copies of the lesson handouts for each youth and small groups.

***Additional Media Literacy Activity** (add an additional 15 minutes to the lesson)

Few popular magazines (e.g. Blender, Teen Vogue, People, car magazines, Rolling Stone, etc.): Construction paper, Glue, Scissors

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/hiv aids.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>



Welcome & Group Check in

2 minutes

Welcome youth, introduce yourself, have guest speakers and youth introduce themselves and direct youth where to sit.

Say, "Before we continue, do you have any questions or comments about the last chapter?"

Question Box

Time Varies

Say, "I am creating an anonymous question box in case you have questions for me that you don't want to ask in group or if we run out of time during sessions. I will answer questions briefly at the start of each session or will let you know when we will be covering that question in the program."

Virtual options

Create a free Padlet Account or Jamboard (gmail account needed)

1. Create a padlet – and select content filtering options (e.g. filter profanity, reactions, anonymous, etc.)
2. Title: Anonymous "Q&A" Box
3. Instructions: Type in your Anonymous Questions. No one will know who it's from, including me. You can ask about anything and everything! *We will save some time to answer questions at the end of our next session.
4. Share the padlet or jamboard link with youth to begin!

If time allows, share Totem Pole Story: Swinomish Totem Pole Chief.

**If you choose this option, this will add additional time allotted in outline.*



Icebreaker: Media Wave

3 minutes

Say, "Each of us uses lots of different kinds of media, some for fun (like social media apps and YouTube), 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, TikTok, Snap Chat, YouTube, Google, a favorite website, etc."

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/ or raise both hands up 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.

Thank youth for participating.



Doodle Page

Feel free to draw while you listen.
It can help you learn better!



Media Awareness & Literacy

10 minutes

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

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 and discuss Handout: Helpful Definitions

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 below. Move through responses very quickly

- Web Address- An internet address of a website.
- Internet- A communication network that allows almost all computers worldwide to connect and exchange information.
- Health Resource- A source of health information (online, a presentation, a pamphlet, or even an app).
- Criteria- A standard of judgment or a set of rules for evaluating or testing something.
- Internal page (on a website)- A type of hyperlink on a website that when clicked takes you to another page or resource within the same website.
- External link (on a website)- a hyperlink that points to another website on the internet.
- Credible- it is believable, accurate and trustworthy source of information.
- Quality-well-made or durable
- Media literacy- Media Literacy is the ability to access, analyze, evaluate and create media in a variety of forms.

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."

Chapter 3
Youth Handout
#1

Helpful Definitions

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.



Media Awareness & Literacy

Continued...

Say, "Before we start reviewing 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 students when time is up (or bring a small instrument to play a sound).

Ask youth to look at the front side of handout: 5 Key Media Literacy Concepts.

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.

Go over any technology (i.e. iPad, computer lab) 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



WERNATIVE



What is a Reliable Health Resource?

Small Groups

15 minutes

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

Say, "On your handout you will select just one section of the website; For example, We R Native has six sections: Ask Auntie/ Uncle, My Culture, My Life, My Relationships, My Mind, and My Impact. You need to choose just one section."

Say, "Each group will review a different section of the website. You only need to complete the one section for your group. 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 reviewing, please feel come let me know."

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 students 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 them a five and one-minute warning.

Group Share

10 minutes

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

Ask some of the following processing questions:

- *What other questions come up for you?*
- *Do you agree with this group's assessment of the page?*

Is We R Native a Reliable Resource?

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 Your Relative. 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.



Additional Media Literacy Option: Representation in the Media

**If you choose this option, add an additional 15 minutes to session.*

Say, "Early media, like books, film and newspaper, were often racist in how they portrayed Native Americans. If you have ever seen older films of Native American people, many of the films used images that simplified us, used outright false information about who we are or were based on ignorant and hateful stereotypes."

Ask youth if they have seen an example of this. Allow time for discussion.

Say, "Do any of you know the definition of the word 'stereotype'? Stereotypes are generalizations about a group of people. Through stereotyping a defined set of characteristics are given to a person or a group of people. These stereotypes can be either positive or negative. Many of the stereotypes of Native people were negative or were idealized images of how we lived and our culture. Today Native people are often shown as docile, stoic and standoffish."

Say, "Advertising uses many ways to sell a product. This industry knows that advertising is a powerful way to tap into the way a person feels about themselves, and uses this to get people to buy their product."

Say, "Think about the last car television commercial you saw. What kind of a car was it? If a convertible car, what kinds of images were used? Usually this kind of car is described as fast, fun, and sexy. If you see an SUV commercial, what kinds of images are used? Are the images the same?"

