

REAL PREVENTION

REAL Media and Youth Message Development INSTRUCTION GUIDE

The Media Literacy and Health Survey is a survey instrument that is used to examine changes in knowledge, attitudes, and skills among students receiving the REAL Media or Youth Message Development programs.

This guide provides an overview of the Survey and instructions on how to administer and score the survey as part of a “pre-post” evaluation design.

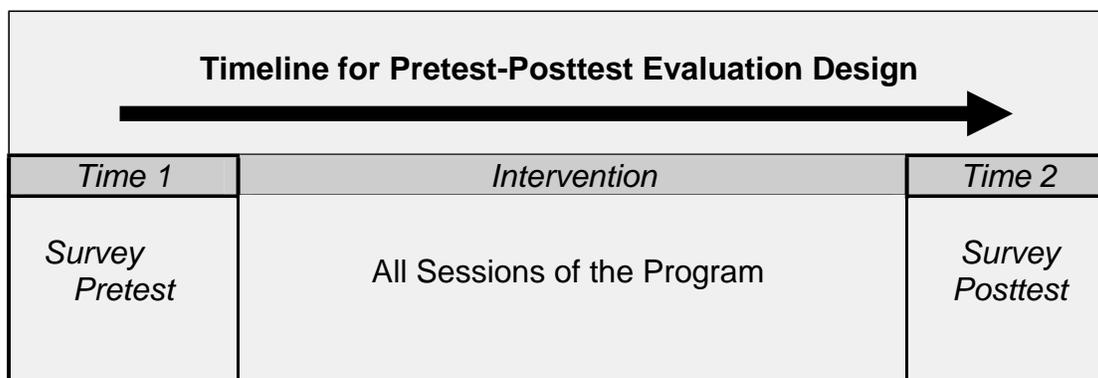
Contents of Media Literacy and Health Survey		
Name or Student ID	The person responsible for data collection or the student writes in each student's name or student ID code.	
Section A	Demographic Variables	5 items
	This section assesses the student's age, gender, family structure, race/ethnicity and related variables.	
Section B	Media Literacy Knowledge Test	10 items
	This section contains true/false items that assess knowledge of various REAL Media and YMD content areas; two summary scores are produced: Anti-Drug Knowledge and Life Skills Knowledge	
Section C	Media Literacy; Skepticism	4 items
	This section assesses skeptical attitudes towards advertising.	
Section D	Media Identification	2 items
	Identification	(items 1 & 2)
	Media Desirability	3 items
	Desirability	(Items 3, 4, 5)
Section E	Self-efficacy to Counter Argue	3 items
	This section contains items asking about how confident the student is in being able to counter argue or refute claims in advertising.	
Section F	Substance Use Intentions/Willingness	5 items
	This section assesses the student's willingness to try various substances.	
	Total number of items	32 items

Pre-Post Evaluation Design

A pretest-posttest (i.e., “pre-post”) evaluation design is implemented to look at the effect of programs, such as REAL Media, on relevant outcomes. This is accomplished by having participants complete the same survey before and after the program.

The Media Literacy and Health Survey is a tool to examine pre-post changes in students’ knowledge, attitudes, and skills as a result of participating in the REAL media or Youth Message Development programs

The LST Health Survey **MUST** be administered both before receiving the program and after receiving the program to examine changes over time.



Administering the Survey

We strongly recommend that someone ***other than*** the classroom teacher administers and collects the questionnaire data, if possible. This will increase the chances that students will answer the questions honestly. In addition, we recommend that the pretest survey be administered a few days before starting the program, and the posttest be administered a few days after completing the program. The surveys should not be administered in such a way that it takes time away from implementing the program itself. The person responsible for data collection (again, preferably someone other than the classroom teacher) should follow these guidelines when administering the survey:

1. Remind students to sit quietly and not begin marking the questionnaire until they are told to begin.
2. Distribute pencils and questionnaires (remove and discard the “Tear Off Sheet”).
3. Read instructions (see below) before students begin.
4. When students are finished, collect the completed surveys and put them in a large envelope so that no one can see the responses.

Score & Analyzing Data

Section A: No scoring is needed for the demographic items.

Section B: Knowledge Items. There are 10 knowledge items. Summary scores reflect the number of knowledge items answered correctly.

The correct answers are as follows:

- **TRUE**: B1, B2, B3, B5, B6, B8, B10
- **FALSE**: B4, B7, B9

To create an **overall knowledge summary score**, add up the number of items that are answered correctly and divide by 10 (the total number of knowledge items). This number gives you the proportion of knowledge items answered correctly.

Section C: Media Literacy; Skepticism. It is preferable for students to **strongly disagree** with the statements in this section.

First, reverse the score of items C1 and C3. If the student answered 1, change to 5; 2, change to 4; 3 stays the same; 4, change to 2; 5, change to 1.

Then, to create a summary score calculate the mean of all 4 items (C1 to C4). Higher scores indicate more skeptical attitudes towards advertising.

Section D: Media Identification and Desirability

To create a summary score, calculate the mean of all 5 items (D1 to D5). Higher scores indicate more identification with and perceived desirability of media representations. Higher scores suggest an enhanced susceptibility to being influenced by substance use advertising.

