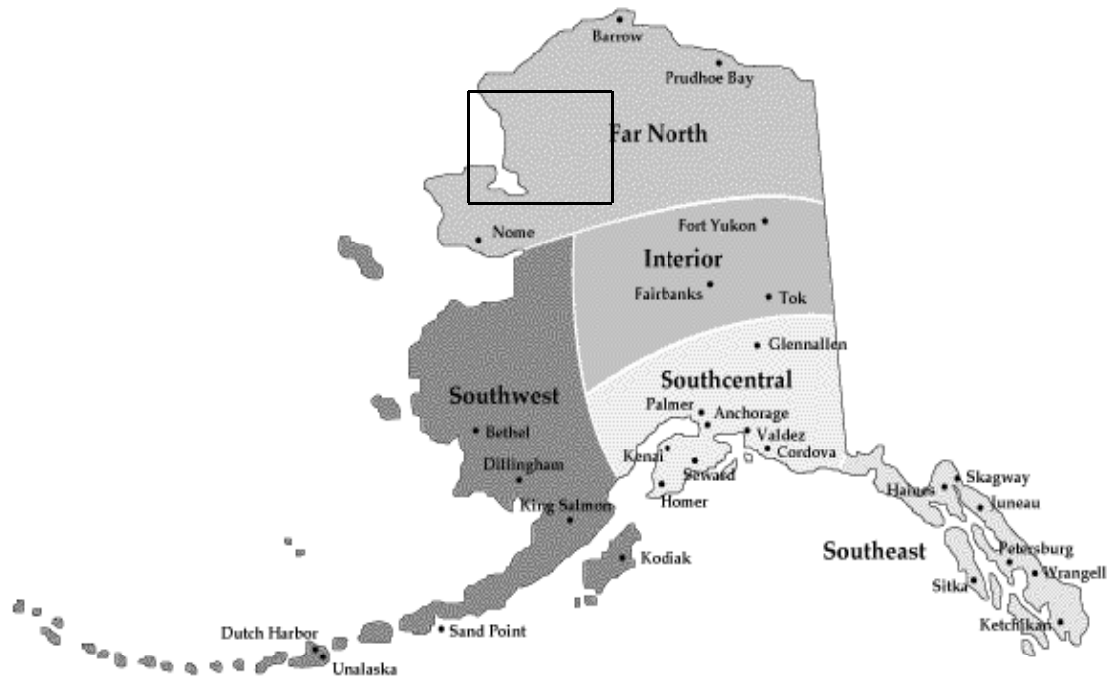


Youth Digital Storytelling as Health Promotion, Primary Prevention and Data to Understand the Lives of Alaska Native Young People

