

Native Voices Exhibition Scavenger Hunt

Lesson Objectives

Note: This activity is a video scavenger hunt, in which participants search the Native Voices Exhibition video interviews in order to locate videos that address six specific health-related issues and concerns. The hunt can take place at the traveling exhibition or on the exhibition Web site (<http://apps2.nlm.nih.gov/nativevoices/interviews/index.cfm>). The hunt is followed by in-depth investigation and discussion of the issues.

1. The students will find exhibition videos that address a health issue relevant to their community. They will be able to discuss the issue at length, including its causes, treatment, and prevention. They will also explain ways to mitigate the impact of that issue on individuals, families, and communities.
2. The students will find exhibition videos that describe traditions in Indigenous communities. They will relate those traditions to their family and/or community traditions. They will propose a new tradition for the classroom and write a letter asking school authorities or the PTA for support.
3. The students will find exhibition videos that describe the role of water in life. They will use the Tox Town Web site to learn about water pollution. They will create individual, family, and community action plans for protecting water resources.
4. The students will find exhibition videos that describe environmental concerns relevant to their community. They will use the Tox Town Web site (toxtown.nlm.nih.gov) and Environmental Health Student Portal (<http://kidsenvirohealth.nlm.nih.gov>) to research these concerns. Students will also create individual, family, and community action plans for mitigating these concerns.
5. The students will find exhibition videos that describe nutrition and changes in Indigenous diets and relate them to food-related issues in their community. They will discuss ways to mitigate these issues for themselves, their families, and communities.
6. The students will find exhibition videos that address traditional medicine and healing, compare them with Western medicine, and discuss the possibility of reconciling traditional and Western approaches to health and disease.

Grade Level

Middle school grades 6 to 8

Materials Needed for Lesson

- A computer with Internet access (unless the hunt is performed while visiting the exhibition)
- [H.1 – Native Voices Scavenger Hunt](#)
- [T.1 - Post-Scavenger Hunt Discussion Guide](#)
- [H.2 Post-Scavenger Hunt Activity Sheet](#)
- Paper, pens

Lesson Time

Depending on the intended depth of research and discussion, allow 20 to 45 minutes per scavenger hunt discussion item (online research can be completed as homework). In addition, allow 45 minutes to 1 hour for the actual scavenger hunt, which can be conducted during a field trip to the exhibition, or online on the exhibition Web site (<http://www.nlm.nih.gov/nativevoices>).

Lesson

In this lesson, students will conduct a scavenger hunt, discovering Native Voices videos that relate to health and well-being concerns in their lives, families, and communities. They will discuss and research the issues, putting together ideas for mediating health and environmental concerns.

Teacher Directions

1. Prior to visiting the exhibition (in person or online), review H.1 Native Voices Scavenger Hunt and decide which of the items you would like students to complete. Distribute H.1 Native Voices Scavenger Hunt to the students, specifying which questions to answer.
2. After visiting the exhibition, refer to T.1 Post-Scavenger Hunt Discussion Guide for teacher directions and discussion questions. When it is time for students to work in small groups, distribute H.2 Post-Scavenger Hunt Activity Sheet.

Native Voices Scavenger Hunt (H.1)

As you are watching the videos, complete the following scavenger hunt.

1. Find a video clip that mentions a **health issue** that is **important to you or your community**.

a. What are the theme, sub-theme, and name of the clip?

b. What is the health issue?

c. Who is the speaker?

2. Find a video clip that describes a **tradition in a native community**.

a. What are the theme, sub-theme, and name of the clip?

b. What is the tradition? What is the native group that observes it?

c. Who is the speaker?

3. Find a video clip that addresses **water and its role in life**.

a. What are the theme, sub-theme, and name of the clip?

b. What is the key message of the clip?

c. Who is the speaker?

4. Find a video clip that addresses **environmental concerns**.

a. What are the theme, sub-theme, and name of the clip?

b. What is the environmental concern?

c. Who is the speaker?

5. Find a video clip that addresses **food, nutrition, and/or changes in people's diet over generations**.

a. What are the theme, sub-theme, and name of the clip?

b. What is the key point?

c. Who is the speaker?

6. Find a video clip that addresses **traditional medicine**.

a. What are the theme, sub-theme, and name of the clip?

b. What is the key point?

c. Who is the speaker?

