



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!

[agaston-
contractor@npaih.org](mailto:agaston-contractor@npaih.org)



**Stephanie Craig
Rushing, PhD, MPH**

(She/Her)

I love coffee.

scraig@npaih.org



Jane Manthei
(she/her)

I love stories.

jmanthei@npaih.org



Taylor Dean
Puyallup Tribe

(they/them/theirs)

I love Coast Salish art!

tdean@npaih.org



Live Virtual Training

Logistics

Logistics

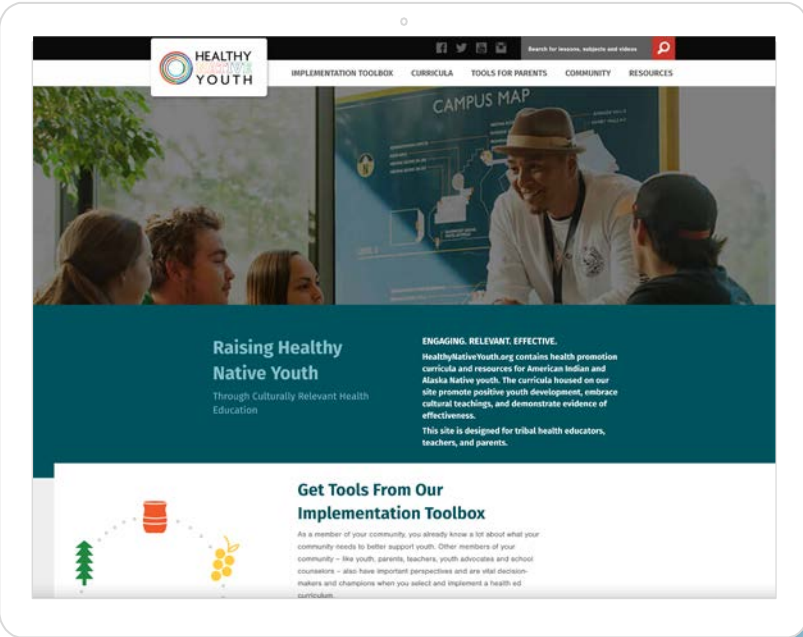
- You are muted
- If comfortable, share video



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?

Digital Learning Agreements



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
caregiver

Signed by my

Digital Learning Agreement

Teachers or parents: Use this document at the beginning of the school year to set a positive culture of digital citizenship in your classroom. Copy or download this form, check it or make items to customize it. Go over the pledge with students; then make sure the student and a parent/caregiver sign it.

As a student and a digital citizen, I agree to:

Be responsible. I will ...

- Do my best to complete my schoolwork and assignments.
- Take care of my device by:
 - not dropping or tossing it.
 - putting it down on a clean, flat surface.
 - not eating or drinking when I use it.
- Tell my teacher and parent or caregiver if my device is broken, stolen, or lost.
-

Stay safe. I will ...

- Not share my school account passwords with anyone other than my teacher and parent or caregiver.
- Not create accounts or share private information without my family's permission. (This includes my full name, date of birth, address, phone number, and photos or videos of myself!)
- Tell my teacher or an adult I trust if anything makes me feel uncomfortable online, or if anyone acts inappropriately toward me.
-

Think first. I will ...

- Remember that teachers and administrators can see whatever I say and do on a school-issued device during video meetings, in emails and chats, and on shared documents.
- Not post anything online that I wouldn't want my family, teachers, college admissions officers, or future employers to see because posts and comments can be saved and shared without my knowledge.

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Investigate whether a source is credible because not all information online is true.

Give proper credit whenever I use, reference, or share someone else's creative work online.



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



Mentimeter Activity
3 min



Community Communication
Avoiding Tech Battles
Family Media Use Agreements
15 min



**Resources for
Parents &
Educators**
5 min

Closing
5 min

1

3

5

7

2

4

6

**Developmental
Guidelines**
10 min

**Technology &
Information Literacy**
Digital Citizen
15 min

**Let's Talk &
Tech Time**
30 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

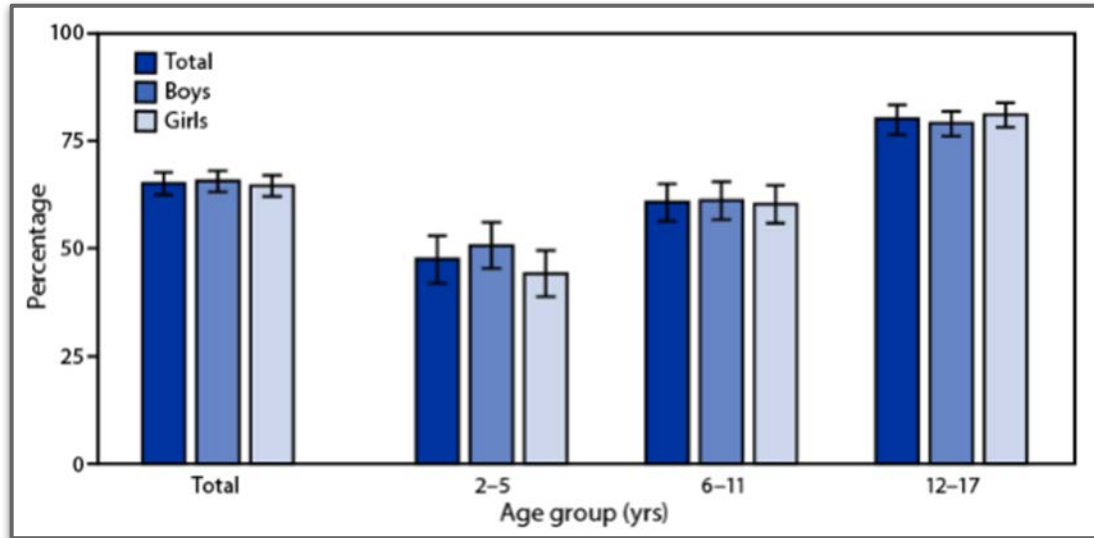
Community Communication



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)



Source: National Center for Health Statistics, National Health Interview Survey, 2020.
<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](#).



NORTHWEST PORTLAND INDIAN HEALTH BOARD

YOUTH HEALTH TECH SURVEY 2020

REPORT CREATED BY NICOLE D. REED, MPH, CHES

In total, 349
Native youth
completed
the survey.