Say, "Drug and alcohol advertising uses the same techniques. Think about the last beer commercial you saw on television. What did the people look like? Were they young or old? What was happening in the commercials? How did the commercial try to portray the beer? Were the people drinking the beer happy or sad? Does this really happen when people drink alcohol?"

Say, "We can do the same thing using magazines. Here are a few popular magazines."
(Blender, People, car magazines, Rolling Stone, etc.)

Say, "Look for advertisements that are selling a drug. This can be any drug such as alcohol, tobacco or pharmaceuticals. Cut out the article and glue the article on the construction paper. On the side write what the drug is, and what are they trying to sell you. How does the drug really affect a person?"



Methamphetamine Use

5 minutes

Say, "The next drug that we will be addressing is methamphetamine. Before we look at the handout, let's see how much you already know about methamphetamine. What is methamphetamine?"

Allow for responses.

Say, "Methamphetamine is a stimulant that affects the central nervous system. It is a white, odorless, bitter-tasting powder that can be smoked, snorted, injected or swallowed. It alters mood in different ways, depending on how it is taken. Immediately after smoking or injecting the drug, the user experiences an intense rush that lasts only a few minutes. Snorting or swallowing the drug produces euphoria – a high but not an intense rush. How is methamphetamine made?"

Allow for responses.

Say, "Methamphetamine can be made with inexpensive over-the-counter ingredients, so methamphetamine users and sellers are often able to create "meth labs" in their homes. The chemicals used to make methamphetamine are lethal and very toxic, and include battery acid, drain cleaner, lantern fuel and antifreeze. Is methamphetamine addictive?"

Allow for responses.

Say, "Methamphetamine is a highly addictive and very potent drug. Smoking methamphetamine leads to a very fast uptake of the drug in the brain, which in turn increases the chance of addiction and negative health consequences. Methamphetamine most often is used in a "binge and crash" pattern. Because the pleasurable effects of the drug disappear quickly, users try to maintain the high by taking more of the drug. In some cases, abusers binge so much they do not eat or sleep for several days. What are some long-term effects of methamphetamine use?"

Allow for responses.

- Tolerance and psychological dependence cause an increased need for more of the drug in order to experience the expected high.
- Overdose or long-term use can result in paranoia, delusions and/or hallucinations.
- Changes in brain structure and function
- Psychotic symptoms can sometimes last for months or years after methamphetamine use has ended.
- Changes in brain structure and function, causing emotional and cognitive problems.
- Severe dental problems and weight loss.
- Increased risk of stroke can lead to irreversible damage to the brain.

Distribute handout - Methamphetamine and briefly discuss.

Methamphetamine

What is methamphetamine?

Methamphetamine is a stimulant that affects the central nervous system. It is a white, odorless, bitter-tasting powder that can be smoked, snorted, injected or swallowed. It alters mood in different ways, depending on how it is taken. Immediately after smoking or injecting the drug, the user experiences an intense rush that lasts only a few minutes. Snorting or swallowing the drug produces euphoria — a high but not an intense rush. Methamphetamine can be made with inexpensive over-the-counter ingredients, so methamphetamine users and sellers are often able to create “meth labs” in their homes. The chemicals used to make methamphetamine are lethal and very toxic, and include battery acid, drain cleaner, lantern fuel and antifreeze.

Slang terms for methamphetamine

Speed, meth, chalk. The crystallized form of methamphetamine that is smoked is referred to as: ice, crystal, crank and glass.

Is methamphetamine addictive?

Methamphetamine is a highly addictive and very potent drug. Smoking methamphetamine leads to a very fast uptake of the drug in the brain, which in turn increases the chance of addiction and negative health consequences. Methamphetamine most often is used in a “binge and crash” pattern. Because the pleasurable effects of the drug disappear quickly, users try to maintain the high by taking more of the drug. In some cases, abusers binge so much they do not eat or sleep for several days.

Effects of initial use

increased wakefulness • decreased appetite • rapid heart rate • irregular heartbeat • increased blood pressure • hyperthermia (elevated body temperature) • convulsions and even death can occur with overdose

Effects of heavy use

addiction • anxiety • confusion • insomnia • mood disturbances • violent behavior • memory loss • weight loss • possible stroke • craving