Post-Scavenger Hunt Discussion Guide (T.1)

1. For video clips that mention a **health issue** that is “important to you or your community”:

1. Create a full list of health issues, chosen by the students in your class. Pick one (or more) health issue(s) for the group discussion.
2. Use the Native Voices Web site to view selected videos pertaining to those issues as a large group. Ask: Why is this issue important to you or your community?
3. Ask: How do you feel about the way this health issue is addressed in the exhibition?
4. Distribute H.2 Post-Scavenger Hunt Activity Sheet.
5. Ask students to go to MedlinePlus (nlm.nih.gov/medlineplus/) and spend 20 to 30 minutes researching this issue and then answer the following questions from the Activity Sheet:
 - a. What causes this health problem?
 - b. What are the consequences?
 - c. How is it prevented?
 - d. How is it treated?
6. Break the class into small groups and ask groups to respond to the following questions, creating action plans (posters, messages):
 - a. What can you as an individual do to protect your health from this concern?
 - b. What can your family do to reduce the effect of this health issue?
 - c. What can your community do?

2. For video clips that mention **traditions in native communities**:

1. Create a full list of traditions, chosen by the students in your class. Pick one or more traditions for the group discussion.
2. Use the Native Voices Web site to view selected videos as a large group.
3. Ask: How is the tradition(s) similar or different to traditions in your family or community?
4. Ask: What do you think is the value of this tradition to the family or community that observes it?
5. Break students into small groups and ask each group to discuss a value that would serve their class, community, or family. Next, ask groups to create a tradition that would serve that value.
6. Ask students to write a persuasive letter to the principal or the PTA explaining their tradition and asking for support.

3. For video clips that discuss **water and its role in life**:

1. Create a full list of clips, chosen by the students in your class. Use the Native Voices Web site to view them as a large group.
2. Ask: What do the speakers say about water’s preciousness and the need to protect it?
3. Ask: How does this resonate with what you know about water resources in your community? In the world?

4. Instruct students to use the Tox Town Web site (toxtown.nlm.nih.gov) or the Environmental Health Student Portal (kidsenvirohealth.nlm.nih.gov) and spend 20 to 30 minutes reading about water pollution.
5. Break students into small groups and let students know that they will create an action plan (poster, messages). Ask students to define the water-related concern and the possible impacts on the community and environment. Ask students to brainstorm responses to the following questions to help create the content for the action plans:
 - a. What can you as an individual do to protect fresh water resources?
 - b. What can your family do?
 - c. What can your community do?

4. For video clips that address **environmental concerns**:

1. Create a full list of environmental concerns, chosen by the students in your class. Pick one (or more) environmental concern(s) for the group discussion.
2. Use the Native Voices Web site to view selected videos as a large group.
3. Ask: Is this concern important to you or your community? Why?
4. Ask: How is this concern addressed in the exhibition? Describe the similarities and/or differences to your own concerns.
5. Instruct students to use the Tox Town Web site (toxtown.nlm.nih.gov) or the Environmental Health Student Portal (kidsenvirohealth.nlm.nih.gov) and spend 20 to 30 minutes reading about this concern.
6. Break students into small groups and let students know that they will create an action plan (poster, messages). Ask students to define the concern and the possible impacts on the community and environment. Ask students to brainstorm responses to the following questions to help create the content for the action plans:
 - a. What can you as an individual do to address this concern?
 - b. What can your family do?
 - c. What can your community do?

5. For video clips that address **food, nutrition, and/or changes in people's diet over generations**:

1. Create a full list of all food-related issues, chosen by the students in your group. Pick one (or more) issue(s) for the group discussion.
2. Use the Native Voices Web site to view all the listed clips as a group.
3. Ask: Is this issue important to you or your community? Why?
4. Ask: How do you feel about the way this issue is addressed in the exhibition?
5. Break students into small groups and let students know that they will create an action plan (poster, messages). Ask students to define the food-related issue and the possible impacts on the community and environment. Ask students to brainstorm responses to the following questions to help create the content for the action plans:
 - a. What can you as an individual do to address this concern?
 - b. What can your family do?
 - c. What can your community do?

