P2PU Facilitator Guide

Journalism for Social Change

This course is designed for students who are interested in the intersection of public policy, journalism and social sciences and who are looking to use their expertise and careers to drive positive social change.

The goal of this online course is two-fold; to teach students how to use journalism and media as an implement of social change; and have those students become effective change agents themselves.

The purpose of this guide is to provide structure and insights about facilitating this course with a group and to provide a template that you can use to adapt the course for your learning circle: This guide is designed to be run with a group across **seven 90-minute meetings**. Each module follows a consistent format: group Check-in, Read & Watch, Activity, and closing Reflection.

To edit this guide, click "File" and select "Make a Copy". Our Knowledge Base has a number of resources to help you adapt the guide for your learning circle, including an activity library, standard group expectations, and peer learning tips.

Course Website	P2PU Resource Page	P2PU Knowledge Base

This course is currently under review to earn college credit from College Unbound. If you'd like to use it, reach out to collegeunbound@p2pu.org.

>> *Learn more about credit-bearing learning circles*

Week 1

Each week of learning material and activities in this course is broken up into three subsections: Journalism, Public Policy and Social Welfare. Each of these subsections has a variation of video lectures, readings and discussion questions or activities. We recommend if at all possible assigning the Journalism section readings to the learners before the first class. You can also consider skipping The one reading in the public policy section; it is a little hard to read. The final two readings in Journalism Ethics can be homework and discussed at the top of the next session.

1. Check-in (20 min)

(5 mins) Introduction to the learning circle

- Learning circles are study groups for people who want to take online classes together and in-person.
- I am here to help facilitate this course, and I'll be learning along with you. I am not an expert in this field, I'm looking forward to learning alongside you.
- Icebreaker: what is something you learned recently?

(10 mins) Group Expectations Below are P2PU's recommended group expectations for a new learning circle:

- **Respect the speaker:** When a person is sharing, allow them to share their complete thoughts without interruption. Listen actively and push past distractions from digital devices and your environment when possible.
- **Speak from "I" and eye:** Share from your own experience and perspective. Don't assume the experiences of others and avoid making comments or generalizations about entire communities. Keep your shares focused on what you see, what you notice, and what you feel.
- **Lean into discomfort:** Some topics may be uncomfortable to talk about because of personal experiences or oppressions felt in your everyday life. The emotions and feelings that may arise are normal and can help enhance

authentic learning together if shared. Participants are asked to lean into their own discomfort and honor the space for others to do the same.

- **Step up, step back:** A learning circle is most effective when all voices can be heard. If you find yourself speaking often, step back and create space for others to share their ideas. If you're someone who prefers to listen, push yourself to speak out and share at least once per meeting.
- **Keep it confidential:** What happens in the learning circle stays in the learning circle. Respect the privacy of your fellow participants and don't share others' stories without consent.

As a group, note anything that you'd like to add or remove for the list. How do you want to address any conflicts that arise in light of these expectations? (You can return to this list throughout the learning circle).

(5 mins) Introductions

Ask each learner to introduce themselves and include the answers to the following questions from the course.

- Why did you choose to take this course?
- **Most importantly**, which particular human rights issue are you interested in and motivated to address using solution-based journalism?

2. Watch & Discuss (75 min)

Journalism

Watch: Introduction to Solution-Based Journalism Video (0:24)

Watch: Daniel Heimpel Lecture Video (9:26)

Read: * *1& 2 are mandatory, learners have the option to read 3 and 4 about refugees or 5 and 6 about child abuse.*

1. Dyer, John. (June, 2015). Is Solutions Journalism the Solution? Nieman Reports. Retrieved from: http://niemanreports.org/articles/is-solutions-journalism-the-solution/

2. McCann, Samantha. (Nov. 28, 2016). Solutions Journalism is Biased! (And Other Myths). Solutions Journalism Network. Retrieved from: https://thewholestory.solutionsjournalism.org/solutions-journalism-is-biased-and-other-myths-4b8f2beb69bf
3. Robins-Early, Nick. Most Displaced Syrians Aren't Refugees. They're Trapped Inside the Country. The Huffington Post. Retrieved from: http://www.huffingtonpost.com/entry/syrian-refugees-internally-displaced_565c94e1e4b079b2818b14d8
4. Agence France-Presse (AFP). Human Rights Watch urges Pakistan to end police harassment of Afghan refugees. The Express Tribune. Retrieved from: http://tribune.com.pk/story/993881/human-rights-watch-urges-pakistan-to-end-police-harassment-of-afghan-refugees/
5. Heimpel, D. (2013). The spear tip of child maltreatment prevention. The Chronicle of Social Change.
6. Alpert Reyes, E. (2013, Nov. 12). Teen moms abused as children are more likely to be abusers themselves. Los Angeles Times. Retrieved from http://articles.latimes.com/2013/nov/12/local/la-me-childhood-abuse-20131113

Discuss: Discussion of Readings

Activity: Choosing Sources

Public Policy

Watch: Lecture: Edward Wasserman, Dean of UC Berkeley's Graduate School of Journalism (8:21)

Read: Edward Wasserman (2014), Has U.S. journalism lost its nerve?

