Module 8: Move the Message

Purpose: Participants examine how media and public stories shape what people believe. They learn to challenge stereotypes, create truthful and liberating counternarratives, choose creative advocacy formats, use digital tools to build relationships and collective action, and protect story ownership, access, privacy, and safety.

Outcomes

- Analyze how media frames, stereotypes, and missing context shape public understanding of Black and brown youth.
- Create truthful counternarratives rooted in dignity, culture, lived expertise, and collective possibility.
- Choose creative formats including photography, video, spoken word, podcasts, graphics, performance, and public speaking that fit a message and audience.
- Connect personal or community stories to systems, policy, collective demands, and a future vision without requiring trauma disclosure.
- Distinguish digital content, engagement, outreach, and organizing, and move people from attention into relationships and action.
- Apply consent, credit, compensation, accessibility, verification, privacy, safety, and community-accountability practices.

Learning Journey

Representation → Narrative → Story Ownership → Creative Expression → Audience → Action → Digital Power → Safety and Accountability.

Youth first examine how stories about their communities are created, then develop counternarratives, choose formats that fit their culture and strengths, move audiences toward collective action, and protect the people whose stories make advocacy possible.



Curriculum Connections

Connection	How This Module Fits
Builds from	Builds on Module 3 verification and AI accountability, Module 5 testimony, Module 6 care, and Module 7 framing and campaign planning.
Reuses	Campaign demand, target, audience, message, consent expectations, and care plan.
Frameworks and tools	Media Representation Audit; Story-to-System Planner; digital-to-relational pathway; CARE+ communications review.
Products to carry forward	Carry the Creative Advocacy Piece, Story Ownership and Consent Agreement, organizing pathway, and safety plan into Module 9 and any portfolio work.

Module at a Glance

Lesson	Primary Focus	Suggested Run Time	Key Product
1. Who Tells Our Story?	Media representation, stereotypes, framing, and counternarrative	60 minutes	Media Representation Audit and Counternarrative
2. Tell It Our Way.	Youth storytelling, culture, creative formats, and story ownership	Two 60-minute sessions	Creative Advocacy Piece and Consent Plan
3. From Post to People Power.	Digital organizing, platforms, relationships, and supporter journeys	60 minutes	Digital-to-Relational Organizing Pathway
4. Protect the People, Protect the Story.	Consent, accessibility, racialized risk, privacy, moderation, and accountability	60 minutes	Communications Safety and Support Plan

Lesson 1: Who Tells Our Story?

Purpose: Participants examine how media frames shape public understanding and policy, then create truthful counternarratives that center Black and brown youth as experts, leaders, and creators of change.

Outcomes / Youth Learning Goals

- I can identify stereotypes, missing perspectives, and harmful frames in media about young people and their communities.
- I can explain how a frame influences who is blamed, who is believed, and which solutions seem possible.
- I can identify who created a message, whose voice is centered, and who benefits from the story being told.
- I can create a truthful counternarrative rooted in dignity, community knowledge, and collective power.

Age Adaptations

- **Ages 11–14:** Use fictional headlines, familiar school or neighborhood examples, images, and short sentence frames.
- **Ages 15–17:** Add real local headlines, social posts, and questions about stereotypes, context, and policy impact.
- **Ages 18–24:** Add media ownership, criminalizing narratives, opposition framing, institutional communications, and narrative strategy.

Process

Participants examine how Black and brown youth are represented in media, identify the choices that create a frame, and develop a counternarrative that connects truth, dignity, systems, and a collective future.

Suggested Run Time

60 minutes. Follow the exact agenda below. If the group needs more processing time, reduce examples or a practice round; protect the welcome, check-in, youth choice, core participant product, reflection, and closing.

Materials and Preparation

- Chart paper, markers, sticky notes, and pens.
- Media examples or fictional headlines.
- Media Representation Audit and Youth Narrative Builder.
- Verified evidence and community knowledge from earlier modules.
- Community agreements.

