**Drugs & Alcohol: “Ask Auntie”**

*This activity was adapted from the* [*We R Native Teacher’s Guide*](https://www.healthynativeyouth.org/curricula/we-r-native-teachers-guide)*.*

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| Activity Overview: Drugs & Alcohol (50 minutes)  Age Groups: Middle School & High School | | | |
| Activity Purpose:  The primary purpose of this activity is to help youth identify resources for support in times of need, especially related to issues of substance use. This activity has a strong focus on positive peer relationships and seeing oneself as someone who can support others to make healthy decisions. | | | |
| Youth will:   * Summarize what they learned about drugs and alcohol using health resource; “Ask Auntie” on *We R Native* website * Apply their understanding of reliable health resources to support a friend in need | | | |
| Activity Outline | **Core Content Components** | **Instructional Method** | **Timing** |
| Welcome and Icebreaker | * Welcome Participants * Icebreaker | Minilecture | 2 minutes  Time varies |
| Introduce Activity Concepts | * Discuss Health Lines * Ask Auntie Intro Video | Large Group Reflection/  Minilecture  Video | 10 minutes |
| Ask Auntie Worksheet | * Ask Auntie Research and Report * Large Group Sharing | Individual Activity  Large Group Activity | 15 minutes |
| Team Role Play | * Team Discussions * Role Play | Small Group Activity  Large Group Activity | 15 minutes |
| Closing | * Large Group Discussion * Final Reflection | Large Group Reflection | 8 minutes |
| Materials   * Computer lab, or multiple computers (book ahead of time if necessary) * Headphones for each youth * Access to We R Native: [www.wernative.org](http://www.wernative.org) * Copies of *Handout*: “*Ask Auntie” Drugs and Alcohol Advice* for each youth * Prepare (with local resources) & Print Copies of *Handout*: *Drugs and Alcohol Resources* for each youth * White board, or flip chart paper and markers | | | |
| Preparation:   * Explore We R Native’s [drug](http://www.wernative.org/my-life/my-body/substance-abuse) and [alcohol](http://www.wernative.org/my-life/my-body/substance-abuse) pages. Watch [I Strengthen My Nation](https://www.youtube.com/watch?v=oLoovbxaoFE) (2 minutes). * Read through “Ask Auntie” [Q&A page](http://www.wernative.org/ask-auntie/ask-auntie). * Preview the *Youth Handout* to determine what is most appropriate for your youths’ levels and your goals. Print enough copies of each handout for your youth and small groups. Prepare responses for questions received in last session. * Communicate and collaborate with a school counselor, social worker, psychologist, and/or family support specialist as well as local health or mental health professionals about the topic covered in this session: drugs and alcohol. | | | |

Drugs & Alcohol: “Ask Auntie” Procedures

### Welcome and Group Check In

1. **Welcome Participants (2 minutes)** 
   * Welcome youth, introduce yourself, and direct them where to sit.
2. **Icebreaker (time varies)**

Icebreaker – use the “Icebreaker” activity guide to find an icebreaker appropriate for your group (i.e. small or large group, new or established group, etc.)

### Introducing Activity Concepts

1. **As a group (10 minutes)**

* Say, “Welcome! We’re so glad to have you all with us today. Today we are going to be talking about a Question & Answer service called “Ask Auntie” from the We R Native website. Has anyone heard of “Auntie” or We R Native before? (If so, ask youth to tell you what they know).
* Say, “We all have people in our lives, including ourselves, that could use a little help from time to time, so we are going learn and practice some skills for helping ourselves, others and taking care of our community. Before we do this, we are going to get some more information that will help us from *We R Native’s* website. We will review the drug and alcohol advice provided by “Ask Auntie” on the website. Using her tips and suggestions, you are going to practice answering an “Ask Auntie” question, and then role play helping someone with a drug or alcohol problem.”
* Go over any computer lab, or group rules you think are pertinent. Remind students of group agreements. Break students into groups of 2-4 students.
* Introduce [Auntie Amanda](https://www.youtube.com/watch?v=qpFNIpEMPBM&index=32&list=PLvLfi7yZ2zQFDrw_CPSK--KGt-Rq_O3qs): <https://youtu.be/qpFNIpEMPBM> to the class with this short introductory video (2:30 min).