Average
age of
participants
was 19.19

Participant Age Breakdown

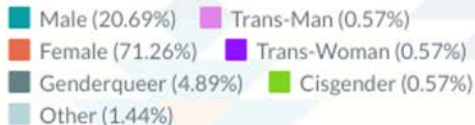
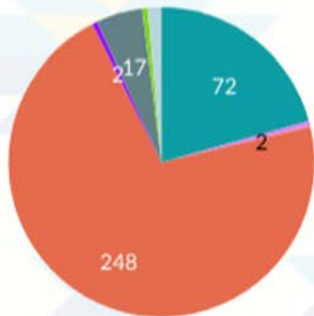


LGBTQ+

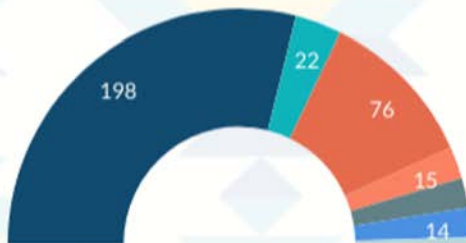
REPRESENTATION



GENDER IDENTITY



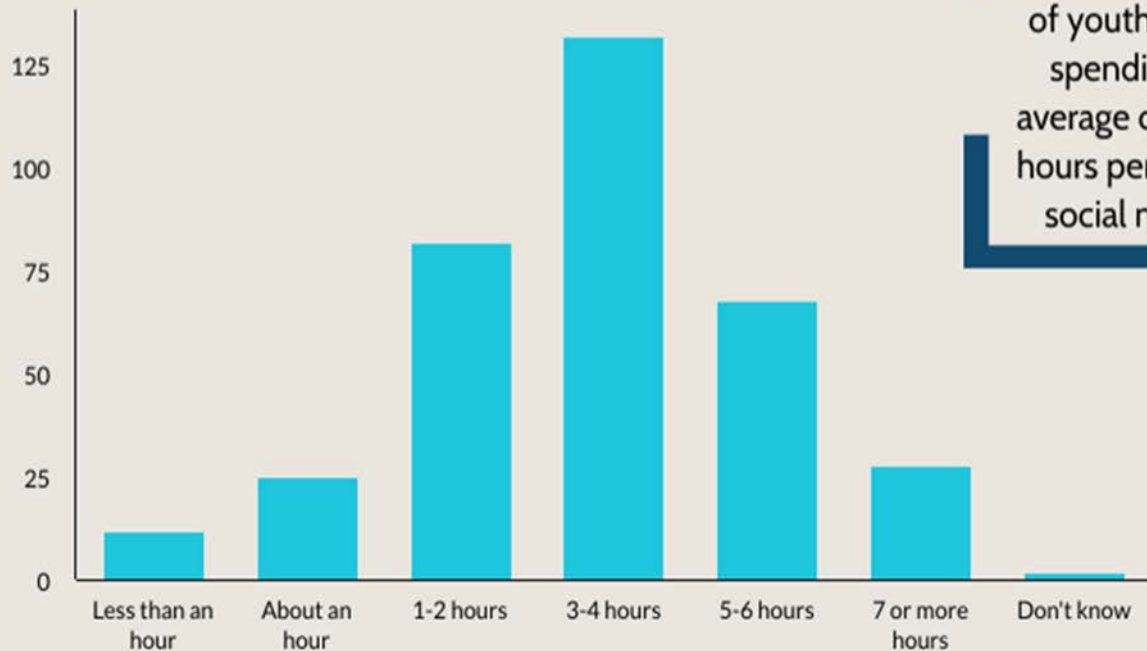
SEXUAL ORIENTATION



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%)

AVERAGE SOCIAL MEDIA USE



37.8%

of youth report
spending an
average of 3 to 4
hours per day on
social media.

PREFERRED SOCIAL MEDIA PLATFORMS



TikTok
16.6%



Instagram
36.7%



Facebook
17.2%



Twitter
6.3%



Snapchat
21.2%



Other
2.0%

SOCIAL MEDIA BEHAVIORS

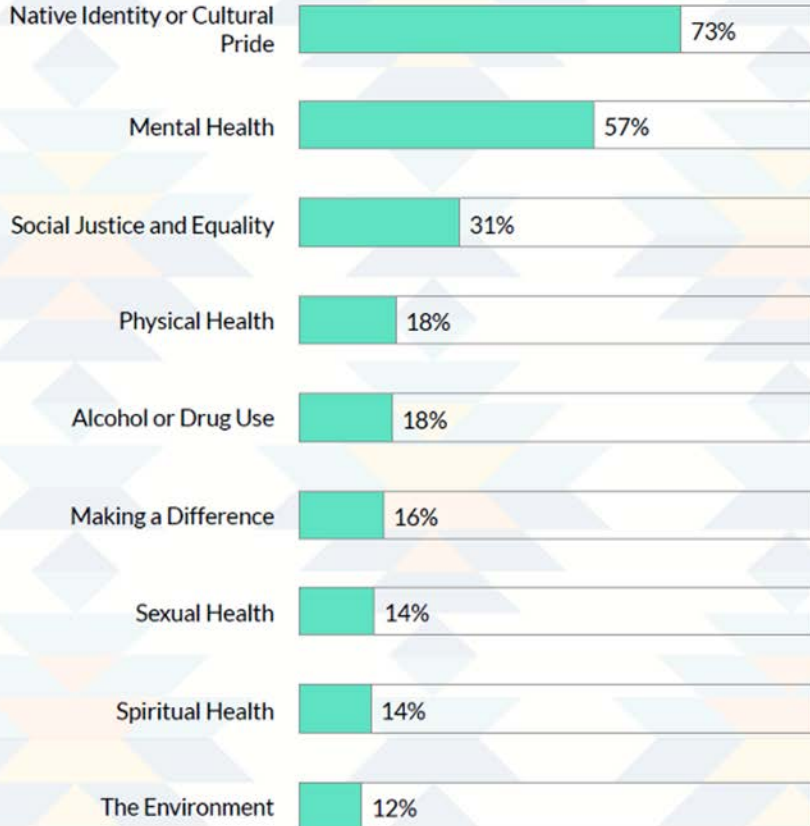
86% of Native Youth

Said scrolling is their favorite thing to do online

75% of Native Youth

Said watching videos is their second favorite way to spend time online.