Discuss: Positive Social Change Stimulated by Media Coverage

In a vibrant democracy, journalism has the power and responsibility to both inform and inspire the public to political action. Identify an actual example of this concept in action and tell us why you chose this instance.

Journalism Ethics

Watch: Writing in the best interests of the child - Daniel Heimpel (7:01)
Watch: Ethical Journalism - Dean Wasserman (11:43)
Read:

1. Getting it Right: Fact Checking in the Digital Age. (April 21, 2015) American Journalism Review. Retrieved from: http://ajr.org/2015/04/21/fact-checking-tools/
2. Opportunities and Challenges for Journalism in the Digital Age: Asian and European Perspectives. (August, 2015). Chatham House, The Royal Institute of International Affairs. Retrieved from: http://www.asef.org/images/docs/Final%20Chatham%20House%20Monograph-ERT7-20150825.pdf

4. Reflect (5 min)

Week 2

1. Check-in (15 min)

Spend some time to discuss some of the reading from Week One

2. Watch & Discuss (30 min)

Journalism

Watch: Reporting Video (7:03)

Watch: Story structure and AP style attribution (6:56)

Public Policy

Watch: Intro video (0:40)

Watch: Jill Duerr Berrick, School of Social Welfare (16:22)

Read:

1. Herman, Ellen (2012). Adoption History Project: Fostering and Foster Care. Retrieved from http://pages.uoregon.edu/adoption/topics/fostering.htm
2. Roberts, Dorothy (2002). ASFA: An Assault on Family Preservation. *PBS Frontline.* Retrieved from: http://www.pbs.org/wgbh/pages/frontline/shows/fostercare/inside/roberts.html
3. (Link Broken replacement link https://www.childwelfare.gov/topic
4. s/systemwide/laws-policies/federal/fosteringconnections/)

Try: Central Tensions Activity

Social Welfare

Watch: Introduction to Child Maltreatment and Public Health Video (1:52)

Watch: Leonard Syme Video (11:30)

Read:

1. Syme, SL. Social determinants of health: the community as an empowered partner. Retrieved from Preventing Chronic Disease [serial online] 2004 Jan. Available from: http://www.cdc.gov/pcd/Issues/2004/jan/03_0001.htm
2. Stevens, Jane Ellen. *Aces 101.* Retrieved from Aces Too High on 10 Dec. 2014.
3. (link is broken use replacement Injury Prevention & Control: Division of Violence Prevention)

Try: ACE Activity

3. Reflect (5 min)

Week 3

There is substantially less reading for this week. For the Pitch Activities we suggest that you review the information in the Submit your pitch assignment as a group and work on the pitch at home and discuss the following week.

1. Check-in (15 min)

Spend some time to discuss some of the reading from Week One

2. Watch & Discuss (30 min)

Journalism & Final Story Pitch

Watch: **Introduction to Reporting on Public Policy Video (0:22)**

Watch: Trey Bundy Video (10:49)

Read:

1. Altan, Daffodil J. and Trey Bundy. (2014). For teens at Rikers Island, solitary confinement pushes mental limits. Center for Investigative

Reporting. Retrieved from: https://www.revealnews.org/article-legacy/for-teens-at-rikers-island-solitary-confinement-pushes-mental-limits/

2. Bundy, Trey and Altan Daffodil J. (Oct. 7, 2014) Rikers Island is Eliminating Juvenile Solitary Confinement. Now What? The Center for Investigative Reporting. Retrieved from: http://jjie.org/rikers-island-is-eliminating-juvenile-solitary-confinement-now-what/
3. NPR Staff. (February 8, 2015). To End Solitary Confinement, Rikers Steps Out Of The Box. *NPR*. Retrieved from:http://www.npr.org/2015/02/08/384777189/to-end-solitary-confinement-rikers-steps-out-of-the-box

Assignment: Submit your Pitch

Discuss: Pitch Assignment

Public Policy

Watch: Introduction to Child Protection System Video (0:25)

Watch: Jane Mauldon Video (Optional)(10:40

Social Welfare

Watch: Introduction to Research Reporting Video (0:48)

Watch: Barbara Needell Video (14:02)

Watch: Barbara Feder Ostrov Video (Optional)(2:59)

3. Activity (40 min breakout)

4. Reflect (5 min)

Week 4

1. Check-in (15 min)

Spend some time to discuss some of the reading from Week One

2. Watch & Discuss (30 min)

Journalism

Watch: **Introduction to Research Reporting Video (1:47)**

Watch: John Marsh Video (8:45)

Read:

1. Tough, P. (2011). The poverty clinic: can a stressful childhood make you a sick adult? *The New Yorker*. Retrieved from http://www.newyorker.com/magazine/2011/03/21/the-poverty-clinic
2.