Agenda and Activity Guide

Activity	Suggested Run Time	Purpose	Materials	Facilitator Instructions / Suggested Language
Welcome and Purpose	5 minutes	Frame communication as narrative power.	Posted purpose	Say: "Communication does more than share facts. Stories influence who people see as a problem, who they trust, and which solutions seem possible. Today we will examine who tells stories about young people and practice telling fuller, truer stories ourselves."
Check-In	5 minutes	Connect representation to lived experience without requiring disclosure.	None	Ask: "When have you seen young people or your community represented in a way that felt accurate, powerful, incomplete, or unfair?" Participants may pass, write, or discuss a fictional example.
Icebreaker: Caption This	5 minutes	Demonstrate how framing changes meaning.	One neutral image or written scene	Show one neutral image or describe a scene. Small groups create three captions: one that blames youth, one that treats youth as helpless, and one that centers youth leadership and systems. Debrief: "What changed even though the image stayed the same?"
Mini-Lesson: Frames, Narratives, and Power	10 minutes	Define representation, frame, narrative, stereotype, context, and counternarrative.	Posted definitions	Explain: "A frame highlights some details and leaves others out. A narrative is a repeated story that shapes what people believe. A counternarrative challenges harmful assumptions with truth, context, dignity, and possibility." Connect media stories to public opinion and policy choices.
Activity: Media Mirror Gallery Walk	15 minutes	Analyze representation and missing context.	Media examples, sticky notes, Media Representation Audit	At each example, youth note: How are young people shown? Who is blamed? What context is missing? Whose voice is absent? Who benefits from this frame? Use fictional or carefully selected public examples; do not display humiliating images of identifiable youth.

Activity	Suggested Run Time	Purpose	Materials	Facilitator Instructions / Suggested Language
Activity: Build a Counternarrative	15 minutes	Create a youth-centered alternative frame.	Youth Narrative Builder	Youth complete: “People often say ____. What that leaves out is ____. What young people and communities know is ____. The value at the center is ____. The change we need is ____. The future we are building is ____.” Add verified evidence and a clear action where appropriate.
Closing Reflection	5 minutes	Name a narrative youth want to change.	Exit slip	Complete: “One story about young people or my community that I want to challenge is... and a truer story is....”

Facilitator Check

Listen for whether youth can identify a frame, name missing context and voices, and create a counternarrative that is truthful, dignifying, and connected to systems rather than stereotypes.

Lesson 2: Tell It Our Way

Purpose: Participants use culture, creativity, and multiple media formats to tell advocacy stories that connect lived experience to systems and collective demands without exploiting trauma.

Outcomes / Youth Learning Goals

- I can choose a communication format that fits my message, audience, culture, and strengths.
- I can create an advocacy story without being required to share trauma.
- I can connect an experience or observation to a system, policy, collective demand, and future vision.
- I can explain who owns a story and how consent, credit, editing, and compensation should work.
- I can use creativity, joy, humor, culture, and imagination as part of advocacy.

Age Adaptations

- **Ages 11–14:** Use short chants, posters, photo captions, role-play, drawing, and 30-second creative shares.
- **Ages 15–17:** Add spoken word, short-form video concepts, podcast openings, photo essays, and one-minute speeches.
- **Ages 18–24:** Add media interviews, campaign videos, op-eds, creative direction, editorial approval, compensation, and spokesperson roles.

Process

Participants explore multiple forms of media, choose formats that fit their message and strengths, develop a story-to-system narrative, and establish consent, credit, ownership, and boundaries before sharing.

Suggested Run Time

Two 60-minute sessions (120 minutes total). Part A: Choose the Story, System, and Format. Part B: Create, Practice, and Confirm Consent. Each part includes its own welcome or reconnection, choice-based participation, practice or creation time, reflection, and closing.

Materials and Preparation

- Creative Format Planner and Story-to-System worksheet.
- Story Ownership and Consent Agreement.
- Format cards and advocacy prompts.
- Timer.
- Optional art or recording tools with explicit consent.