IN YOUR OPINION, WHAT 3 TOPICS ARE THE MOST IMPORTANT FOR NATIVE YOUTH TO LEARN ABOUT?



"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."

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

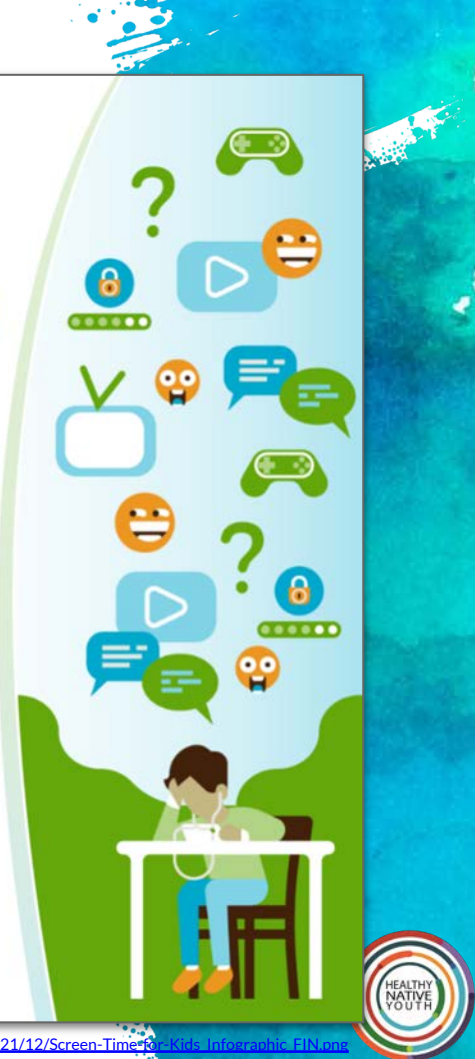
2-5 YEARS OLD

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

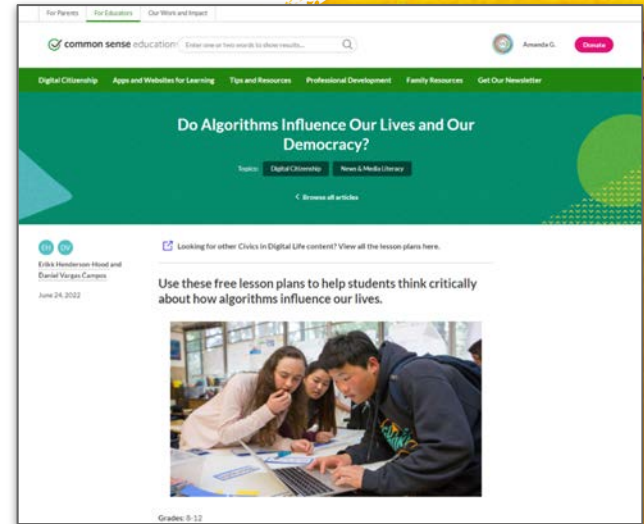
 OSF HEALTHCARE



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



Family Media Use Plans

- ★ 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

Saved

Create or Update Your Family Media Plan

To get started, create a profile for each member of your family. Include their names and ages. You can even add fun avatars for each family member. Add as many family members as you need.

To find this information in Spanish, [click here](#).

Home Tutorial My Family Priorities Media Balance Communicating About Media Kindness & Empathy Digital Privacy & Safety Screen Free Zones Screen Free Times Choosing Good Content Using Media Together Review

COMMON SENSE MEDIA

Family Media Agreement

I, _____, will:

... take care.

- I will take care of the device I'm using and tell my family if it's broken, stolen, or lost. As a family, we have agreed on the consequences if I lose or break a device, and I understand these consequences.
- Unless I have paid for a device with my own money or it was a gift, I understand that the device belongs to the family member(s) who bought it.

... stay safe.

- I will not create accounts or give out any private information — such as my full name, date of birth, address, phone number, or photos of myself — without my family's permission.
- I will not share my passwords with anyone other than my family. I will ask my family to help me with privacy settings if I want to set up devices, accounts, or profiles.
- If anyone makes me feel pressured or uncomfortable or acts inappropriately toward me online, I'll stop talking to that person and will tell a family member or other trusted adult about it.

... think first.

- I will not bully, harass, or send anyone online — whether through sharing photos, videos, or screenshots, sending rumors or gossip, or setting up fake profiles — and I will stand up to those who do.
- I know that whatever I share online can spread fast and far. I will not post anything online that could harm my reputation.
- Whenever I use, reference, or share someone else's creative work online, I will give proper credit to the author or artist.
- I know that not everything I read, hear, or see online is true. I will consider whether a source or author is credible.

ESPAÑOL

AMERICAN ACADEMY OF PEDIATRICS

Family Media Plan

Media is everywhere, and managing it all can be tough. Creating a Family Media Plan can help you and your children set media priorities that matter most to your family. Come back to revise your plan as often as you need to, such as at the beginning of each school year or during summer and holiday breaks.

Here's how it works

Since media habits are different for every household, the Family Media Plan can be customized to meet your family's needs. Make a full plan, or just choose a few parts that matter the most to your family.

The Family Media Plan includes:

- A list of media priorities to choose from
- Practical tips to help make the plan work
- Why it's important
- The ability to print or share your finished plan
- The option to save your plan and return as often as you'd like to make changes

To find this information in Spanish, [click here](#)

[Create or Update Your Family Media Plan](#) [Learn to Use the Family Media Plan](#)

Already started your plan? Continue here First time here? View our video tour to get started

The information contained on this website should not be used as a substitute for the medical care and advice of your pediatrician. There may be variations in treatment that your pediatrician may recommend based on individual facts and circumstances.

Supported by

Parental Controls

Apple's Screen Time



Android's Digital Wellbeing



Qustodio



Image Source: Google Images



Apple's Screen Time



The screenshot shows the Apple website's Screen Time page. At the top, there is a navigation bar with links for Store, Mac, iPad, iPhone, Watch, TV, Music, Support, a search icon, and a shopping bag icon. The main heading reads "Use Screen Time on your iPhone, iPad, or iPod touch". Below this, a paragraph states: "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." The visual content includes an iPhone on the left displaying the Screen Time app interface with a bar chart showing 2h 10m of daily screen time and a list of settings like Downtime, App Limits, and Communication Limits. To the right of the iPhone is an iPad displaying a colorful racing game.

