Media Literacy is Power!

May 10, 2023, 10:00-11:30 am PST
Let us Start with a Blessing

“I invite peace into my day – to calm the storms, to quiet my mind, and to settle my spirit.” – Unknown
Yá'át'ééh! Keshi! Hello!

Amanda Gaston, MAT
Zuni Pueblo
/she/her/
I love gatos!
agoston-contractor@npaihb.org

Stephanie Craig Rushing, PhD, MPH
(She/Her)
I love coffee.
scraig@npaihb.org

Jane Manthei
/she/her/
I love stories.
imanthei@npaihb.org

Taylor Dean
Puyallup Tribe
(they/them/their)
I love Coast Salish art!
tdean@npaihb.org
Live Virtual Training

Logistics
- You are muted
- If comfortable, share video

Engagement
- Mentimeter
- Chat box
- Indigi Icons
Welcome, Welcome, Welcome!

Please introduce yourself in the chat box. Include your:

★ Name, Pronouns
★ Tribe/ Organization
★ What are you hoping to learn today?
As a student and a digital citizen, I agree to:

★ Be responsible, I will...
★ Stay safe. I will...
★ Think first. I will...
★ Speak up. I will...
★ Stay balanced. I will...
★ In exchange, my caregiver will...

Signed by me

Signed by my caregiver
We’ve Got Goals!

By the end of today’s session, you will be able to...

★ **Examine** technology user rates and developmentally appropriate screentime recommendations

★ **Identify** strategies for avoiding tech battles and activating parental controls

★ **Select** media literacy and digital citizenship lesson plans, resources, and professional development trainings

“If we wonder often, the gift of knowledge will come”

-Arapaho
Where are we going

1. Mentimeter Activity 3 min
2. Developmental Guidelines 10 min
3. Community Communication Avoiding Tech Battles Family Media Use Agreements 15 min
4. Technology & Information Literacy Digital Citizen 15 min
5. Resources for Parents & Educators 5 min
6. Let’s Talk & Tech Time 30 min
7. Closing 5 min

Resources for Parents & Educators 5 min
Mentimeter Q&A

Use the link in the chat box to join...

What are **the issues** that you are facing with your youth in regards to digital media?

What are some of **the solutions** you have found to deal with these issues?

Go to **www.menti.com** and use the code **52 33 64 7**
1. Developmental Guidelines

Community Communication
Screen Time

Percentage of Children Aged 2–17 Years With >2 Hours of Screen Time Per Weekday (CDC)
(Does not include time on screens for school work)

https://www.cdc.gov/nchs/nhis/index.htm
Average Daily Screen Time Reported

The Centers for Disease Control and Prevention (CDC) reports (2022) the average daily hours by age group:

★ 8-10 years old: Six hours
★ 11-14 years old: Nine hours
★ 15-18 years old: Seven and 1/2 hours

And these figures don’t even include the time kids spend on screens for their school work.
In total, 349 Native youth completed the survey.

Average age of participants was 19.19.
SEXUAL AND GENDER MINORITY YOUTH

★ 138 participants identified as LGBTQ+

★ Separate analysis conducted to better understand specific Native LGBTQ+ youth health and needs.

★ Despite LGBTQ+ status, the top 3 health topics remained the same.

★ 84.4% of LGBTQ+ AIAN youth reported having poor or fair mental health days compared to non-LGBTQ+ AIAN youth.

★ LGBTQ+ AIAN youth reported having better physical health (62.3%) than their non-LGBTQ+ counterparts (53.9%)
37.8% of youth report spending an average of 3 to 4 hours per day on social media.
75% of Native Youth said watching videos is their second favorite way to spend time online.

86% of Native Youth said scrolling is their favorite thing to do online.
"I never grew up on the rez and I didn't know much about my culture. This is how I keep up with all things Native."
IMPORTANT TOPICS NATIVE YOUTH WANT TO SEE WE R NATIVE ADDRESS
What is developmentally appropriate?