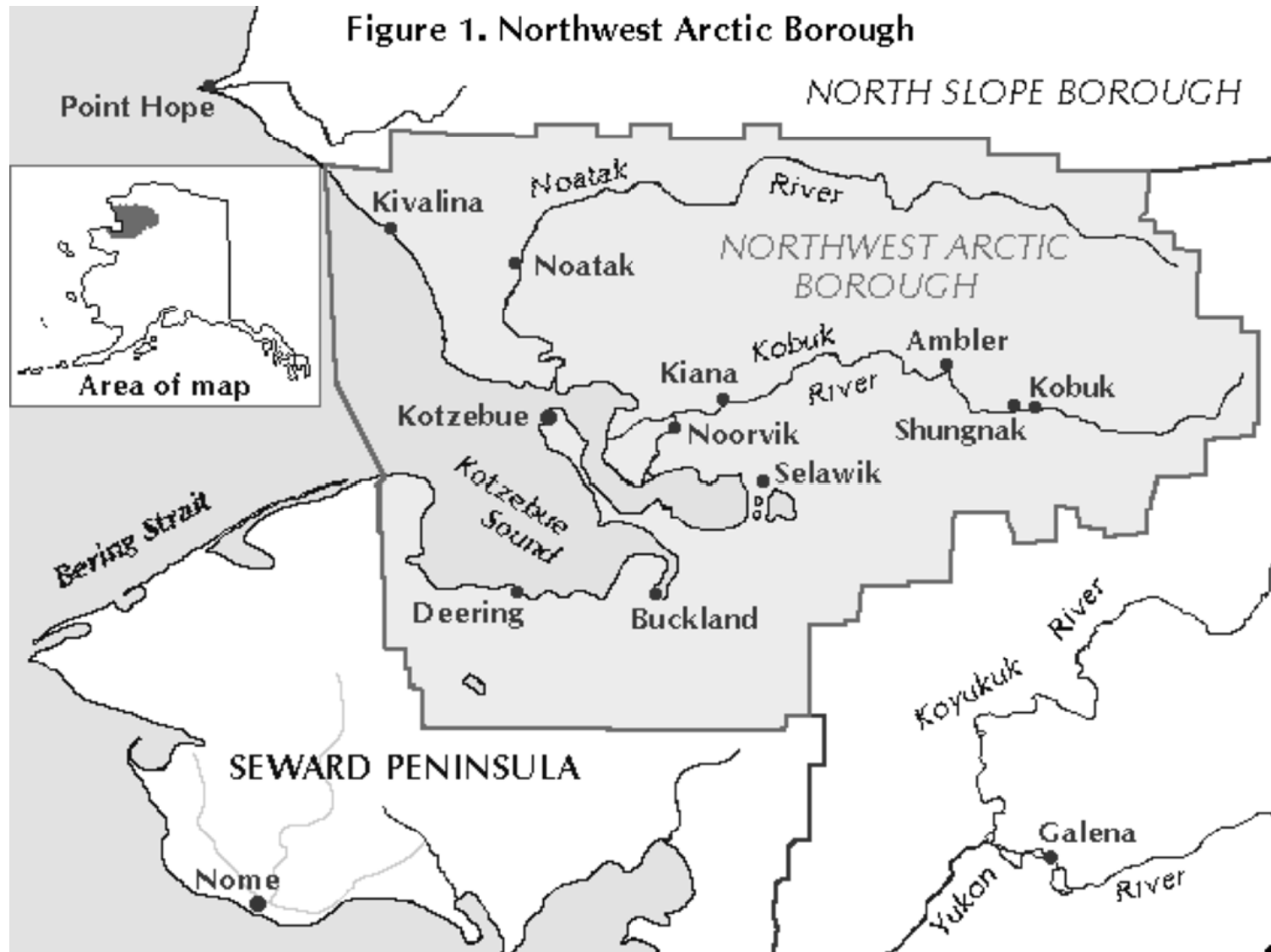
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Maniilaq's Service Area



Kotzebue



The Villages



Digital Stories from Project Life

Funded by GLS, SAMHSA, Cohort 2

Digital stories are three to five-minute visual narratives that synthesize images, video, audio recordings of voice and music, and text to create compelling stories (Lambert, 2006).

Website: 15,000+ page loads & over 2,500 visitors!

- Project Life, Maniilaq Association has been traveling to the 12 villages in NW AK and doing digital storytelling workshops with school-age children.
- Over the past three years, the project has produced over 400 digital stories.

Digital Storytelling as Primary Prevention

- Way for young people to focus on the positive aspects of their lives
- Increase self esteem through accomplishment
- Way to strengthen relationships, particularly intergenerational ones (community screening)
- Have a memento to emphasize what is going well in their lives (to share or revisit)
- Gain perspective about how their lives are special* as they are shared on www.projectlifealaska.org
- Increase skills in digital expression (personal aptitude, health and potential job skills)
- Community awareness of “positives” re: youth

Evaluation Plan

Process: # Participants—village, age, completion rate

Digital stories produced

Satisfaction of participants (exit surveys)

Community members (ages) at the screening

Outcome: Community climate—general & re: youth

Positive impact on participants

Measures & Issues Related to Them

- Project records: Tracking attendance-consistently?
- Exit survey: Literacy issues (younger participants)
- Reflection Questions
 - Organizational climate—people's involvement,
 - Dominant narratives—positive – negative
 - Other issues contributing to these trends & Plans forward
- DST follow-up interview- two attempts

But, we still learned something...

Digital Storytelling Tracking

Size of Village	259	458	133	383	406	109	3126	512	642	850	846	272
Average # participants	16	17	4	14	14	10	17	5	31	6	13	15
# Workshops	3	3	3	2	3	3	3	1	3	2	3	3
Supportive School (1 – 10)	8	7	9	8	6	9	8	2	10	5	5	8

Momentum and Support GROWING

- Invitations to participate in Elders gatherings, youth camps, school programming, etc increase
- Number of young people wanting to participant in DST workshops have risen steadily each time
Project Life travels to a village
- Other health professionals have wanted to learn digital storytelling after seeing the young people's response to it at health fairs, etc.