Apple's
Screen Time
App for iOS
iPhones & iPads

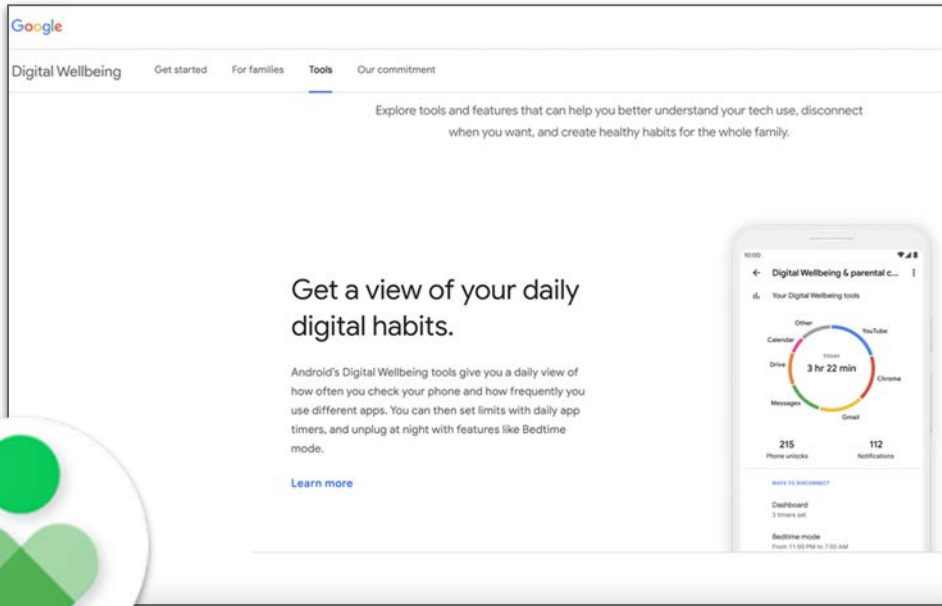
[Link to set up
instructions](#)

[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

Qustodio

For families For schools

Product Pricing Learn Support

Log in Sign up

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

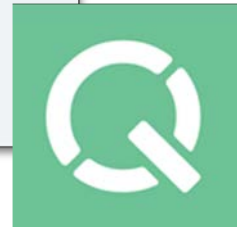
The first fully digital generation

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

Qustodio's app for desktop and mobile devices (iOS and Android)

[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

Intellectual Property

Respects the rights and responsibilities of using and sharing intellectual property



Responsible Communication

Positive, respectful, responsible and safe online communication and relationships

Privacy & Security

Manage personal data to maintain digital privacy and security

Online Reputation

Cultivate and manage digital identity and reputation

Digital Citizenship

For youth to learn how to:

- Think critically
- Behave safely
- Act responsibly online



Intellectual Property

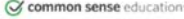
Respects the rights and responsibilities of using and sharing intellectual property

Intellectual Property

Giving credit where credit is due!


Apply the principles of:

- ★ Creative credit
- ★ Copyright

 common sense education
GRADE 4: A CREATOR'S RIGHTS

NAME _____
DATE _____

What's Copyright?

 **Directions: Part 1**
Read each term aloud with your group. Then use the Word Bank to complete the Fill-in-the-Blank paragraph.


Word Bank	
intellectual property: Ownership of something you create, which gives you the right to determine how others can use it.	attribute: To give credit to the person who created something, such as listing the author's name and the date, or a citation.
copyright ©: Legal protection creators have over the things they create.	plagiarism: Use of someone's creative work without attribution.
license: A clear way to define the copyright of a creative work, so others know how they can use it.	

Fill-in-the-Blank

Head takes a cool photo of a parade in his town. This photo is now his _____.


He posts it on his photo site but does not indicate what type of _____ it has.

So people have to assume it has a regular _____ . A few days later, Head sees his exact photo on the local pizza restaurant's website! They didn't _____ the photo to him. And they certainly didn't ask for his permission to use it, which is _____.

 NEWS & MEDIA LITERACY
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1



Privacy and Security

Privacy & Security

Manage personal data to maintain digital privacy and security

common sense education

Keep Your Students (and Yourself) Safe on Social Media: A Checklist



Best Privacy Practices for Teachers

Social media can be a great tool for modeling digital citizenship. It can also be a vital tool for community building. However, it's important to protect personal information (both yours and your students') everywhere online. Use this list of tips to do a checkup on your social media privacy practices.

Know and Apply Your School's Policies

- Locate and review the social media guidelines for your school, district, or organization. *If such guidelines don't exist, work with administrators and tech specialists to set them up.*
- Share and discuss your social media guidelines with students.
- Use detailed consent/opt-out forms for parents and caregivers. *Keep a private list of students whose parents or caregivers haven't given consent.*

Tune Up and Protect Devices and Accounts

- Strongly consider separate accounts for personal and professional use.
- Audit the privacy and security settings on your social media accounts.
- Learn about the social media platforms your students use, even if you're not using them at school.
- Revise your bio and profile information on your social media accounts. *Create a digital file naming convention that doesn't use first or last names.*
- Get photo-editing tools on your devices to easily edit out sensitive information.
- Regularly review the sharing settings for your digital files and folders.
- Turn off location data for photos on your mobile devices. *Consider archiving or deleting your social media content regularly.*
- Ignore comments and direct or private messages asking for personal information on social media platforms, even from someone you know.

Before You Post: Things to Look Out For

Review posts and media for personally identifiable information before sharing. Things you can't or might not want to share include:

- Names, addresses, birthdates, phone numbers, and Social Security numbers.
- Grades, assessments, or any part of a student's academic record.
- Local points of interest.
- Students' faces.
- Handwriting.
- Names on jerseys, desks, and name tags.
- School and district names on t-shirts, posters, and buses.
- Promotional or marketing messages for products that include your students.

Practice in a Safe, Classroom-Only Space

- Consider using a classroom-only technology, such as a learning management system or messaging app, to share information safely and practice digital citizenship.