Agenda and Activity Guide Part A: Choose the Story, System, and Format

Activity	Suggested Run Time	Purpose	Materials	Facilitator Instructions / Suggested Language
Welcome and Purpose	5 minutes	Center youth choice and story ownership.	Posted agreements; agenda	Explain that no one must share a personal story. Fictional, composite, issue-based, visual, or data-based approaches are all valid.
Check-In	5 minutes	Identify conditions for safe creativity.	None	Ask: 'What helps you create without feeling rushed or exposed?' Speaking, writing, drawing, and passing are welcome.
Icebreaker: Remix the Message	8 minutes	Practice changing format without changing truth.	Short fictional messages	Adapt one message for two audiences. Notice what should stay accurate and what can change.
Mini-Lesson: Story to System	12 minutes	Connect an experience or observation to a larger condition and demand.	Story-to-System planner	Model story, pattern, system, decision-maker, and demand. Do not require disclosure of personal hardship.
Activity: Format Marketplace	10 minutes	Choose an accessible format aligned with purpose.	Format cards	Compare formats by audience, access, time, skill, privacy, cost, and ability to support relational follow-up.
Activity: Story Choice and Ownership Check	15 minutes	Decide what may be used and under what conditions.	Story Ownership and Consent Agreement	Name the story source, owner, audience, platform, credit, editing rights, removal process, expiration date, and who must ask again.
Closing and Bridge	5 minutes	Prepare a secure creation plan.	Exit slip	Name the chosen format, one boundary, and one support needed for Part B.

Agenda and Activity Guide Part B: Create, Practice, and Confirm Consent

Activity	Suggested Run Time	Purpose	Materials	Facilitator Instructions / Suggested Language
Welcome and Reconnection	5 minutes	Reopen agreements and consent choices.	Part A plans	Confirm that participants may change their story, format, role, or permission.
Creative Warm-Up	5 minutes	Lower pressure before production.	Optional art or writing prompts	Offer a quiet and a collaborative option. Keep the prompt fictional or issue-based.
Activity: Create the Advocacy Piece	25 minutes	Produce a supported first draft or prototype.	Chosen creation materials	Facilitators help with tools and access while leaving message, voice, and final choices with youth.
Activity: Consent and Accuracy Review	10 minutes	Check permission, credit, privacy, and truthfulness.	Consent Agreement; PAUSE; CARE+	Confirm every image, quotation, claim, name, and collaborator credit. Remove anything without clear permission or support.
Practice, Feedback, and Revision	10 minutes	Test whether the piece connects and invites an action.	Feedback prompts	Use affirming, choice-based feedback: what is clear, what stays with you, what question remains, and what the creator wants to revise.
Closing Reflection	5 minutes	End with ownership of the next step.	Exit slip	Participants choose: keep private, revise, share only with the group, or consider wider use after the Practice-to-Action Check.

Facilitator Check

Listen for whether youth choose formats strategically, connect story to system and demand, protect boundaries, and clarify consent, ownership, credit, editing, and compensation.

Lesson 3: From Post to People Power

Purpose: Participants distinguish digital content from advocacy and organizing and build a pathway that turns online attention into trusted relationships, collective action, and youth leadership.

Outcomes / Youth Learning Goals

- I can distinguish content, engagement, outreach, and organizing.
- I can identify how culture, trust, platform choices, and algorithms affect who sees and responds to a message.
- I can design an invitation that feels personal, relevant, accessible, and easy to act on.
- I can move people from online attention into conversation, relationships, meetings, actions, and leadership.
- I can recognize when digital attention is not building a base or changing power.

Age Adaptations

- **Ages 11–14:** Use a fictional school campaign, paper platform cards, and a simple See → Talk → Join → Act pathway.
- **Ages 15–17:** Add group chats, text, email, social media, school announcements, peer outreach, virtual events, and sign-up forms.
- **Ages 18–24:** Add platform power, algorithms, supporter data, segmentation, conversion, moderation, distributed leadership, and organizational risk.

Process

Participants examine where youth actually build trust and exchange information, distinguish posting from organizing, and create a digital-to-relational pathway that includes personal follow-up, offline connection, repeated action, and leadership development.

Suggested Run Time

60 minutes. Follow the exact agenda below. If the group needs more processing time, reduce examples or a practice round; protect the welcome, check-in, youth choice, core participant product, reflection, and closing.