### Ask Auntie Worksheet

1. **In small groups (15 minutes)**

* Distribute and discuss the Youth Handout: “Ask Auntie” Drugs and Alcohol Advice.
* Have youth get into small groups (or individually) and type in the web address: [www.wernative.org](http://www.wernative.org) to watch “Ask Auntie” videos and begin answering their handout questions.
* Question 2 requires that youth think about how they would have answered one of Auntie’s questions. If working individually, they can answer this question alone, or have youth find a partner, or assign to a small group to discuss.
* Let them know how much time you will give them. 10-12 minutes should be enough time. Give them a five and one-minute warning.
* Have youth shut down their computers.
* Pick, or have two to three youth volunteer to share their answers with the class. Write the questions they submitted to “Auntie” up on the board.

### Team Role Play

1. **As a group (15 minutes)**

* Team Role Play – Divide the group into two teams.
* Say, “Now that we are in two groups, we are going to do a little “Ask Auntie” role-play. One team will pretend to be the person needing help. The other team will be “Auntie”, providing tips and advice. We will need a brave spokesperson for each group, as well as one person to take notes for the spokesperson. Remember we will respect our group members and ourselves by listening, encouraging, and not interrupting each other.”
* Assign each group their role. Ask for a volunteer to speak for each group, as well as a note-taker.
* Using the list of questions that the youth submitted to Ask Auntie that were recorded on the board, have the class decide which question they’d like to tackle first.
* Say, “Now that each group knows who they are, I will give you three minutes to talk with your group.
  + The group seeking advice will think about all the different things that may be going on behind the question. They will develop a profile of this person to help us get to know them and their situation. Think of other questions they may have around the topic.
  + The group giving advice will brainstorm ways “Ask Auntie” might respond and the skills she may be using while giving her advice.
  + We are going to pretend that we’re giving the advice in-person. You’ll want to go back and forth with follow-up questions, so be sure to prepare some follow up questions. Any questions? Okay, go!”
* After two minutes, give the class a 1-minute remaining warning.
* Say, “Excellent. Now let’s start with group #1. Briefly share information about your person, what may have been going on with them for them to ask this question?”
* Say, “Great! Now on to group #2. What is your response to this person’s question?”
* Have the groups’ speakers take turns to role-play until finished. They can consult their groups as needed. Redirect as needed.
* If you have time, you can repeat the process with a second question, switching roles between the two teams.

### Closing

1. **Large Group Discussion (5 minutes)**

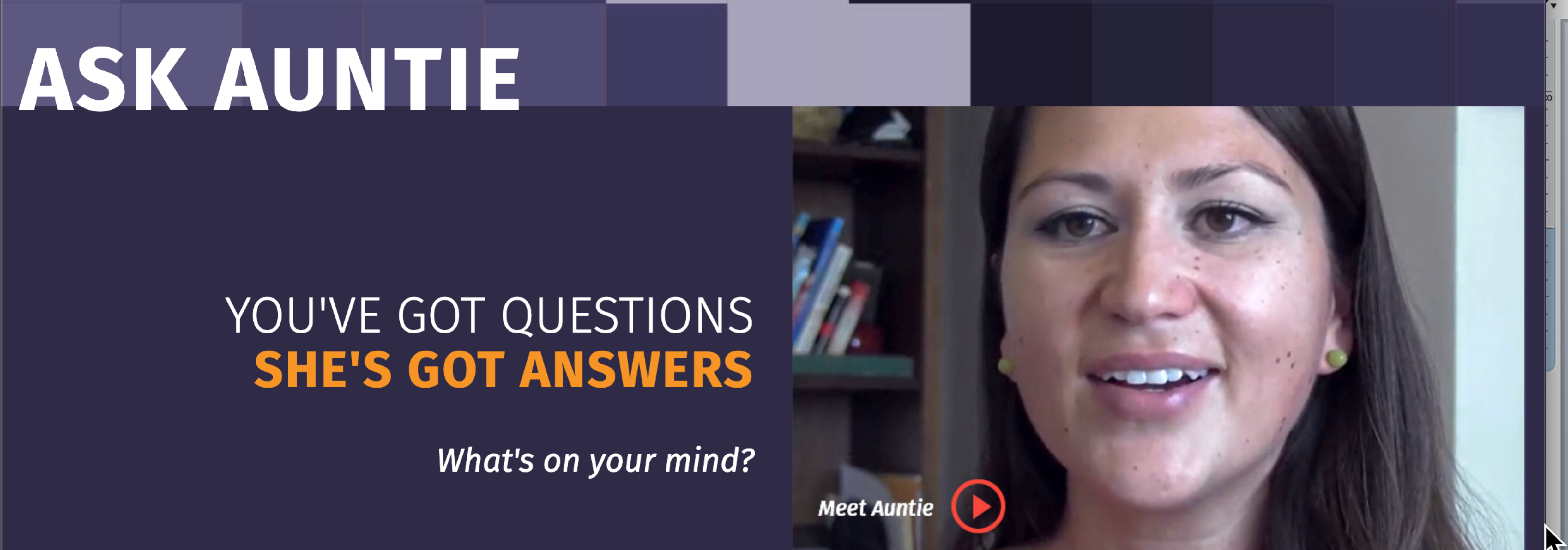
* Ask the group some of the following processing questions:
* Say, “What skills or information are needed in order to give good advice to a friend in need?” **Response options**: Be supportive, set a good example, connect them to resources or other positive role models, introduce them to We R Native.
* Say, “How would you help someone who might be struggling with drugs or alcohol? What challenges might you face in doing so?” **Response Options**: Ask a parent or adult to help you, ask a positive role model to help, connect them to resources or information such as the hotlines or We R Native. Challenges might include that the person doesn’t know they need help or doesn’t want help.
* Say, “What are some solutions we could use to combat those challenges?” **Response Options:** Find an adult role model or someone you trust to help them, set a positive example by not using drugs and alcohol. Invite them to do other things that don’t involve drugs or alcohol, share information from We R Native.
* Say, “Thank you all for your thoughtfulness.”

