



HOW TO CRAFT STORIES FOR RACIAL + SOCIAL JUSTICE

A MASTERCLASS FACILITATION GUIDE FROM THE SULLIVAN FOUNDATION

SESSION DESCRIPTION

In this Ignite Masterclass filmed on September 14, 2020, entrepreneur **Jasmine Babers** will unpack the nuances that media and story plays in perpetuating racial injustice.

Jasmine founded LOVE Girls Magazine (www.lovegirlsmagazine.com) and is the Lead Storyteller and Fellow-in-Residence at Peace First (www.peacefirst.org), focused on framing stories and media that is equitable and amplifies female and minority voices.

This guided discussion will help you unpack the creative process to see how you can best structure your messages in a way that advances social change in the communities you work with.

KEY TAKEAWAYS

- Become more aware of media (mis)representation
- Identify narratives shaping our lives & perspectives
- Wrestle with the question: "What is my moral obligation?"

RESOURCES | LINKS

- [Masterclass Replay](#)



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FACILITATION GUIDE | 75 MINUTE CLASS



Watch Masterclass Video Replay | 20 mins

- [View replay here](#)



Reflect on Masterclass Replay | 5 mins

Invite students to individually reflect (on paper or their laptop) on the Masterclass replay they just watched - feel free to use these questions as prompts:

- What idea(s) stuck out to you?
- What did the video make you curious about?
- What did you agree with and/or disagree with?
- How might the ideas presented apply to your life or relationships?



Share Reflections with the Class | 10 mins

Ask students to share one of their reflections they wrote down with the class. If virtually, invite them to share responses in the chat or in a virtual environment like Google JamBoard.

After a few share, drill down deeper into a few of the shares. If virtually, call out students by name who shared interesting reflections in the chat to come off mute and share with the group.



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How are you impacted by media? | 15 mins

In her Masterclass session, Jasmine said, "Media is power." How have you been influenced by the power of media positively? Negatively?

- To dig deeper, invite students to think of moments they watched something or saw something on social media that made them better for it - invite them to share (even screen-share!) and offer examples.
- Then, invite them to consider media messages that impacted them negatively - it could be a news article, a social media influencer's opinion or general stereotypes that seemed harmful. Ask them to show-and-tell!

Point out any similarities between ideas, ask students to draw connections between one another's observations and encourage all participation.



Understanding (mis)Representation | 20 mins

Gather a few examples of media which might exclude representation of a certain group and show to the class - here are some examples (clickable links):

- [**10 Examples of Media Misrepresentation – And the Real Life Consequences** | everyday feminism](#)
- [**Media Representations of Women** | ReviseSociology](#)
- [**Disability Stereotypes in the Media** | aruma](#)
- [**What Exactly is Media Representation Anyway?** | Arab Film & Media Institute](#)



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Understanding (mis)Representation | continued

After digesting the content above (you may consider sending articles out ahead of time for reading), ask students what other examples they have experienced of media misrepresenting certain groups or reinforcing unhelpful stereotypes.

You might nudge them with the following prompts:

- Gender & gender identity
- Sexual orientation & identity
- Race, culture & ethnicity
- Socioeconomic status
- Physical & mental health/ability

After the conversation, invite them to consider how they play a part in the consumption and passive approval of media misrepresentation.



Your Moral Obligation | 10 mins

Invite students to reflect on a time they felt misunderstood, left out, or wrongly characterized. Offer an example from your own life, then invite a few students to share.

After a few shares, ask them how it might feel to see material proactively combatting the media and content that makes them feel misunderstood, left out, or wrongly characterized.

Pose the question: **What would the world look like if we fought to elevate stories that tell the truth about who people are and what they are experiencing - and invited all voices and experiences?**



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What Small Shift Will You Make? | 5 mins

Give the students one minute to consider an action they might take based on the previous reflection.

Then, go around the room (or virtual meeting) rapid-fire by calling on each student to ask them to share one small shift they can make with regard to the stories they consume and believe.

Also, invite them to share how they might add to the conversation in positive ways.