Materials and Preparation

- Platform, culture, and outreach cards.
- Digital-to-Relational Organizing Pathway.
- Sample posts, messages, flyers, announcements, and sign-up forms.
- Chart paper.
- No real personal accounts required.

Agenda and Activity Guide

Activity	Suggested Run Time	Purpose	Materials	Facilitator Instructions / Suggested Language
Welcome and Purpose	5 minutes	Define digital organizing as relationship building.	Posted definition	Say: “A post can inform people. Organizing builds relationships, listens, invites action, follows up, and develops leadership. A large audience is not automatically a base.”
Check-In	5 minutes	Connect to trusted communication spaces.	None	Ask: “Where do young people actually hear about opportunities, decide what is trustworthy, and talk about what matters?” Include online and offline spaces.
Icebreaker: Would You Stop Scrolling?	5 minutes	Explore what moves people from attention to action.	Fictional posts or scenario cards	Youth move to signs: Keep Scrolling, Watch/Read, Share, Comment, Sign Up, or Show Up. Ask what made each message trustworthy, culturally relevant, confusing, weak, or actionable.
Mini-Lesson: Content Is Not Organizing	10 minutes	Distinguish communication functions.	Posted definitions	Define content, engagement, outreach, recruitment, organizing, and base building. Introduce: See → Feel Connected → Respond → Talk to a Person → Join → Act → Reflect → Return → Lead. Emphasize the human conversation.
Activity: Culture and Platform Map	15 minutes	Identify where trust and participation are built.	Platform and community-space cards	Map social media, group chats, text chains, school announcements, gaming spaces, recreation centers, barbershops, salons, faith communities, youth programs, events, and peer conversations. Ask who is included, excluded, trusted, monitored, or at risk in each space. Platforms, privacy settings, moderation tools, age requirements, and youth practices change quickly. Before each session, update the examples with participants and verify current features rather than presenting the list as fixed.

Activity	Suggested Run Time	Purpose	Materials	Facilitator Instructions / Suggested Language
Activity: Build the Pathway	15 minutes	Design a digital-to-relational organizing flow.	Pathway worksheet	Groups map the message, personal invitation, sign-up, confirmation, conversation, preparation, action, follow-up, next ask, return opportunity, leadership step, and data-protection plan. Require at least one human relationship-building step.
Closing Reflection	5 minutes	Focus on relationships rather than metrics alone.	Exit slip	Complete: “To turn attention into power, we must....”

Facilitator Check

Listen for whether youth distinguish posting from organizing, include a human relationship-building step, plan follow-up, and explain how participation can grow into leadership.

Lesson 4: Protect the People, Protect the Story

Purpose: Participants protect story ownership, accessibility, privacy, and safety while recognizing that Black and brown youth may face unequal exposure, surveillance, harassment, and institutional risk online.

Outcomes / Youth Learning Goals

- I can decide what information, images, and identifying details should remain private.
- I can ask permission and clarify ownership, credit, editing, compensation, and withdrawal before using another person's story or image.
- I can make communication accessible through captions, alt text, readable design, plain language, translation, and multiple participation options.
- I can identify unequal online risks involving racism, surveillance, immigration status, disability, gender identity, police contact, and public harassment.
- I can create a support and response plan so young people are not left to manage mistakes, harassment, or threats alone.

Age Adaptations

- **Ages 11–14:** Focus on permission, location privacy, names and faces, readable design, captions, blocking/reporting, and asking a trusted adult for support.
- **Ages 15–17:** Add alt text, translation, source attribution, comment moderation, documentation, correction plans, and unequal exposure risks.
- **Ages 18–24:** Add data governance, surveillance, organizational duty of care, compensation, legal approval, sponsorship disclosures, media protocols, and crisis response.

Process

Participants assess consent, access, representation, reliability, exposure, and support; repair sample content; and develop a communications safety and community-accountability plan.

Suggested Run Time

60 minutes. Follow the exact agenda below. If the group needs more processing time, reduce examples or a practice round; protect the welcome, check-in, youth choice, core participant product, reflection, and closing.