Public Policy

Watch: Children of the System Video (Optional)(42:36)

Social Welfare

Watch: **Introduction to Data Linkage Video (0:34)**

Watch: **Emily Putnam-Hornstein Video** (11:36)

Read:

1. Heimpel, D. (2014). New study shows heightened child abuse threat. *The Chronicle of Social Change*. Retrieved from

https://chronicleofsocialchange.org/analysis/new-study-shows-heightened-child-abuse-threat/8866
2. Heimpel, D. (2014). Preventive Analytics. *The Chronicle of Social Change*. Retrieved from https://chronicleofsocialchange.org/news/preventive-analytics/8384
3. Rinker, B. (2014). New study finds 1 in 8 U.S. children maltreated. *The Chronicle of Social Change*. Retrieved from https://chronicleofsocialchange.org/news/new-study-finds-1-in-8-u-s-children-maltreated/6884

3. Activity (40 min breakout)

4. Reflect (5 min)

Week 5

1. Check-in (15 min)

Spend some time to discuss some of the reading from Week One

2. Watch & Discuss (30 min)

Journalism

Watch: Introduction to Narrative Reporting Video (0:28)

Watch: Deirdre English Video (11:02)

Try: Conducting an Interview

Public Policy

Watch: Introduction to Open Courts Debate Video (0:36)

Watch: Judge Trina Thompson Video (11:03)

Read:

1. read pages 13-30. Fostering Media Connections (2012). *A watched system.*

Social Welfare

Watch: Introduction to Juvenile Dependency Courts Video (0:30)

Watch: Karen De Sa Video(12:49)

Read:

1. de Sa, K. (2008, Feb. 8). How rushed justice fails kids. San Jose Mercury News. Retrieved from http://www.mercurynews.com/ci_8210271
2. de Sa, K. (2008, Feb. 12). A timid advocate for parents' rights. San Jose Mercury News. Retrieved from http://www.mercurynews.com/ci_8228513?source=pkg
3. de Sa, K. (2008, Feb. 12). If it was about me, why didn't they ask me? San Jose Mercury News. Retrieved from http://www.mercurynews.com/ci_8237949?source=pkg

Discuss: Vulnerable Populations and a Free Press

3. Activity (40 min breakout)

4. Reflect (5 min)

Week 6

1. Check-in (15 min)

Spend some time to discuss some of the reading from Week One

2. Watch & Discuss (30 min)

Journalism

Watch: Introduction to a Watched System Video (0:32)

Watch: Trey Bundy Video (8:06)

Assignment: Final Story Submission

Public Policy

Watch: Lindsey Dancoff Video (Optional)(9:49)

Read:

1. Blackshere, R. (2012). Fostering our future: foster youth advocate for better lives. *Huffington Post: The Blog*. Retrieved from http://www.huffingtonpost.com/ryann-blackshere/fostering-our-future-fost_b_1238189.html
2. Heimpel, D. (2012). Post-Partisan: the Power of Foster Care Politics. *Chronicle of Social Change.* Retrieved from https://chronicleofsocialchange.org/opinion/post-partisan-the-power-of-foster-care-politics/1008

Social Welfare

Watch: Introduction to Child's Perspective Video (0:32)

Listen: Hoekstra, B. (2014, September 3). How can we improve the foster care system? *Your Call Podcast*. Postcast retrieved from http://kalw.org/post/your-call-how-can-we-improve-foster-care-system (53:02)

Read:

1. Rinker, B. (2014). Locked up and locked out. *The Chronicle of Social Change*. Retrieved from https://chronicleofsocialchange.org/news/locked-up-and-locked-out/6868
2. Rinker, B. (2014). Three brothers; three paths out of foster care. *The Chronicle of Social Change*. Retrieved from https://chronicleofsocialchange.org/news/three-brothers-three-paths-out-of-foster-care/8298

Discuss: Youth voice and future story ideas

3. Activity (40 min breakout)

4. Reflect (5 min)

Week 7

1. Check-in (15 min)

Spend some time to discuss some of the reading from Week One

2. Watch & Discuss (30 min)

Journalism

Try: Peer Story Review

Public Policy

Watch: Introduction to No Place for Children Video (0:39)

Watch: David Kirp Video (7:38)

Read:

1. Kirp, D. Life way after Head Start. The New York Times: 21 Nov. 2004. Retrieved from http://www.nytimes.com/2004/11/21/magazine/life-way-after-head-start.html

Discuss: What's your idea

Watch: Final Reflections Video (0:26)

Discuss: Course Reflection

4. Reflect (5 min)