**SCREEN TIME:**
Recommended limits for kids

**UNDER 2 YEARS OLD**
Zero screen time, except for video chatting with family or friends

**2-5 YEARS OLD**
No more than one hour per day co-viewing with a parent or sibling

**5-17 YEARS OLD**
Generally no more than two hours per day, except for homework

OSF HealthCare

Capturing Users By Design

- Autoplay the next episode feature on Netflix
- Recommendation mechanisms on Youtube
- Infinite scroll on Instagram
- Notifications on any platform
- The wavy dots “typing awareness indicator”
- Advertisement recommendations
- Click Baiting
2. Community Communication

Avoid Tech Battles & Create Boundaries with Family Media Use Plans...
Avoid Tech Battles

★ Device Ownership
★ Device Storage
★ Monitoring
★ Engage & Play games with youth
★ Watch & Talk about movies and TV shows
Create a family media agreement (review and revise as needed)

Honor age restrictions for social media, games, etc.

Teach safe, responsible and kind use of technology

Make sure your youth know they can come to you if they get into trouble online
Parental Controls

Apple’s Screen Time

Android’s Digital Wellbeing

Qustodio

Image Source: Google Images
Apple’s Screen Time

Use Screen Time on your iPhone, iPad, or iPod touch

With Screen Time, you can access real-time reports showing how much time you spend on your iPhone, iPad, or iPod touch. You can also set limits for what you want to manage.

Link to set up instructions

CommonSense Media’s Guide
Android’s “Digital Wellbeing”

Google’s Digital Wellbeing App for Android devices.

Link to set up instructions
CommonSense Media’s Guide
Google’s Digital Wellbeing site
Qustodio’s app for desktop and mobile devices (iOS and Android).

We keep your child’s digital activity balanced and safe.
It’s more important than ever that you have the right tools to help your kids develop healthy digital habits.

The first fully digital generation.
The percentage of kids who have their own smartphones is on the rise.

- 19% of 8-year-olds have their own smartphone.
- 69% of 12-year-olds have their own smartphone.

[Link to set up instructions]
Being a Role Model

As an adult am I aware of my own behavior?
Do I honor the family media agreement?
Am I fully present when I am with youth in my care or am I distracted by my phone?
Do I have sacred family time when I stay away from my own devices?
Do I model using technology in a safe, responsible and kind manner?
Do I open social media accounts for youth in my care by providing them with false birthdates?
Wellness Moment

Breathing Exercise
3. Technology & Information Literacy

Digital Citizenship
Becoming Digital Citizens

Digital Citizenship
For youth to learn how to:

- Think critically
- Behave safely
- Act responsibly online

Intellectual Property
Respects the rights and responsibilities of using and sharing intellectual property

Privacy & Security
Manage personal data to maintain digital privacy and security

Responsible Communication
Positive, respectful, responsible and safe online communication and relationships

Online Reputation
Cultivate and manage digital identity and reputation
Giving credit where credit is due!

Apply the principles of:
★ Creative credit
★ Copyright
Manage personal data to maintain digital privacy and security
Privacy and Security

Manage personal data to maintain digital privacy and security

Free Lesson Plans on Privacy Protection:

- Don't Feed the Phish
- Big, Big Data
- Being Aware of What You Share

6-8
- The Big Data Dilemma
- Risk Check for New Tech
- How Young Is Too Young for Social Media?
- Debating the Privacy Line

9-12

https://www.commonsense.org/education/training/privacy
Responsible Communication

Positive, respectful, responsible and safe online communication and relationships
Online Reputation

Cultivate and manage digital identity and reputation

https://www.commonsense.org/education/digital-citizenship/lesson/we-are-civil-communicators
Media Literacy with We R Native

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

<table>
<thead>
<tr>
<th>Activity</th>
<th>Overview/Introduce</th>
<th>Core Content Components</th>
<th>Instructional Method</th>
<th>Timing</th>
</tr>
</thead>
<tbody>
<tr>
<td>Introducing Activity Concepts</td>
<td>Overview/Introduction</td>
<td>Core Content Components</td>
<td>Activity/Individual or Small Group</td>
<td>15 minutes</td>
</tr>
<tr>
<td>What is a Reliable Health Resource?</td>
<td>Overview/Introduction</td>
<td>Core Content Components</td>
<td>Activity/Individual or Small Group</td>
<td>25 minutes</td>
</tr>
<tr>
<td>Closing</td>
<td>Overview/Introduction</td>
<td>Core Content Components</td>
<td>Activity/Individual or Small Group</td>
<td>5 minutes</td>
</tr>
</tbody>
</table>

Materials
- Computer lab, or multiple computers
- Headphones for each youth
- Access to We R Native: [www.wernative.org](http://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, [http://www.wernative.org](http://www.wernative.org)
- Review Media Literacy Activity guide
- Preview the Handouts for this activity to determine what is most appropriate for your youth’s levels and your goals. Print enough copies of the activity handouts for each youth and small groups.
### 5 Key Media Literacy Concepts