Materials and Preparation

- Content and risk audit examples.
- Communications Safety and Support Plan.
- Alt-text, caption, translation, and readable-design practice examples.
- Correction template.
- Moderation scenarios.

Agenda and Activity Guide

Activity	Suggested Run Time	Purpose	Materials	Facilitator Instructions / Suggested Language
Welcome and Purpose	5 minutes	Name communication care as a shared responsibility.	Posted commitments	Explain: “Youth should not have to trade dignity, privacy, safety, or access for visibility. Adults and organizations share responsibility for protecting youth communicators.”
Check-In	5 minutes	Surface access and support needs.	None	Ask: “What helps you feel informed, included, and supported when communicating online or in public?” Participants may name captions, translation, clear expectations, privacy, moderation, or a trusted person.
Icebreaker: Risk, Repair, or Ready?	5 minutes	Practice quick ethical judgment.	Scenario cards	Read short scenarios. Youth move to Risk, Repair, or Ready. Examples: a post shows a school location; a video has captions and consent; a quote has no source; a youth story is edited without approval. Ask what would make each item ready.
Mini-Lesson: CARE+ Framework	10 minutes	Provide a youth-centered review tool.	CARE+ poster	Teach: Consent, Credit, and Control; Access and Audience; Representation and Reliability; Exposure, Equity, and Emergency Support. Explain that risks are not equal: identity, immigration status, disability, gender, neighborhood, police contact, and public visibility can change what protection is needed.
Activity: Content Repair Lab	20 minutes	Apply accessibility, representation, and safety practices.	Audit examples	Groups revise captions, alt text, translation, source notes, framing, consent language, identifying details, and calls to action. Ask: Does this reinforce a stereotype? Who is exposed? Who approves the final version? What should not be posted?

Activity	Suggested Run Time	Purpose	Materials	Facilitator Instructions / Suggested Language
Activity: Safety and Support Plan	10 minutes	Clarify adult and organizational responsibility.	Safety and Support Plan	Plan youth and adult contacts, comment moderation, harassment escalation, screenshots/documentation, correction steps, emotional support, transportation or physical-safety needs, conditions for pausing/removing content, and follow-up after public exposure.
Closing Reflection	5 minutes	Commit to collective care.	Exit slip	Complete: “One way our team can protect people—not just the message—is....”

Facilitator Check

Listen for whether youth address access, consent, representation, verification, unequal exposure, adult responsibility, moderation, correction, and support.

Module Appendix

This appendix contains facilitator references, printable tools, examples, and sources for further research. Materials may be adapted for age, access needs, session length, and the issue being studied.

Appendix Index

- Appendix A: Media Representation Audit.
- Appendix B: Youth Narrative and Message Builder.
- Appendix C: Creative Format Planner.
- Appendix D: Story Ownership and Consent Agreement.
- Appendix E: Digital-to-Relational Organizing Pathway.
- Appendix F: Communications Safety and Support Plan.
- Appendix G: Sample Completed Youth Counternarrative.
- Appendix H: Sources and Further Research.

Appendix A: Media Representation Audit

Question	Notes
Who created or shared this message?	
How are young people or the community described or shown?	
What stereotypes, labels, or assumptions appear?	
Who is treated as responsible for the problem?	
What history, policy, or community context is missing?	
Whose voice is quoted, centered, or absent?	
Who benefits from this frame—and who may be harmed?	
What would a truthful, youth-centered counternarrative say?	

Completed Example: Media Representation Audit

Question	Notes
Who created this message?	A local news account summarizing youth transit complaints.
How are youth shown?	As angry students disrupting a meeting.
What stereotype appears?	Youth complain but do not understand budgets or offer solutions.
Who is treated as responsible?	Young people are framed as the problem; agency decisions are barely mentioned.
What context is missing?	Survey findings, travel times, missed programs, prior meetings, and the youth proposal.
Whose voice is absent?	Youth organizers, families, program staff, and riders.
Who benefits from the frame?	Decision-makers can avoid discussing policy responsibility.
What should a counternarrative say?	Youth researched barriers and proposed a funded solution because opportunities must be reachable.