1. **Final Reflections (3 minutes)**

* Say, “In closing, what is something new you learned today? What is something you can share with friends, family and your community from today’s lesson?” Take a few responses.
* Say, “Remember, if you or a friend, family member or someone from your community is struggling with alcohol or drug use/addiction, there are resources and support available. Whether it’s reaching out to “Ask Auntie” on We R Native or your real auntie, it’s always ok to ask for help. There are also local services like (name support services from your community) to help you. I am also here to support you and connect you to these resources in our community. You can be a support in your community and use some of the skills we learned today on how to help a friend”.
* Say, “Before we go, I want to make sure you know that along with “Ask Auntie”, I have a list of other resources you can use or give to a friend, if you need to.”
* Pass out list of community and national resources on drug and alcohol abuse prevention and recovery.
* 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 concept of asking for help or supporting your community.

Handout: “Ask Auntie” Drugs and Alcohol Advice

Navigate to the “Ask Auntie” section of the website.



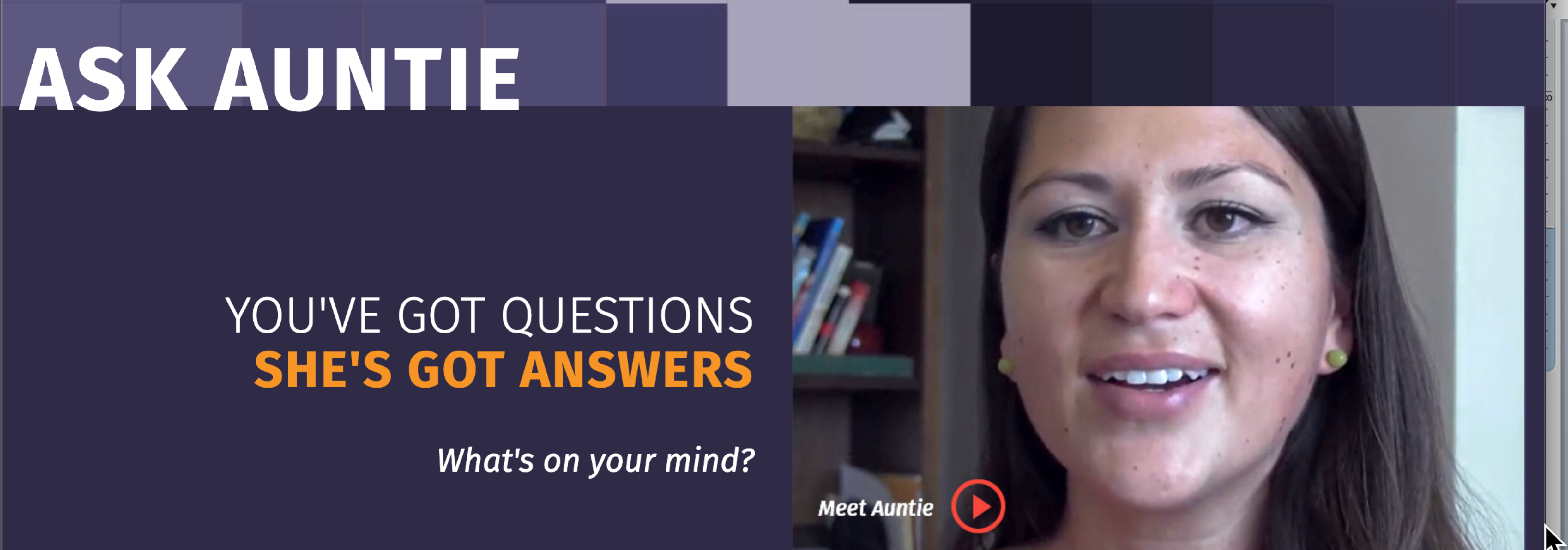
|  |  |  |  |
| --- | --- | --- | --- |
| Read or watch at least three “Ask Auntie” questions and answers related to drug or alcohol problems.   |  | | --- | | 1. Use two of the *5 Key Media Literacy Concepts and Criteria for Quality Health Resources* online (found on the next page) to defend whether, or not “Ask Auntie” is a reliable resource. | | 1. How would you have answered the questions if you were talking to a friend?   \*If working in a small group or with a partner, take turns doing a quick role play. | | 1. Write down and submit online your own question for Auntie. | |