<table>
<thead>
<tr>
<th>MEDIA LITERACY CONCEPT</th>
<th>WHAT IS MEANS</th>
<th>KEY 7’S</th>
<th>CRITERIA FOR QUALITY HEALTH RESOURCES</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>AUTHORSHIP</strong></td>
<td>The person who wrote or developed the content.</td>
<td>Who created this message?</td>
<td>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.</td>
</tr>
<tr>
<td></td>
<td>The credentials of the author(s) or publisher.</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>FORMAT</strong></td>
<td>The type of media: Website, News Article, Book, Application, etc.</td>
<td>What techniques are they using to capture my attention?</td>
<td>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.</td>
</tr>
<tr>
<td></td>
<td>The style or creative design of the media.</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>AUDIENCE</strong></td>
<td>Who the messages or content is developed for.</td>
<td>How might different people understand this message differently? Who is this content developed for?</td>
<td>Look for media sources that are inclusive for people of various backgrounds and identities. Look for media sources that are objective and unbiased.</td>
</tr>
<tr>
<td></td>
<td>Who the messages or content appeal to.</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>CONTENT</strong></td>
<td>The information contained in the media source.</td>
<td>What values, stereotypes, or points of view are represented in this media source or message? What values, stereotypes, or points of view are not represented in this media resource or message?</td>
<td>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.</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>PURPOSE</strong></td>
<td>Who the messages or content is developed for.</td>
<td>Why is this message being sent?</td>
<td>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.</td>
</tr>
<tr>
<td></td>
<td>Who the messages or content appeal to.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**SOURCE:** [http://www.medialit.org/cml-medialit-kit](http://www.medialit.org/cml-medialit-kit)

---

**Definitions Handout**

<table>
<thead>
<tr>
<th>Term/phrase</th>
<th>Definition</th>
</tr>
</thead>
<tbody>
<tr>
<td>Credible resource</td>
<td>A resource that can be trusted.</td>
</tr>
<tr>
<td>Criteria</td>
<td>A standard of judgment or a rule for evaluating or testing something.</td>
</tr>
<tr>
<td>External Link</td>
<td>A hyperlink that points to another website on the internet.</td>
</tr>
<tr>
<td>Hashing</td>
<td>A word or phrase preceded by a hash sign (#) used to identify messages on a specific topic.</td>
</tr>
<tr>
<td>Health resource</td>
<td>A source of health information.</td>
</tr>
<tr>
<td>Internal Page</td>
<td>A type of hyperlink on a webpage that when clicked on takes you to another page or resource within the same website.</td>
</tr>
<tr>
<td>Internet</td>
<td>A global computer network providing a variety of information and communication facilities, consisting of interconnected networks using standardized communication protocols.</td>
</tr>
<tr>
<td>Media Literacy</td>
<td>Media Literacy is the ability to access, analyze, evaluate and create media in a variety of forms.</td>
</tr>
<tr>
<td>Quality</td>
<td>Well-made or durable</td>
</tr>
<tr>
<td>Reliable resource</td>
<td>Being an established and trustworthy source of information that has been reviewed by credible people or organizations.</td>
</tr>
<tr>
<td>Resource</td>
<td>Being a trustworthy source of information.</td>
</tr>
<tr>
<td>Responsibility</td>
<td>Taking control of care of oneself and their personal choices.</td>
</tr>
<tr>
<td>Social media</td>
<td>Websites and Apps that people use to share content online or use to connect with other people.</td>
</tr>
<tr>
<td>Web address</td>
<td>An internet address of a website.</td>
</tr>
</tbody>
</table>
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.

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.
4. Resources

Subtitle
For Parents

★ Common Sense Media
★ Google’s Be Internet Awesome
★ Google’s Digital Wellbeing
★ CSM’S Parenting, Media and Everything in Between
★ CSM’s Ultimate Guide to Parental Controls
★ How to Make a Family Media Use Plan (AAP)
★ The Big Disconnect: Protecting Childhood and Family Relationships in the Digital Age by Catherine Steiner-Adair and Teresa Baker
★ Plugged-In Parenting: How to Raise Media Savvy Kids with Love, Not War by Bob Waliszewski
★ Growing Up Social: Raising Relational Kids in a Screen Driven World by Arleen Pellicane and Gary Chapman
★ Reconsidering Screen Time: Research, Reason, & Real Life
★ How Much Screen Time Is Too Much For Kids?
★ Screen Time vs. Lean Time Infographic (CDC)
For Educators

https://www.commonsense.org/education/digital-citizenship/curriculum
4. Let’s Talk About it!