Appendix B: Youth Narrative and Message Builder

- The harmful or incomplete story people often hear is....
- What that story leaves out is....
- What young people and communities know is....
- The value at the center of our story is....
- The system, policy, or institution connected to this issue is....
- The change we need and the future we are building is....

Appendix C: Creative Format Planner

Format	Possible Audience	Strength	Resources Needed	Risk or Limitation
Photography				
Short video				
Spoken word / performance				
Podcast / audio				
Meme / graphic / carousel				
Zine / poster / mural				
Music / chant / call-and-response				
Speech / interview / op-ed				

Completed Example: Creative Format Planner

Format	Possible Audience	Strength	Resources Needed	Risk or Limitation
Photo story map	Council staff, public, media	Shows travel distances and experiences visually.	Youth photographers, consent, map tool, captions.	May reveal locations; needs alt text.
60-second video	Youth peers and online supporters	Fast, creative, shareable, youth-led.	Phone, editing, captions, music rights, moderation.	Algorithms and harassment; limited nuance.
Podcast segment	Community and policy audiences	Allows deeper context and multiple voices.	Recording, host, editing, transcript.	Longer production; protect private stories.
Go-go call-and-response	Action participants and local media	Culturally grounded, energetic, collective.	Artists, sound plan, rehearsal.	Needs context so policy ask is clear.

Story-to-System Planner

Stage	Planning Question
Moment	
Meaning	
System	
Community	
Demand	
Future	

Completed Example: Story-to-System Planner

Stage	Planning Question
Moment	A youth leader left a paid internship early every day to catch the last safe route home.
Meaning	Transportation schedules shape whether youth can fully participate.
System	Transit service, program hours, fare policy, and budget decisions.
Community	Many youth reported similar barriers across programs and wards.
Demand	Fund youth fare support and safer evening routes.
Future	Youth can reach opportunities without sacrificing safety, time, or basic needs.

Appendix D: Story Ownership and Consent Agreement

- What story, image, recording, artwork, or quotation is being shared?
- Where will it appear, who may see it, and how long may it be used?
- Are names, faces, schools, neighborhoods, locations, or organizations visible?
- Who may edit it, who approves the final version, how will credit or compensation work, and how can permission be changed or withdrawn?

Appendix E: Digital-to-Relational Organizing Pathway

Stage	Planning Question
See	How will the right people encounter the message?
Feel Connected	What values, culture, experience, or relationship helps it feel relevant and trustworthy?
Respond	How can people ask a question, react, or share what they care about?
Talk to a Person	Who will follow up through a direct message, text, call, conversation, or one-to-one?
Join and Act	How will people sign up, prepare, participate, and know what is expected?
Reflect and Return	How will the group debrief, appreciate people, share results, and invite a next step?
Lead	How can participants take ownership, recruit others, facilitate, create content, or help make decisions?

Completed Example: Digital-to-Relational Organizing Pathway

Stage	Example
See	Youth watch a short video: DC opportunities are not accessible if we cannot get there.
Connect	The post reflects a familiar commute and links to youth research.
Respond	Youth completes a poll or signs up.
Conversation	A peer organizer follows up personally.
Join	Youth attends a listening session or orientation.
Act	Youth surveys peers, testifies, recruits, or joins an action.
Reflect / Return	Organizer shares results and invites the next step.
Lead	Youth facilitates outreach, speaks to decision-makers, or mentors others.

Appendix F: Communications Safety and Support Plan

Planning Area	Team Decision
Youth point person	
Adult or organizational support person	
Consent, credit, and compensation check	
Privacy, location, and identifying-information check	
Accessibility, caption, translation, and format check	
Comment moderation and harassment response	
Screenshot, documentation, and correction process	
Emotional support and debrief plan	
Conditions for pausing, removing, or changing content	

Completed Example: Communications Safety and Support Plan

Planning Area	Team Decision
Story and photo consent	Separate choices for internal, partner, social, news, and future use; no pressure to show faces.
Privacy and location	Do not post live locations, home routes, school schedules, or identifying legal/health details.
Accessibility	Caption videos, add alt text, use plain language, translate, and provide non-digital access.
Comment moderation	Two adults and one youth lead monitor; youth do not manage threats alone.
Harassment response	Document, block/report, contact support, assess safety, and pause content if needed.
Corrections	Correct inaccurate facts publicly and preserve the source record.
Emotional support	Pre-publication review, opt-out, debrief, and follow-up.
Pause/remove conditions	Consent withdrawal, threat, identifying information, factual error, or unplanned harm.