Long-term effects of use

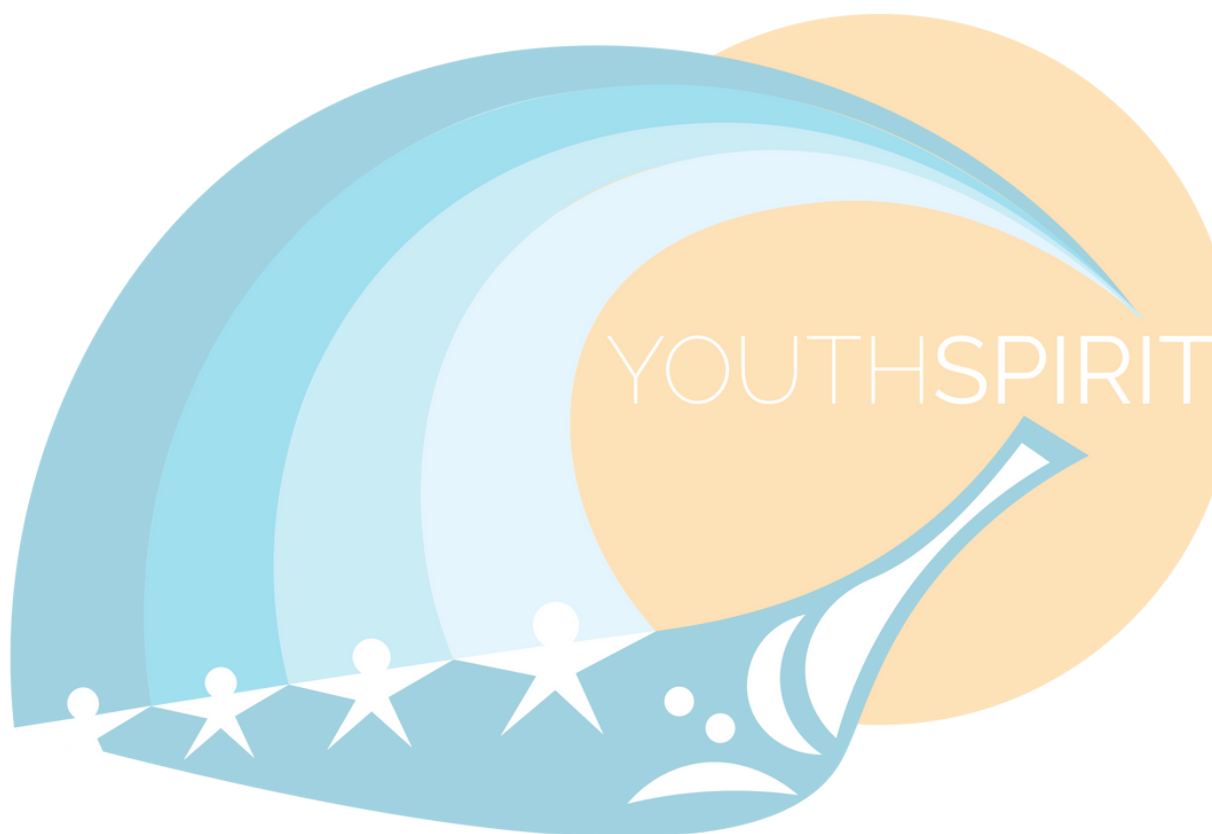
- Tolerance and psychological dependence cause an increased need for more of the drug in order to experience the expected high
 - Overdose or long-term use can result in paranoia, delusions and/or hallucinations
 - Changes in brain structure and function
 - Psychotic symptoms can sometimes last for months or years after methamphetamine use has ended
 - Changes in brain structure and function, causing emotional and cognitive problems
 - Severe dental problems and weight loss
 - Increased risk of stroke can lead to irreversible damage to the brain
 - Withdrawal symptoms include depression, anxiety, fatigue, intense craving.
 - Studies show that methamphetamine use during pregnancy can cause increased rates of premature delivery, fetal growth retardation and heart and brain abnormalities
- Methamphetamine users who inject the drug are also at higher risk of getting HIV/AIDS and hepatitis B and C.

Cultural Component Option(s)

If time allows, share:

- Totem Pole Story: Swinomish Totem Pole Chief.

**If you choose this option, this will add additional time allotted in the outline.*



Closing and Final Reflections

5 minutes

Say, "What do you think the developers of We R Native are trying to achieve by providing this resource?"

Remind youth that We R Native has a TikTok, Instagram, and Facebook page they can follow/like, as well as a Twitter, YouTube they can subscribe to.

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 friends, family and your community from today's lesson?"

Distribute the handout - What Did You Learn? Encourage youth to write what they have learned. If necessary, draw on the board and give the participants a few examples of what they may have learned from this chapter.

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.



Chapter 3
Youth Handout
#4

Journal Space

What have I learned Today?

Think about your mental, spiritual, social, and physical self.
Then draw, doodle, or write about what you have strengthen
today.