Get Families Involved

- Encourage families to follow your school's social media guidelines when they visit campus, or when they post or comment on school-related social media pages.
- Host a family night focused on using social media and devices responsibly at school and home.

www.common sense.org/education



Privacy and Security

Privacy & Security

Manage personal data to maintain digital privacy and security



Free Lesson Plans on Privacy Protection:

6-8

- [Don't Feed the Phish](#)
- [Big, Big Data](#)
- [Being Aware of What You Share](#)

9-12

- [The Big Data Dilemma](#)
- [Risk Check for New Tech](#)
- [How Young Is Too Young for Social Media?](#)
- [Debating the Privacy Line](#)

<https://www.common-sense.org/education/articles/3-steps-to-secure-student-privacy>

<https://www.common-sense.org/education/training/privacy>



Responsible Communication

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

MEDIA BALANCE & WELL-BEING
We find balance in our digital lives.

DIGITAL CITIZENSHIP | GRADE 9

My Digital Life Is Like ...



<https://www.common sense education.org/education/digital-citizenship/lesson/my-digital-life-is-like>

MEDIA BALANCE & WELL-BEING
We find balance in our digital lives.

DIGITAL CITIZENSHIP | GRADE 11

Can Media Be Addictive?



<https://www.common sense education.org/education/digital-citizenship/lesson/can-media-be-addictive>

MEDIA BALANCE & WELL-BEING
We find balance in our digital lives.

DIGITAL CITIZENSHIP | GRADE 10

Social Media and How You Feel



<https://www.common sense education.org/education/digital-citizenship/lesson/social-media-and-how-you-feel>

MEDIA BALANCE & WELL-BEING
We find balance in our digital lives.

DIGITAL CITIZENSHIP | GRADE 12

The Health Effects of Screen Time



<https://www.common sense education.org/education/digital-citizenship/lesson/the-health-effects-of-screen-time>




Online Reputation

Student Video

Civil Discourse Online

A CONVERSATION WITH CAMERON KASKY



Students hear from Cameron Kasky, Parkland school shooting survivor and March for Our Lives activist, on what he learned about civil discourse online and how to foster common ground with others, even in disagreement.

See the related [Digital Citizenship lesson](#).

See the [video discussion activity](#).

(To view subtitles in Spanish and English, click on the white box at the bottom right of the video.)

<https://www.commonsense.org/education/digital-citizenship/lesson/we-are-civil-communicators>

Online Reputation

Cultivate and manage digital identity and reputation



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

Activity	Core Content Components	Instructional Method	Timing
Outline			
Welcome and Icebreaker	<ul style="list-style-type: none">• Welcome participants• Media Wave group energizer	Miniecture Large Group Activity	2 minutes 3 minutes
Introducing Activity Concepts	<ul style="list-style-type: none">• Criteria Activity• Review 5 key Media Literacy Concepts	Partner brainstorm Miniecture/ Large Group Reflection	15 minutes
What is a Reliable Health Resource?	<ul style="list-style-type: none">• Introduce activity• Small Group Activity/ Handout• Activity Review and Group Sharing	Miniecture Small Group Work Large Group Activity	25 minutes
Closing	<ul style="list-style-type: none">• 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



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.

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 	<i>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?</i>	<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

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





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.



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



Interactive lessons and activities for all students! 📖

Digital Citizenship Curriculum

Use digital citizenship lesson plans to address timely topics and prepare students to take ownership of their digital lives. Browse lessons by grade and topic, or see an [overview of the curriculum](#).