Appendix G: Sample Completed Youth Counternarrative

Incomplete narrative: “Young people do not care about their communities and only show up when adults organize something for them.”

What this leaves out: Young people often face barriers related to transportation, work, school, caregiving, safety, and information. Many also organize through peer networks, arts, mutual aid, testimony, youth councils, and digital spaces that adults may not recognize.

Youth-centered counternarrative: Black and brown young people are already researchers, storytellers, organizers, caregivers, artists, and policy leaders. When institutions share information, resources, decision-making power, compensation, and safe ways to participate, youth do more than attend; they shape solutions and bring other people with them.

System connection: Programs and agencies often invite youth after major decisions have already been made or fail to fund transportation, food, technology, interpretation, and youth time.

Demand: Include young people early, compensate for their expertise, remove barriers to participation, and give them meaningful authority over decisions that affect them.

Future vision: A DC where young people are trusted and resourced as partners in building safe, joyful, and equitable communities.

Appendix H: Sources and Further Research

Last reviewed: September 10, 2026. Recheck time-sensitive laws, budgets, procedures, officeholders, program eligibility, and application deadlines before facilitation.

- Critical Exposure. (n.d.). *Visual Storytelling Gallery*. Provides examples of youth photography, photo storytelling, portraits, community care, and organizing in action. Facilitators can use selected images to help participants examine how visual stories communicate lived experience, community strengths, problems, and possible solutions. Review image-use requirements before reproducing photographs in curriculum materials.

- Global Action Project. (n.d.). *Media in Action Curriculum*. Offers a free, youth-centered curriculum developed over more than two decades of media arts and youth organizing practice. Activities address media analysis, framing, cultural expression, storytelling, collective reflection, and the use of media to support organizing and political change. Global Action Project encourages facilitators to adapt the curriculum to their participants and context. Open U.S.-based resource; no account required.

- Global Action Project. (n.d.). *Workshop Principles and Media Advancing Movements*. Provides facilitation principles and a youth workshop examining how media can reinforce oppressive systems or help movements communicate values, build participation, and advance liberation. The workshop includes reflection activities and movement case studies, although some older external links within the curriculum may no longer work and should be checked before a session. Open PDF.

- Global Action Project, DataCenter, & Research Action Design. (2015). *Media in Action: A Field Scan of Media and Youth Organizing in the United States*. Examines how youth organizers across the United States use media to organize, frame community stories, conduct media analysis, and support movement building. This resource is more detailed than the youth activities and is best suited for facilitator preparation or deeper research. Open resource.

- MediaJustice. (2011, September 25). *Communicate Justice 101: The Organizers' Essential Guide to Strategic Communications*. Provides practical tools for grassroots and racial-justice organizers to assess communications readiness, monitor media, challenge racist bias, develop messages, plan media campaigns, conduct press outreach, and evaluate communications work. The page links to the complete downloadable toolkit. Open resource.

- Color Of Change & Family Story. (2020). *Changing the Narrative About Black Families*. Identifies inaccurate and biased terms and narratives that harm Black

families and provides guidance for more accurate, affirmative, and anti-racist communication. The guide can help participants examine how language shapes public attitudes, policy choices, and whose experiences are treated with care or blame. A direct PDF of the guide is also available. Open resource.

- Youth Media Council & We Interrupt This Message. (2002). *Speaking for Ourselves: A Youth Assessment of Local News Coverage*. Presents youth-led research on how local news represented young people and youth-related issues. The report examines whose voices were included, how youth were described, whether root causes and policy solutions were discussed, and how biased reporting could influence public opinion and policy. This is a valuable historical example of youth-led media monitoring, but facilitators should explain that it reflects an earlier media environment and connect it to current platforms and examples. Open legacy PDF.