6. For video clips that address **traditional medicine**:

1. Create a full list of all video segments chosen by the students in your group. Pick one or more videos for the group discussion.
2. Use the Native Voices Web site to view all the listed clips as a group.
3. Ask: What is the healing tradition or approach described in the interview?
4. Ask: How is the view of health and disease expressed in this interview different from traditional Western medicine?
5. Ask: Do you think it is possible to reconcile the two approaches? Why or why not?

Post-Scavenger Hunt Activity Sheet (H.2)

For video clips that mention health issues:

Based on the classroom discussion about health issues that are important to you and your community, you will create an action plan (poster, messages) to inform your community about the health issue, prevention methods, and treatment plans.

1. Select a health issue to research: _____
 2. Go to MedlinePlus (nlm.nih.gov/medlineplus/) and spend 20 to 30 minutes researching this issue, and then answer the following questions:
 - a. What causes this health problem?

 - b. What are the consequences?

 - c. How is it prevented?

 - d. How is it treated?

 3. Break up into small groups to create an action plan (poster, messages). Your action plan should contain the following information:
 - a. Define the environmental concern and the possible impacts on the community and environment.
 - b. Identify what you as an individual can do to protect your health from this concern.
 - c. Identify what your family can do to reduce the effect of this health issue.
 - d. Identify what your community can do.
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For video clips that mention traditions in native communities:

Based on the discussion about traditions in native communities, you will create a tradition based on a value that is important to your community, classroom or family and write a letter to persuade community leaders, principals, parents, and others to support this tradition.

1. In small groups, identify a value that is important to you and your peers.
Value: _____
2. Brainstorm ideas for traditions that will help to support this value.
Tradition: _____
3. Once the group agrees upon a tradition, write a letter to the appropriate decision makers to have that tradition supported. Remember to use effective persuasive writing techniques in your letter.

For video clips that discuss water and its role in life:

Based on the discussion about water and its role in life, you will create an action plan (poster, messages) to inform your community about the water-related concern, and how it might impact the community and the environment.

1. Select a water-related issue to research: _____
2. Go to the Tox Town Web site (toxtown.nlm.nih.gov) and the Environmental Health Student Portal (kidsenvirohealth.nlm.nih.gov) and spend 20 to 30 minutes researching water and its role in life. Write down key facts that are important to the water-related issue you've selected.
 - a. Fact 1:

 - b. Fact 2:

 - c. Fact 3:

 - d. Fact 4:

 - e. Fact 5:

3. Break up into small groups to create an action plan (poster, messages). Your action plan should contain the following information:
 - a. Define the water-related issue and the possible impacts on the community and environment.
 - b. Identify what you as an individual can do to protect fresh water resources.
 - c. Identify what your family can do.
 - d. Identify what your community can do.

For video clips that address environmental concerns:

Based on the discussion about environmental concerns, you will create an action plan (poster, messages) to inform your community about the environmental concern, and how it might impact the community and the environment.

1. Select an environmental concern to research: _____
2. Go to the Tox Town Web site (toxtown.nlm.nih.gov) and the Environmental Health Student Portal (kidsenvirohealth.nlm.nih.gov) and spend 20 to 30 minutes researching the environmental concern. Write down key facts that are important to the environmental concern you've selected.
 - a. Fact 1:

 - b. Fact 2:

 - c. Fact 3:

 - d. Fact 4:

 - e. Fact 5:

3. Break up into small groups to create an action plan (poster, messages). Your action plan should contain the following information:
 - a. Define the environmental concern and the possible impacts on the community and environment.
 - b. Identify what you as an individual can do to address this concern.
 - c. Identify what your family can do.
 - d. Identify what your community can do.

For video clips that address food, nutrition, and/or changes in people's diet over generations:

Based on the discussion about food-related concerns, you will create an action plan (poster, messages) to inform your community about the food-related concern and how it might impact the community.

1. In small groups, identify a food-related concern that is important to you and your peers.

Food-related concern: _____

2. Once the group agrees upon a food-related concern, create an action plan (poster, messages) to inform your community. Your action plan should contain the following information:
 - a. Define the food-related concern and the possible impacts on the community.
 - b. Identify what you as an individual can do to address this concern.
 - c. Identify what your family can do.
 - d. Identify what your community can do.