Filter by grade

All grades ▾

Media Balance & Well-Being

Privacy & Security

Digital Footprint & Identity

Relationships & Communication

Cyberbullying, Digital Drama & Hate Speech

News & Media Literacy

<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



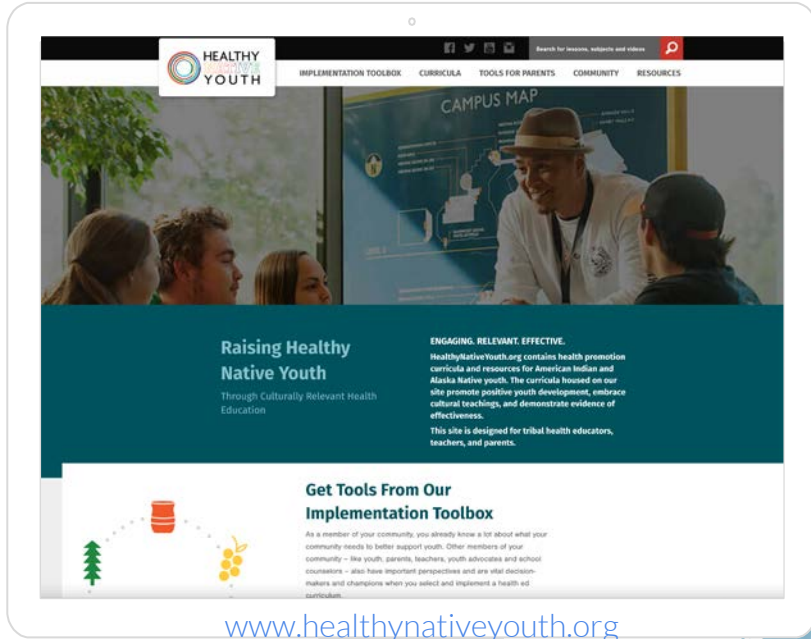
Practice in Action

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

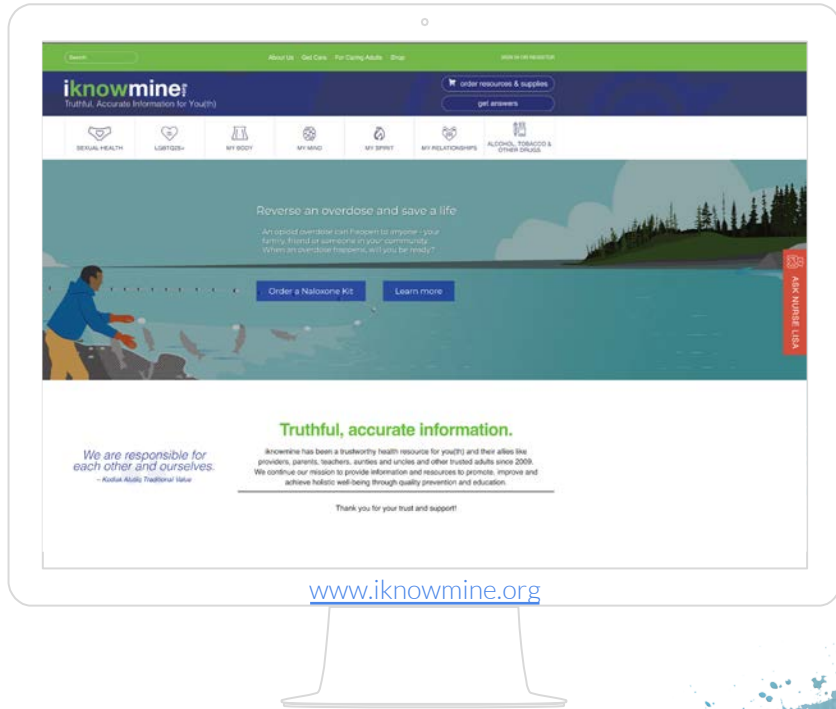
For Youth

- ★ 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



The screenshot shows the WE NATIVE website interface. At the top, there's a navigation bar with icons for various services. The main header features a large, colorful "PRIDE MONTH 2022" banner with the WE NATIVE logo below it. Below the banner are several video thumbnails, including "Ask Uncle", "Ask Auntie", "Honor LGBTQI3 People", "Transgender Dancer", and "Traditional Perspectives on Being LGBTQI3". A prominent section for "Text CARING to 65664" includes a graphic of a person with a speech bubble and text explaining the service. At the bottom of the screenshot, the website URL www.wernative.org is displayed.





I Know Mine

For Alaska Native Youth

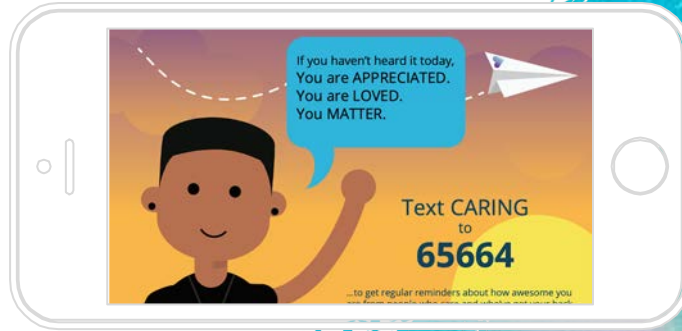
- ★ Get Condoms
- ★ “Ask Nurse Lisa” Q&A Service
- ★ Opioid Overdose Response Kit
- ★ AK Syringe Services Program
- ★ Follow on Twitter, YouTube, Facebook



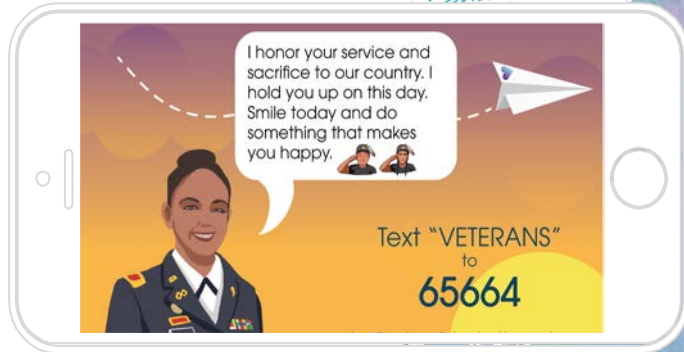
ALASKA NATIVE
TRIBAL HEALTH
CONSORTIUM



COLLEGE



YOUTH



VETERANS

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




Youth Support

For free 24/7 crisis support

CRISIS TEXT LINE | Crisis Text Line
Text: NATIVE to 741 741
www.crisistextline.org/

988 Suicide and Crisis Lifeline
Dial or Text: 988
www.988lifeline.org/chat/

Abuse & Sexual Assault


 StrongHearts Native Helpline
Call, text, or chat 24/7
1-844-7NATIVE (762-8483)
www.strongheartshelpline.org

 National Sexual Assault Hotline Call
(24/7): 1-800-656-HOPE
www.rainn.org/

 National Teen Dating Abuse Helpline
Call (24/7): 1-866-331-9474
Text: LOVEIS to 22522
www.loveisrespect.org


 Childhelp National Child Abuse Hotline
(24/7): 1-800-4-A-Child (422-4453)

Drugs, Alcohol & Tobacco

 National Institute on Drug Abuse for Teens
Call: 1-800-662-HELP
www.nida.nih.gov/research-topics/parents-educators

 Truth: Smoking, Vaping, and Opioids
Text: DITCHVAPE to 88709
www.thetruth.com/article/this-is-quitting

 Get the Facts About Drugs:
Just Think Twice
Call: 1-855-378-4373
Text: 55753
www.justthinktwice.gov/

 National Drug Information Treatment & Referral Hotline
Call: 1-800-662-4357
www.samhsa.gov/find-treatment


Mental Health

 Mental Health America
Call: 1-800-969-6642
Text: MHA 741 741
www.mhanational.org/

 Teens Helping Teens
Call: 1-800-852-8336
Text: YLNATIVE to 839 863
www.theyouthline.org

 We R Native: My Mind
Text: CARING to 65664
www.wernative.org/my-mind


 National Hotline: Reach Out & Get Help
Call: 1-800-448-3000
Text: VOICE to 20121
www.boysntown.org/hotline

 Caring Messages - to remind you of how awesome you are!
Text: CARING to 65664
Text: COLLEGE to 65664



Youth Support

Relationships & Dating

 StrongHearts Native Helpline
Call, text, or chat 24/7
1-844-7NATIVE (762-8483)
strongheartshelpline.org/

 Love is Respect
Call (24/7): 1-866-331-9474
Text: LOVEIS to 22522
www.loveisrespect.org

 That's Not Cool
Healthy Relationships, Online & Off
Call (24/7): 1-866-331-8453

 We R Native: My Relationships
www.wernative.org/my-relationships

Sexual Identity - 2SLGBTQ+

 Paths (Re)Membered Project
Text: 2SLGBTQ to 94449
www.pathsremembered.org/

 Native Youth Sexual Health Network
www.nativeyouthsexualhealth.com/

 The Trevor Project
Call (24/7): 1-866-488-7386
Text: START to 678 678
www.thetrevorproject.org/

 It Gets Better Project
www.itgetsbetter.org/

Sexual Health

 Planned Parenthood
Call: 1-800-230-7526
Chat: www.plannedparenthood.org/learn/fo-0-sexual-health-chatbot

 We R Native: Sexual Health
Text: SEX to 94449
www.wernative.org/ask-your-relatives