Handout: 5 Key Media Literacy Concepts

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

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

Facilitator Answer Sheet: “Ask Auntie” Drugs and Alcohol Advice



Read or watch at least three “Ask Auntie” questions and answers related to drug a drug or alcohol problem.

1. Use two of the *5 Key Media Literacy Concepts* to defend whether or not “Ask Auntie” is a reliable resource.

Answers will vary, but something like:

Format & Content– The information provided by Auntie was accurate. She provides links to other sites so we can verify the accuracy of her claims.

Authorship– Auntie is Zuni, is a teacher, and has a lot of experience answering health questions.

Audience–Auntie is an unbiased source. She works for a health and wellness nonprofit that is run by Tribes in Oregon, Washington and Idaho.

Content– Auntie’s advice is up-to-date. She answers new questions every week.

Purpose– Auntie provides life advice to Native teens and young adults.

1. How would you have answered the questions if you were talking to a friend?

\*If working in a small group or with a partner, take turns doing a quick role play.

Auntie usually thanks the person for their question and tries to reassure them that their question is important. She often encourages readers to get help from a trusted adult. Ask students if they did this.

1. Write down and submit your own question for Auntie.

Answers will vary

**Handout: Drug & Alcohol Resources**

**Local Resources:**

(include names, location, and contact information for D&A resources)

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Name** | **Title** | **Location** | **Phone** | **Email** |
|  | ***Drug & Alcohol Counselor*** |  |  |  |
|  | ***Tribal Clinic*** |  |  |  |
|  | ***Mental Health Counselor*** |  |  |  |
|  |  |  |  |  |

**My Phone # (optional – delete whole line, if you prefer not to give your # out)**

**National Resources:**

NIDA for Teens | <https://teens.drugabuse.gov/>

Drugs + HIV > Learn the Link | [DrugAbuse.gov](https://www.drugabuse.gov/" \t "_blank)   
Truth | [TheTruth.com](http://www.thetruth.com/" \t "_blank)   
Just Think Twice | [JustThinkTwice.com](http://www.justthinktwice.com/" \t "_blank)   
Drinking and Driving | [QuitAlcohol.com](http://www.quitalcohol.com/dangers-of-drinking-and-driving.html" \t "_blank)   
Children of Alcohol | [AlcoholRecovery.com](http://www.alcoholrecovery.org/alcohol-abuse/children-of-alcoholics.html" \t "_blank)

**Call:**

National Drug Information Treatment and Referral Hotline | Contact 800-662-4357 |[samhsa.gov/find-help](http://www.samhsa.gov/find-help" \t "_blank)

**Find a clinic closest to you:**

SAMHSA | <https://findtreatment.samhsa.gov/>