Logistics
- Share Your Video
- Use the Chatfeed

Engagement
- Use the Chatfeed
- ASL
- Zoom Reactions
Practice in Action

Taking it back home!
Healthy Native Youth

★ Implementation Toolbox
★ Filter & Compare Tool
★ Stand-alone Lessons
★ Tools for Caring Adults
★ Community of Practice
★ Resources, Support, & TA
★ Upload & Submit Your Own Curricula

www.healthynativeyouth.org
We R Native For Youth

★ Multimedia health resource for Native youth by Native youth
★ “Ask Your Relative” Q&A Service
★ Youth can text “NATIVE” to 94449
★ Follow on Instagram, Twitter, YouTube, Facebook

www.wernative.org
I Know Mine

For Alaska Native Youth

★ Get Condoms
★ “Ask Nurse Lisa” Q&A Service
★ Opioid Overdose Response Kit
★ AK Syringe Services Program
★ Follow on Twitter, YouTube, Facebook

www.iknowmine.org
Caring Messages

To get regular reminders about how awesome you are from people who care and who’ve got your back!

- Text “Caring” to 65664
- Text “College” to 65664
- Text “Veterans” to 65664

COLLEGE

You are everything your ancestors dreamed of and more. This world is not always easy for us but you are strong, resilient, and able to accomplish anything you set your mind to. Remember, Indigenous excellence is who you are.

YOUTH

I honor your service and sacrifice to our country. I hold you up on this day. Smile today and do something that makes you happy.

VETERANS

If you haven’t heard it today, You are APPRECIATED. You are LOVED. You MATTER.

Text CARING to 65664

Text “VETERANS” to 65664
<table>
<thead>
<tr>
<th>Link</th>
</tr>
</thead>
<tbody>
<tr>
<td><a href="https://linktr.ee/npaihbthrive">https://linktr.ee/npaihbthrive</a></td>
</tr>
<tr>
<td>Emotional Safety Plan</td>
</tr>
<tr>
<td>Youth Support Resources</td>
</tr>
<tr>
<td>The Trevor Project</td>
</tr>
<tr>
<td>Suicide Prevention Lifeline</td>
</tr>
<tr>
<td>Crisis Text Line</td>
</tr>
<tr>
<td>We R Native</td>
</tr>
<tr>
<td>Surviving a Suicide Loss</td>
</tr>
<tr>
<td>We Matter Campaign</td>
</tr>
<tr>
<td>Suicide Awareness Voices of Education</td>
</tr>
<tr>
<td>MentalHealth.gov</td>
</tr>
</tbody>
</table>
Talking is Power
For Adults

Tips & Resources for
★ Talking to Youth About Sexual Health
★ Getting the convo started
★ Online Printable Resources [here](#)

TEXT 
“EMPOWER”
TO 94449
Mind4Health For Adults

A text message service to nurture conversations with youth to build our mental health together

★ Online Printable Resources here

TEXT “MIND4HEALTH” TO 65664
Join the Healthy Native Youth Movement!

★ Sign up for Newsletter
★ Text “HEALTHY” to 94449
★ Follow us on Facebook, Instagram, Twitter, YouTube

HNY Linktree QR Code
Mark Your Calendars!
We LOVE helping...

★ Training & TA Evaluation Form
★ Request TA

Our team is here to support you!

We know selecting and implementing a curriculum can be challenging... Whether it’s selecting a program, getting prepared, training a facilitator, or maintaining a program you’ve already implemented. Let us know how we can help you and we’ll follow-up in the next week.

Name*
First and Last Name
Thank you!

From Project Red Talon (2021-2022)

You can find us at: Amanda Gaston, agaston-contractor@npaihb.org; Michelle Singer, msinger@npaihb.org
Funding Credit

This project is funded by the Indian Health Service HIV and behavioral health programs. This work is also supported with funds from the Secretary’s Minority AIDS Initiative Fund.
Let us Close with a Blessing

“Humankind has not woven the web of life. We are but one thread within it. Whatever we do to the web, we do to ourselves. All things are bound together.”

Chief Seattle/Sealth/Si’ahl