 I Know Mine
www.iknowmine.org/ask-nurse-lisa

 It's Your Sex Life
www.itsyoursexlife.com

 Bedsider
www.bedsider.org/

 Get Yourself Tested #GYT
www.cdc.gov/std/sam/gyt/howtoGYT.htm

 Trans Lifeline
Call: 1-877-565-8860
www.translifeline.org/

 Human Trafficking Hotline
Call (24/7): 1-888-373-7888
Text HELP to 233 733
www.humantraffickinghotline.org



THRIVE Linktree:
https://linktr.ee/npai/bhthrivr?utm_source=qr_code

Click on icons to go to resource

Youth Support


Bullying


 Stopbullying.gov
www.stopbullying.gov/resources/teens

 Cyberbullying
www.cyberbullying.org/resources/students

 We R Native: Bullying Prevention
www.wernative.org/my-life/life-hacks/bullying-prevention


Find Help Near You


 SAMHSA - Find the treatment center closest to you
www.samhsa.gov/find-treatment

 Mental Health America - Find the clinic closest to you
www.mhanational.org/find-affiliate

Text Message Campaigns


 Text: NATIVE to 94449
For health & wellness tips

 Caring Messages - to remind you of how awesome you are!
Text: CARING to 65664 (ages 13-24)
Text: COLLEGE to 65664 (college youth)

 Text: SEX to 94449
Get tips and resources to protect your sexual health

 Text: 2SLGBTQ to 94449 or ALLY to 94449
Native. Two-Spirit. LGBTQ. #BornSacred

 Text: STEM to 94449
For inspiration and motivation on your journey in Health, Technology, Engineering or Math

 Text: FITNESS to 94449
For inspiration and motivation to conquer your personal wellness goals and you could win fitness gear or a fitbit!

TIP: SIGN UP FOR ONE CAMPAIGN AT A TIME. OTHERWISE YOUR MESSAGES WILL GET ALL MIXED UP AND THAT'S NO BUENO

We ALL need Help...

...at different points in time. Every single one of us! Trust your gut and...

Share - any concerns you have

Talk - with someone you can trust

Report - if you're worried about someone



<https://linktr.ee/npaihbthrive>



@npaihbthrive

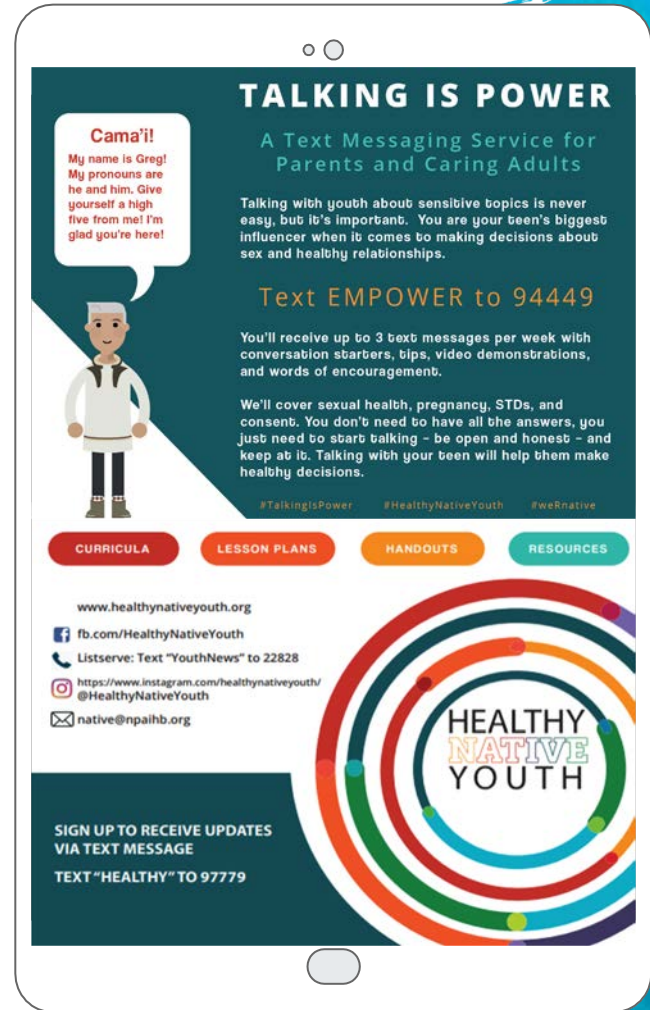
-  Emotional Safety Plan
-  Youth Support Resources
-  The Trevor Project
-  Suicide Prevention Lifeline
-  Crisis Text Line
-  We R Native
-  Surviving a Suicide Loss
-  We Matter Campaign
-  Suicide Awareness Voices of Education
-  MentalHealth.gov

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**



TALKING IS POWER
A Text Messaging Service for
Parents and Caring Adults

Cama'i!
My name is Greg!
My pronouns are
he and him. Give
yourself a high
five from me! I'm
glad you're here!

Talking with youth about sensitive topics is never easy, but it's important. You are your teen's biggest influencer when it comes to making decisions about sex and healthy relationships.

Text EMPOWER to 94449

You'll receive up to 3 text messages per week with conversation starters, tips, video demonstrations, and words of encouragement.

We'll cover sexual health, pregnancy, STDs, and consent. You don't need to have all the answers, you just need to start talking - be open and honest - and keep at it. Talking with your teen will help them make healthy decisions.

#TalkingIsPower #HealthyNativeYouth #WeRNative

CURRICULA **LESSON PLANS** **HANDOUTS** **RESOURCES**

www.healthynativeyouth.org
fb.com/HealthyNativeYouth
Listserve: Text "YouthNews" to 22828
https://www.instagram.com/healthynativeyouth/
@HealthyNativeYouth
native@npaihb.org