Way for young people to focus on the positive aspects of their lives

- Youth are overwhelmingly positive about the experience and more have been interested in participating each time.
 - “It was fun!”
 - “Come back soon!”
 - “[I was] happy making the movie”
- The DS focus on positive aspects of young people’s lives
 - “made me think of the happy memories from the pictures”

Increase self esteem through accomplishment

--“making the cd, putting it together on the computer...that was good”

--“getting it done and having fun making it”

Way to strengthen relationships, particularly intergenerational ones

-- “I showed it to my mom and it made her happy”

Young people almost always share their stories with peers, and often share them with family members, mentors, or other adults

“Showing the movie...[I] just wanted to see what people thought of it, [and I] was happy about what they thought, nervous about it though”

“My family thought it was cool and fun to watch, it made him (Dad) feel happy”

Gain perspective about how their lives
are special as they are shared on the
WWW (www.projectlifealaska.org)

“It shows my life, and that we don't live in igloos anymore. [Also, it lets others] see how much time I spend with my friends”

“It shows how I love to take pictures, how we did and the way it is: we have snow and they have hot weather. I think they'd learn something about [my village]

Questions / Comments

Digital Story Evaluation



Questions Re: Digital Stories as Data

- (1) What can we learn from analyzing the digital stories as data?
- (2) Are the preliminary findings from the analysis useful for developing programming for young people?

Method: All 200+ DS were assigned descriptive attributes:

Attribute	Value	Definition
Gender	M	Male
	F	Female
Age	Y	Younger than 14
	O	Older than 14
Inupiaq Name	Y	Yes, uses Inupiaq name
	N	No, does not use Inupiaq name
Date of Production		General date story was produced
Post-suicide Context	PS	Suicide in community up to six months prior to film production
	NPS	No suicide in community up to six months prior
Location		One of the twelve villages

Stories by Attributes

Attribute		Percentage
Gender *	Female	71%
	Male	27%
Age	Younger	72%
	Older	28%
Inupiaq Name	No, does not use Inupiaq name	75%
	Yes, uses Inupiaq name	21%
Post-suicide Context	Not post-suicide context	76%
	Post-suicide context	24%

Stories by Attributes (Continued)

Music **	Pop and R&B	34%
	Rock and Heavy Metal	28%
	Rap and Hop-hop	22%
	Emotive	11%
	Country and Religious	10%
	Other Music	2%
	Tribal	1%
Theme	Family and friends	91%
	Other Themes	26%
	Events	21%

Selected Stories to Analyze

- From the 200 stories, 60 were flagged as “noteworthy” by researchers, and 30 were selected to:
 - demonstrate themes, issues, and perspectives,
 - be representative,
 - have perspectives from girls and boys, in both age groups, and from all of the villages.

MAIN FINDINGS

Findings are grouped under four broad headings:

- (1) identity,
- (2) relationships,
- (3) achievement, and
- (4) youth suicide (discussion).



Preliminary Findings

- Self-representation was overwhelmingly positive!
- Relationships—Vast majority focused on peers, few depicted elders or other adult role models. Girls represented more of family (babies and toddlers), while boys represented more of friends.
- Culture was seen in more nuanced forms than is typically talked about in the community. Borrowing from many popular forms to create “Inupiaq-ness”.

Preliminary Findings (continued)

Masculinities and Femininities-Sites of achievement

- Boys have spaces of achievement that include more hobbies—sports, riding things well, etc.—things that are not necessarily the kind of achievements that are valued by the dominant society. Hunting was part of these, but must have access (\$).
- Girls included practical skills and academics (i.e. childcare and graduation)—gender roles that are naturalized and necessary and perhaps easier to achieve.

What did you notice?

- Representative
 - Masculinities
 - Femininities
 - Relationships
 - Spaces of Achievement
 - Culture

Digital Stories Related to Suicide

- What can we learn about suicide prevention through the digital stories of peer survivors?
- Jot down some of what you notice and might utilize for prevention.





Acknowledgements & Thanks

- Maniilaq Association
- George Provost, Project Life Director
- Youth digital storytellers
- Kristen Eglinton, Aline Gubrium, and Nancy Rich
- Substance Abuse and Mental Health Administration-
Garret Lee Smith Suicide Prevention Funding