Section E: Self-efficacy to Counter Argue

To create a summary score, calculate the mean of all items (E1 to E3). Higher scores indicate more confidence in being able to refute claims or provide counter arguments for advertisements.

Section F: Substance Use Intentions/Willingness

To create an anti-smoking attitudes summary score, calculate the mean of all 5 items. Higher scores indicate a greater willingness to engage in substance use.

You can also look at each item individually, depending on the substance of interest.



Media Literacy & Health Survey

Middle School

This survey is designed to give us information about your health knowledge, attitudes, and behaviors.

Student Name: _____

Section A

1. Are you: ① Male ② Female ③ _____

2. Who do you live with most of the time? (Pick Only One)

- ① One parent ③ Guardian, foster parent, or relative
② Two parents ④ Other: _____

3. How many years old are you? (Circle One)

8 9 10 11 12 13 14 15 16 17 18

4. What grade are you in?

- 6th grade 7th grade 8th grade 9th grade

5. Which of the following best describes you? (Pick All that Apply)

- ① White
② Black or African-American
③ Hispanic/Latino
④ Asian
⑤ American Indian/Alaska Native
⑥ Native Hawaiian or Other Pacific Islander
⑦ More than one race
⑧ Other: _____

Section B

Directions: Read each statement below and indicate whether you think each is True or False by filling in the appropriate circle.

	True	False
1. A group that advertisers are trying to reach or “get to” is called a target audience or target market.	①	②
2. The F in FUSE stands for “ <i>Fun with the group.</i> ”	①	②
3. The persuasive strategy of <i>Unexpected</i> is a strategy that uses funny characters, dialogue, or pictures to make us pay attention to the product being advertised.	①	②
4. The persuasive strategy of <i>Style</i> is a strategy that shows unattractive or mean people with the product being advertised.	①	②
5. The persuasive strategy of <i>Endorsement</i> is a strategy where a celebrity or other famous person backs, supports, or encourages the use of a product being advertised.	①	②
6. A counter-argument involves figuring out what claims are missing in an ad or what they are not telling you.	①	②
7. Print Ads get your attention through visuals such as rapid movement.	①	②
8. Advertisers who want to sell alcohol tend to choose settings or locations where people are having fun, such as parties and football games.	①	②
9. Lung cancer and yellow teeth are frequently highlighted in advertisements for smoking.	①	②
10. Some advertisers are deliberately deceptive.	①	②

Section C

Directions: Please fill in the circle to show how much you agree or disagree with each statement.

	Strongly Disagree	Disagree	Neither Agree nor Disagree	Agree	Strongly Agree
1. Ads help me know what I need to buy.	①	②	③	④	⑤
2. Companies who make ads want me to buy things I don't need.	①	②	③	④	⑤
3. Advertising is a good source of product information.	①	②	③	④	⑤
4. You can't believe what people in commercials say or do.	①	②	③	④	⑤

Section D

Directions: The next set of items asks about substance use ads. This includes ads for products like alcohol, cigarettes, chewing tobacco, and e-cigarettes. You might see these ads on television, online, on billboards or even in stores. Please fill in the circle to show how much you agree or disagree with each statement.

	Strongly Disagree	Disagree	Neither Agree nor Disagree	Agree	Strongly Agree
1. I would like to do things that people in ads do.	①	②	③	④	⑤
2. I would like to be like the people in ads.	①	②	③	④	⑤
3. People in substance use ads are popular.	①	②	③	④	⑤
4. People in substance use ads are attractive.	①	②	③	④	⑤
5. People in substance use ads have lots of fun.	①	②	③	④	⑤

Section E

Directions: Think about the kinds of claims advertisers typically use in advertisements to persuade someone to buy the product they are promoting. By claims we mean (1) what advertisers promise or suggest will happen to you if you buy or use the advertised product and/or (2) the reasons or evidence they give you about why this is a good product for you.

	Not at all confident	Slightly confident	Somewhat confident	Mostly confident	Completely confident
How confident are you that you could:					
1. Come up with your own evidence or facts that argue against the claims used in an ad.	①	②	③	④	⑤
2. Think of at least one good argument that you can make against the claims.	①	②	③	④	⑤
3. Distinguish relevant from irrelevant claims in an ad.	①	②	③	④	⑤

Section F

Directions: Please fill in the circle to show how much you agree or disagree with each statement.

	Definitely NO	Probably NO	Probably YES	Definitely YES
If you had the chance in the next month, would you:				
1. smoke cigarettes?	①	②	③	④
2. use an electronic vapor product? (this includes e-cigarettes, vape pens, personal vaporizers, tanks and mods, e-cigars, e-pipes, e-hookahs, and hookah pens; some common brands are VUSE, JUUL, blu, NJOY, MarkTen, Logic, Vapin Plus, eGo, and Halo)	①	②	③	④
3. drink alcohol?	①	②	③	④
4. use marijuana?	①	②	③	④
5. take prescription pain medication without a doctor's prescription or differently than how a doctor told you to use it? (count drugs such as codeine, Vicodin, OxyContin, Hydrocodone, and Percocet) (do not count non-prescription pain medication like Motrin or Tylenol.)	①	②	③	④

Thank you for completing this survey!