**HEALTHY
NATIVE
YOUTH**

**SIGN UP TO RECEIVE UPDATES
VIA TEXT MESSAGE**
TEXT "HEALTHY" TO 97779

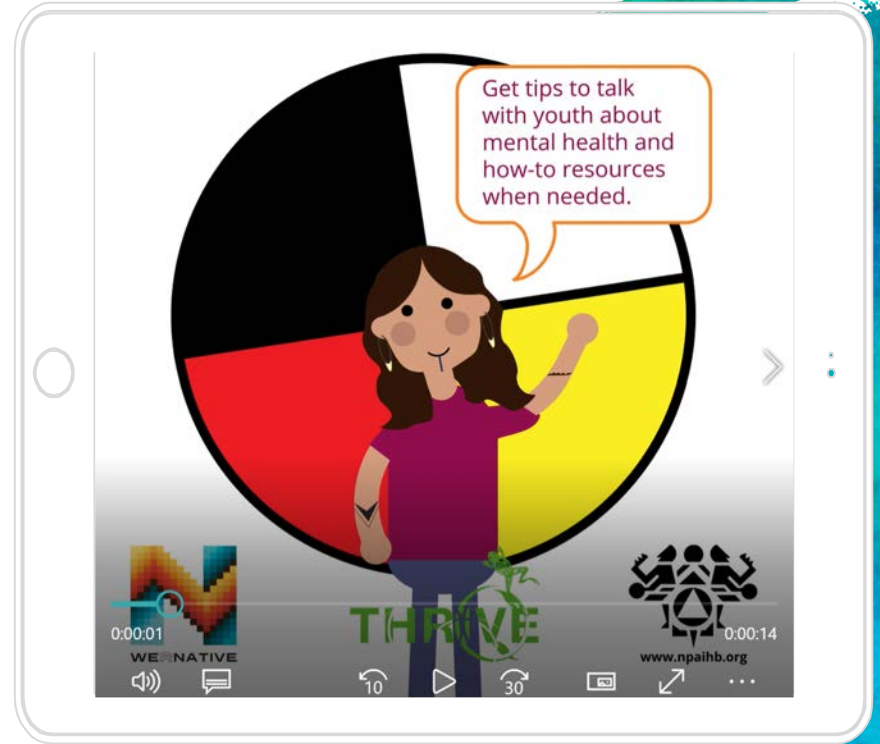
Mind4Health

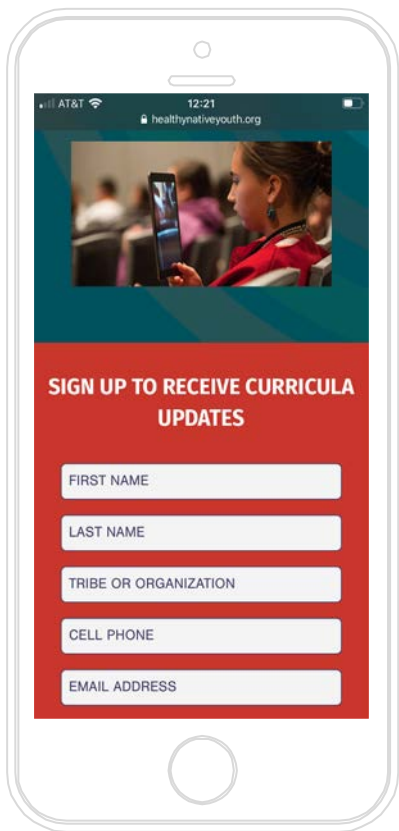
For Adults

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

- ★ Online Printable Resources [here](#)

TEXT
"MIND4HEALTH
" TO 65664





HNY [Linktree](#) QR Code

Join the *Healthy Native* *Youth* Movement!

- ★ Sign up for [Newsletter](#)
- ★ Text "HEALTHY" to 94449
- ★ Follow us on Facebook, Instagram, Twitter, YouTube



Mark Your Calendars!



Part II - Take the Power Back!

Technology is Power
January 11, 2023

Let's talk about digital wellness! Come get behind the scenes techy tips to text message, social media campaigns, and digital prevention interventions.

Culture is Power
February 8, 2023

Our relationships and cultural experiences are a keystone to our adolescent health programming. Join us to get some tips for culture integration and get *inspired!*

Talking is Power
March 8, 2023

Talking is sexual health power! Come talk about caregiver and child communication interventions and strategies, as well as *I Want the Kit* at home STI/ HIV testing kits.

Mind 4 Health is Power
April 12, 2023

Join us for tips on how to embody healing conversations with youth and community members and get resources to share!

Media Literacy is Power
May 10, 2023

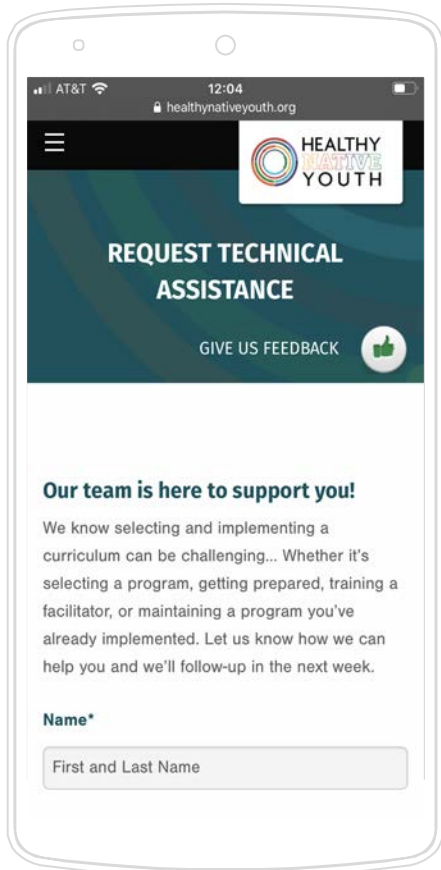
Let's help youth to think critically and gain self-care boundaries around media literacy, so they can learn to act with intention.

Community is Power
June 14, 2023

Community is at the heart of adolescent health programming. Join us to talk about how to use the power of community to strengthen the health of our youth.

Zoom registration link:
<https://linktr.ee/HealthyNativeYouth>





We LOVE helping...

- ★ Training & TA Evaluation Form
- ★ Request TA

Thank you!

From Project Red Talon (2021-2022)



[I Know Mine](#)
[I Want the Kit](#)
[Safe in the Village](#)

Alaska Native Tribal Health Consortium



[I Want the Kit](#)
[Respecting the Circle of Life](#)

Johns Hopkins - Center for Indigenous Health



[Native It's Your Game](#)
[Healthy Native Youth Implementation Toolbox](#)

University of Texas - School of Public Health



[ITCA Landing Page](#)

Inter Tribal Council of Arizona, Inc.

[I Want the Kit](#)
[Native Test](#)

Southern Plains Tribal Health Board



[Healthy Native Youth We R Native](#)
Partners:
[Paths ReMembered](#)
[Washington Youth Sexual Health \(WYSH\)](#)

Northwest Portland Area Indian Health Board



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

